

Grade 1 MATH Decision Tree	
Elementary schools (K-5) must teach math in a dedicated block of time of at least 60 minutes daily to all students. This block will include whole group instruction utilizing an evidence-based sequence of math instruction and small group differentiated instruction in order to meet individual student needs; referred to as the Elementary Flow of Instruction.	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year: FAST Math/Renaissance - 30th percentile and above	
THEN TIER 1 Only <i>Initial instruction:</i> <ul style="list-style-type: none"> • is aligned to the benchmarks • builds background and content knowledge, motivation • provides print rich, systematic, scaffolded, and differentiated instruction • includes accommodations (IEP, ESOL or 504) • incorporates the principles of Universal Design for Learning • includes specially designed instruction for students with disabilities • includes small groups/learning centers 	
Core Instruction (approx. 50 min.): Core instruction should include all factors listed above and follow the suggested Elementary Flow of Instruction for Math. Teachers should focus on the concepts of Number Sense & Operations/Fractions/Algebraic Reasoning/Measurement/Geometric Reasoning/ Data Analysis & Probability using their HMH GoMath materials and the B1G-M resource.	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Math/Renaissance - 29th percentile and below, and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year: FAST Star Early Literacy - 11th-29th percentile STAR CBM may be administered for targeted students as guided by school-based MTSS Teams	
THEN TIER 1 Instruction and TIER 2 Interventions <i>Interventions:</i> <ul style="list-style-type: none"> • are benchmark aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback – using visual aides & manipulatives • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 	
Supplemental Instruction/Interventions Interventions may include but are not limited to:	

GoMath Flipbook - Tiered Instructional Scripts and Activities, CRA model of teaching (concrete representational abstract), using the B1G-M resource, 1 st Grade Mathematics Instructional Toolbox, Waggle growth measure path, NearPod lessons
Number of times per week interventions are provided: Three times per week
Number of minutes per intervention session: No less than 20 minutes per intervention session
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST Math/Renaissance - 10th percentile and below (Star CBM will also be administered for any student scoring 10th percentile and below) and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for understanding place value within two-digit whole numbers, the relationship between addition and subtraction, measurement of physical objects, money, and time, and categorizing, composing, and decomposing geometric figures.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST Math/Renaissance – 9th percentile and below (This FAST Math score requires additional assessment of Star CBMs.)
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions (ESE) <i>Immediate, intensive intervention:</i> <ol style="list-style-type: none"> 1. <i>is targeted instruction based on student need;</i> 2. <i>provides small group or one-on-one instruction;</i> 3. <i>includes accommodations (IEP, ESOL, or 504);</i> 4. <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i> 5. <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i> 6. <i>Is provided by staff who possess a math/ESE certification</i>
Intensive, Individualized Instruction/Interventions Interventions may include but are not limited to: 1 st grade Mathematics Instructional Toolkit, B1G-M resource to provide instruction strictly based on the benchmarks
Number of times per week interventions are provided: Five times per week
Number of minutes per intervention session: No less than 30 minutes