

# LEGACY LEARNING CENTER

## K–8 COMPREHENSIVE MATHEMATICS PLAN

### MANDATORY TEACHER HANDBOOK | 2023 INDIANA ACADEMIC STANDARDS

Standards Source: IDOE 2023 IAS Correlation Guides — Adopted June 7, 2023 (SBOE) | All Essential (E)  
 Standards Verified from IDOE Official PDFs  
 HQCM Core Programs (IDOE Approved): Reveal Math | Eureka Math Squared | HMH Into Math | enVision | Ready  
 Indiana | Desmos Math | Carnegie Learning  
 Screener/Growth: NWEA MAP Growth Math — BOY / MOY / EOY (All K–8)  
 State Assessment: ILEARN Math (Gr. 3–8) + ILEARN Checkpoints — Fall / Winter / Spring (mandatory Gr. 3–8  
 beginning 2025–26)  
*Legacy Learning Center | 2025–2026 | IDOE HQCM Compliant*

Grade	Teacher	Core Program	ILEARN Math?	BOY MAP RIT Target
Kindergarten	Dou'a	School HQCM K–8 program	No ILEARN	Growth baseline (no national norm target for K)
Grade 1	Hana	School HQCM K–8 program	No ILEARN	Growth baseline
Grade 2	Hafsa	School HQCM K–8 program	No ILEARN	Growth baseline (all G2 standards prepare for Gr. 3 ILEARN)
Grade 3	Al Habib	School HQCM K–8 program	YES + 3 Checkpoints	~188 RIT → on track for ILEARN Level 3+
Grade 4	Soraya	School HQCM K–8 program	YES + 3 Checkpoints	~196 RIT → on track for ILEARN Level 3+
Grade 5	Dounia	School HQCM K–8 program	YES + 3 Checkpoints	~202 RIT → on track for ILEARN Level 3+
Grade 6	Hafsa	School HQCM 6–8 program	YES + 3 Checkpoints	~208 RIT → on track for ILEARN Level 3+
Grade 7	Abdelmalek	School HQCM 6–8 program	YES + 3 Checkpoints	~213 RIT → on track for ILEARN Level 3+
Grade 8	Abdelmalek	School HQCM 6–8 program	YES + 3 Checkpoints	~217 RIT → on track for ILEARN Level 3+

#### NON-NEGOTIABLES — ALL LLC MATH TEACHERS

- HQCM core math program taught every day with fidelity. Do not skip, abbreviate, or replace with worksheets.
- CRA (Concrete → Representational → Abstract) instruction is MANDATORY every lesson, every grade. Manipulatives are not optional for any student.
- Math vocabulary explicitly taught and used by STUDENTS (not just the teacher) in every lesson.
- ILEARN Checkpoints (Fall, Winter, Spring — Grades 3–8) are mandatory beginning 2025–2026. Use checkpoint data to adjust instruction within 2 weeks of results.
- Advanced Math Auto-Enrollment (IC 20-30-18-3): Above Proficiency on ILEARN Math + C or higher in math MUST result in advanced math enrollment next year. Indiana law.
- NWEA MAP Math: all K–8 students BOY/MOY/EOY. Students 15+ RIT below grade mean → Tier 2 within 5 days. Students 25+ below → Tier 3 same week.
- Green-highlighted rows in Standards tables = ESSENTIAL (E) standards per IDOE. These must be mastered by end of grade. Prioritize instructional time accordingly.



## Section 1: School-Wide Math Expectations — ALL TEACHERS

All Legacy Learning Center K–8 math teachers follow the same IDOE-aligned frameworks, assessment calendar, MTSS protocols, and advanced enrollment law. This section is mandatory reading for every teacher before the school year begins.

### 2023 Indiana Academic Standards for Mathematics — Context

#### What IDOE Says About the 2023 Standards

Adopted by the Indiana State Board of Education on June 7, 2023 (per IC 20-31-3-1(c-d)).

The standards result from a streamlining process: all standards were renumbered to avoid gaps in sequencing. Committees reduced the total number of standards and designated approximately one-third as ESSENTIAL.

ALL standards must be taught. Standards designated ESSENTIAL (E) — shaded in IDOE documents and marked (E) — are those identified as essential for mastery by the end of the grade level.

Essential standards carry the highest ILEARN weight. Non-essential standards are still taught but with proportionally less instructional time.

