



Montgomery

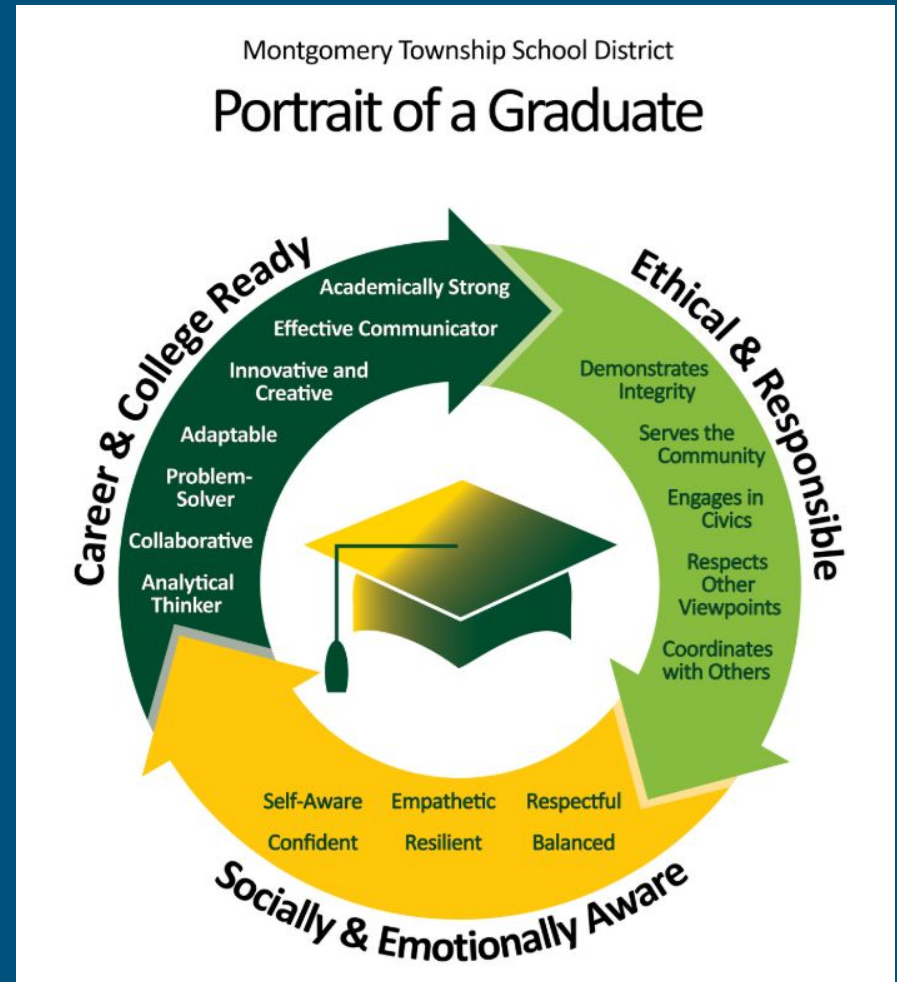
District Math Opportunities



MTSD Philosophy

Our Mission: To empower every student to succeed in a diverse, dynamic, global society by providing quality educational experiences in a caring environment.

Our Vision: To be a premier school district in developing confident, compassionate, engaged learners.



Transform Philosophy into Practice through Differentiation

- Differentiation - maximum student growth/individual student success
- MTSD commitment to differentiation
- Enrichment opportunities - horizontal extensions towards logic, reasoning, and modeling



Flexible Academic Clustering at OHES/VES/LMS

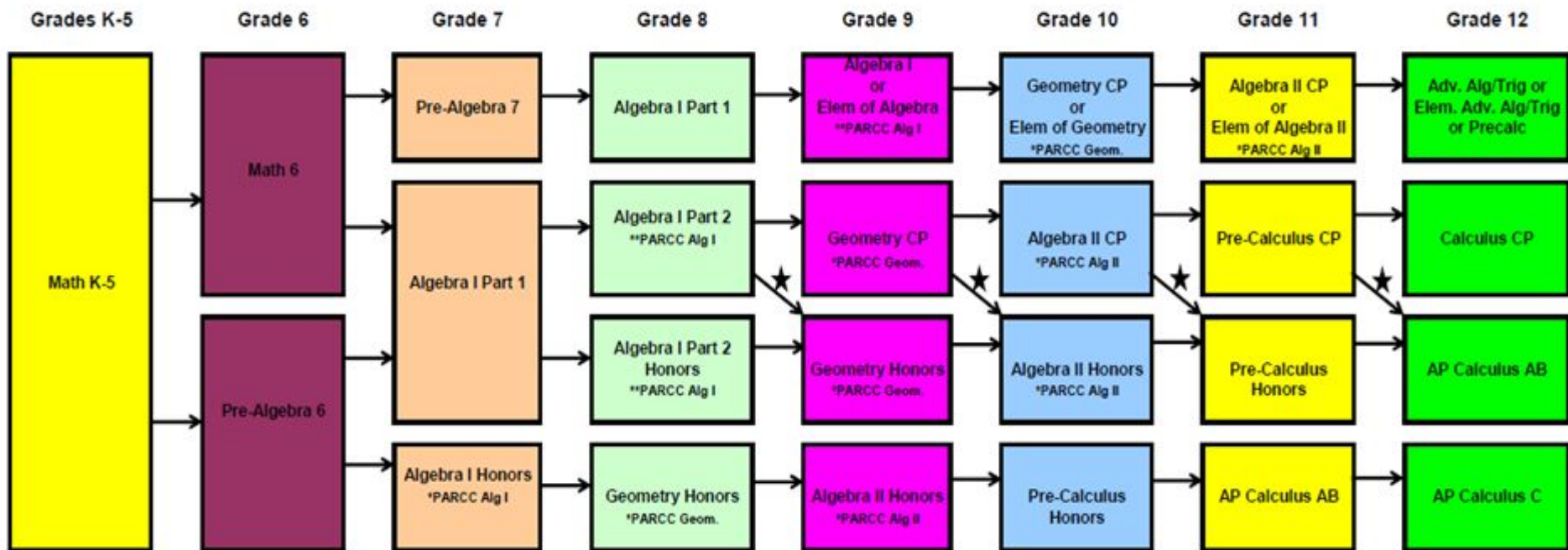
- Clustering - groupings supported by data to ensure heterogeneous clusters within classrooms where student needs can be met
- Flexible clusters CHANGE throughout the year between units
- DATA DRIVEN INSTRUCTION
 - Evaluated continuously each year
 - Formative and Summative Assessments
 - Classwork
 - Unit Assessments
 - Benchmarks - 3 times a year
 - NWEA - MAP Assessment in Mathematics
 - PARCC



Flexible Mathematics Clusters: OHES, VES, & LMS

- **Tier 3 Support** - Individualized or clustered targeted instruction to fill gaps of content knowledge from a specific subject area (<2% of each grade K-5)
- **Tier 2 Support** - In class support within the classroom (~10% of each grade K-5)
- **Grade Level** - Differentiated instruction within the classroom focused around student's current mathematical development
- **Enrichment** - grade level performance tasks and enriched classwork deepening logic, reasoning, and modeling (~10% of each grade K-5)
- **Accelerated** - advanced classwork for qualifying students focused on logic, reasoning, and modeling (<2% of each grade 3-5)

Common Mathematics Opportunities: LMS, UMS, MHS



NOTES: * Denotes possible course path if student meets the HS Program of Studies Requirement of 95% or higher in prerequisite course.

Common course sequences are illustrated. Additional opportunities are available through Option II process. See HS Program of Studies Guide.

In order for students to continue in the Honors sequence, students must maintain the required average based on the Course of Study requirements.