Source: IDOE 2023 IAS Correlation Guides, published at [secure.in.gov/doe/students/indiana-academic-standards/mathematics/](https://secure.in.gov/doe/students/indiana-academic-standards/mathematics/)

### IDOE HQCM-Approved Math Programs — Full List 2024–2025

Program	Vendor	Grades	IDOE HQCM Status
Reveal Math K–5 and Reveal Math 6–8	McGraw-Hill	K–5 and 6–8 (separate programs)	HQCM Approved 2024
Eureka Math Squared	Great Minds PBC	K–8	HQCM Approved 2024
HMH Into Math	Houghton Mifflin Harcourt	K–8	HQCM Approved 2024
Savvas Indiana enVision Math	Savvas Learning	K–8	HQCM Approved 2024
Ready Indiana Mathematics	Curriculum Associates	K–8	HQCM Approved 2024
Amplify Desmos Math	Amplify Education	6–8 ONLY	HQCM Approved 2024
Carnegie Learning Middle School Math Solution	Carnegie Learning	6–8 ONLY	HQCM Approved 2024

### Assessment Calendar — All Math Teachers

Assessment	BOY (Aug–Sep)	MOY (Jan)	EOY (Apr–May)	3× per Year (F/W/S)	Who Administers
NWEA MAP Growth Math	ALL K–8	ALL K–8	ALL K–8	—	Teacher / Technology Lab
ILEARN Math Summative	—	—	—	Gr. 3–8 Spring	IDOE Test Coordinator
ILEARN Math Checkpoints (NEW 2025–26)	—	—	—	Gr. 3–8 F/W/S mandatory	School-administered per IDOE
HQCM Core Unit Assessments	BOY baseline	Mid-year check	EOY benchmark	—	Classroom teacher
Math Fact Fluency Check	BOY	MOY	EOY	—	Classroom teacher

Tier 2/3 Progress Probes	—	—	—	Bi-weekly for Tier 2/3	Teacher + math specialist
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### Advanced Math Auto-Enrollment — Indiana Law IC 20-30-18-3

**EVERY Grade 3–8 Teacher Must Know and Follow This Law**

IC 20-30-18-3 requires ALL public and charter middle schools to automatically enroll students in advanced math if they:

- (1) Achieve 'Above Proficiency' (Level 4) on the ILEARN Mathematics assessment, AND
- (2) Earn a grade of 'C' or higher in their current mathematics course.

This is not optional — it is Indiana law. Document qualifying students by May 15 each year. Submit to principal. Teachers responsible: Al Habib (Gr. 3), Soraya (Gr. 4), Dounia (Gr. 5), Hafsa (Gr. 6), Abdelmalek (Gr. 7 & 8).

### ILEARN Math Checkpoints — New for 2025–2026 (Mandatory)

**ILEARN Checkpoints: Three Per Year, Grades 3–8, Beginning 2025–2026**

Three checkpoints per year: Fall, Winter, Spring. 20–25 questions each. Aligned to 2023 Indiana Academic Standards.

Purpose: provide actionable, real-time data throughout the year — not just the spring summative. Teachers must use checkpoint results within 2 weeks to adjust instruction, regrouping, and intervention intensity.

Checkpoint data is reported per domain — use the domain-level report to identify which Essential standards need re-teaching.

Source: IDOE ILEARN page at [secure.in.gov/doe/students/assessment/ilearn/](https://secure.in.gov/doe/students/assessment/ilearn/)

### MTSS Math Framework — Required by IC 20-32-6.5-3

Tier	Who	Instruction	Frequency	Data	Notify
1	All students	HQCM core math program daily; CRA instruction; math talk; problem-solving with Essential standards emphasis	Daily math block (min. 60 min)	MAP + Unit + Checkpoints	—
2	MAP below 25th %ile; not meeting growth; ILEARN Level 1/2	+ 30-min targeted small group 4–5×/week; specific Essential standard gap; CRA with manipulatives	Supplemental IN ADDITION TO Tier 1	Bi-weekly probes	Specialist
3	MAP 25+ below mean; Tier 2 non-responders; ILEARN Level 1 multiple years	45-min daily intensive 1:1 or pairs; math specialist diagnostic; MTSS documentation; SPED referral if needed	Daily + Tier 1 core	Weekly probes	Principal + Parent

SECTION 2 · Legacy Learning Center · MATHEMATICS · 2025-2026

# KINDERGARTEN

Teacher: Dou'a

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Kindergarten Mathematics — At a Glance | Dou'a

Element	Details — Dou'a   Kindergarten   2025-2026
Teacher	Dou'a   Kindergarten   Legacy Learning Center   2025-2026
HQCM Core Program	School-adopted IDOE HQCM Approved K-8 Math Program (Reveal Math / Eureka Math Squared / HMM Into Math / enVision / Ready Indiana)
Supplemental (Locally Vetted)	Manipulatives (counters, ten-frames, linking cubes, pattern blocks); number lines; dot cards; Khan Academy Kids; math center games
State Assessment	Not assessed — ILEARN begins Grade 3. All Kindergarten standards are foundational for future ILEARN performance.
ILEARN Checkpoints (2025-26)	Three checkpoints per year — Fall, Winter, Spring — 20-25 questions each — mandatory Grades 3-8
NWEA MAP Math	BOY/MOY/EOY — all K-8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: Growth baseline   MOY: Growth baseline   EOY: Growth baseline   ILEARN predictor: No ILEARN in Kindergarten
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Kindergarten Mathematics | Dou'a