PARCC: * In grades 5-8 students take the PARCC Assessment for their grade level unless they are in an indicated HS level course

** Students must take and pass the PARCC Algebra I test as it is a NJ High School Graduation Requirement.



Montgomery Township Schools
Enrichment Matrix for Grades 3-4 Mathematics

SCREENING STAGE MATRIX

Identification Measure	Score Range	Student Score	Comments	Criteria Met?
Report Cards				Y or N
Math Indicators (all)	3		EOY Grades 2-4	
Benchmark Assessment				
Fall Benchmark	96% or above		Grades 2-4	
Mid-Year Benchmark	96% or above		Grades 2-4	
End of Year/Summative	96% or above		Grades 2-4	
Fact Fluency Assessment				
Addition and Subtraction	96% or above		2nd grade to 20	
Multiplication Level 1 and 2	96% or above		3rd grade	
Division Level 1 and 2	96% or above		4th grade	
Problem Solving Assessment				
W.P. Structures Assessment	86+		2nd grade	
W.P. Structures Assessment	104+		3rd grade	
MAP - Identification Measure				
Grade 2 MAP Math	236+		Spring Score	
Grade 3 MAP Math	245+		Winter Score	
Grade 4 MAP Math	255+		Spring Score	
MATRIX SCORE				/

IDENTIFICATION STAGE MATRIX

Process (circle): Universal Screen Nomination

Nomination details: _____

Teacher Recommendation:

Accelerated Screening Matrix

*You will be contacted if your child qualifies for this opportunity.

Grade 5 & 6

Entering Grade:	5th Grade	
Course:	<i>Math 5</i>	<i>Pre-Algebra 6</i>
Prerequisites:	4th Grade Math	Minimum 255 on 4th grade Spring Math MAP -then additional testing *You will be contacted if your child qualifies for this opportunity

Entering Grade:	6th Grade		
Course:	<i>Math 6</i>	<i>Pre-Algebra 6</i>	<i>Algebra I H</i>
Prerequisites:	<i>Math 5</i> Summary Score* of 65 to 89	<i>Math 5</i> Summary Score* of 90 or higher	<i>Pre-Algebra 6</i> with Summary Score* of 87 or higher

*Summary Score based on: Unit Tests, MAP and Cumulative Assessment

Grade 7

Entering Grade:	7th Grade	
Course:	<i>Pre-Algebra 7</i>	<i>Algebra I Part 1</i>
Prerequisites:	<i>Math 6</i> Summary Score* of 65 to 82	<i>Math 6</i> with Summary Score* of 83 or higher..... or <i>Pre-Algebra 6</i> with Summary Score* of less than 86

Entering Grade:	7th Grade	
Course:	<i>Algebra I H</i>	<i>Geometry H</i>
Prerequisites:	<i>Pre-Algebra 6</i> with Summary Score* of 87 or higher	<i>Algebra I H</i> with a final grade of 90 or higher

*Summary Score based on: Unit Tests, MAP and Cumulative Assessment

Grade 8

Entering Grade:	8th Grade		
Course:	<i>Algebra I Part 1</i>	<i>Algebra I Part 2</i>	<i>Algebra I Part 2 H</i>
Prerequisites:	<i>Pre-Algebra 7</i> Successfully completed	<i>Algebra I Part 1</i> with final grade less than 92	<i>Algebra I Part 1</i> with final grade of 92 or higher

Entering Grade:	8th Grade	
Course:	<i>Geometry H</i>	<i>Algebra II H</i>
Prerequisites:	<i>Algebra I H</i> with final grade of 85 or higher	<i>Geometry H</i> with a final grade of 85 or higher

High School Advancement Opportunities

- Students can be identified by teachers or self select with approval, the opportunity to double in Geometry CP and Algebra 2 CP after grade 9.
- Students can enroll in an Honors course with teacher recommendation on a waiver when within 3 points of the prerequisite grade.
- Various levels of elective options for different post HS interests: AP Statistics, Statistics CP, Discrete Math, Math Methods in Engineering, 3 AP Calculus Courses