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
K.NS.1 (E)	Count to at least 100 by ones and tens. Count by one from any given number.	ESSENTIAL	Low
K.NS.2 (E)	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20.	ESSENTIAL	Low
K.NS.3 (E)	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each	ESSENTIAL	Low

	<b>number name with one and only one object. Understand that the last number name said describes the number of objects counted. Count out the number of objects, given a number from 1 to 20.</b>		
<b>K.NS.4 (E)</b>	<b>Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (Subitizing)</b>	<b>ESSENTIAL</b>	Low
<b>K.NS.5</b>	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	—	Low
<b>K.NS.6</b>	Compare the values of two numbers from 1 to 20 presented as written numerals.	—	Low
<b>K.NS.7 (E)</b>	<b>Define and model a 'ten' as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</b>	<b>ESSENTIAL</b>	Low
<b>DOMAIN: Computation and Algebraic Thinking</b>			
<b>K.CA.1 (E)</b>	<b>Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings.</b>	<b>ESSENTIAL</b>	Low
<b>K.CA.2 (E)</b>	<b>Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations.</b>	<b>ESSENTIAL</b>	Low
<b>K.CA.3 (E)</b>	<b>Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</b>	<b>ESSENTIAL</b>	Low
<b>K.CA.4</b>	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	—	Low
<b>DOMAIN: Geometry</b>			
<b>K.G.1</b>	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	—	Low
<b>K.G.2</b>	Model shapes in the world by composing shapes from objects and drawing shapes.	—	Low
<b>DOMAIN: Measurement</b>			
<b>K.M.1 (E)</b>	<b>Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</b>	<b>ESSENTIAL</b>	Low
<b>K.M.2</b>	Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.	—	Low
<b>DOMAIN: Data Analysis</b>			
<b>K.DA.1 (E)</b>	<b>With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.</b>	<b>ESSENTIAL</b>	Low

## Mandatory Daily Math Schedule — Dou'a | Kindergarten

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Number Sense Warm-Up	HQCM Core Program	Dou'a leads: count aloud to 30, subitize dot card, number of the day with objects. Students respond with fingers, whiteboards, or manipulatives.
8:10–8:40	Core Math Lesson (Concrete)	HQCM Core Program	Dou'a introduces concept with physical manipulatives (counters, linking cubes, ten-frames). CRA: concrete first, always. Students explore, build, count.
8:40–8:50	Guided Practice	HQCM Core Program	Dou'a guides practice with think-aloud. Students practice

5			on whiteboards; partner share; Dou'a circulates to check for understanding.
8:55–9:20	Small Group / Math Centers	HQCM + Supplemental	Dou'a pulls targeted small group. Centers: counting collections, number line activities, shape sorting, addition within 5 games, subitize cards.
9:20–9:30	Vocabulary / Closure	HQCM Core Program	Review 1–2 math words (more, less, equal, number, ten). Exit: 'show me ___ on your fingers.' Students use vocabulary in a sentence.

## Unit Pacing Guide — Dou'a | Kindergarten

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	Number Sense — Counting & Cardinality	K.NS.1(E), K.NS.2(E), K.NS.3(E), K.NS.4(E), K.NS.7(E)	8 weeks	BOY NWEA MAP Math; teacher observation; counting fluency check
Q2 (Nov–Dec)	Computation & Algebraic Thinking	K.CA.1(E), K.CA.2(E), K.CA.3(E)	7 weeks	Unit assessment; addition within 5 fluency check; decomposition observation
Q3 (Jan–Mar)	Measurement + Data Analysis	K.M.1(E), K.DA.1(E)	8 weeks	MOY NWEA MAP Math; measurement comparison observation; data collection rubric
Q4 (Apr–May)	Geometry + Number Sense Review	K.G.1, K.G.2, K.NS.5, K.NS.6; cumulative review all domains	7 weeks	EOY NWEA MAP Math; portfolio; shape identification performance task

## Math Fact Fluency & Number Sense — Dou'a | Kindergarten

Period	Fluency Focus	Warm-Up Activities	Goal
BOY–MOY	Counting fluency to 20; subitizing 1–5	Dot card flash; 'how many?' rapid count; ten-frame subitize; clap-and-count games	Count to 20 fluently; subitize within 5 (K.NS.4 E)
MOY–EOY	Addition and subtraction within 5 fluency (K.CA.1 E, K.CA.3 E)	Fact triangles within 5; number bond flash; mental math within 5; make-5 games	Add/subtract within 5 fluently; find the number that makes 10 (K.CA.3 E)

## Small Group Differentiation — Dou'a | Kindergarten

### Small Group Priority: Dou'a | Kindergarten

Dou'a's Tier 2 priority: one-to-one correspondence (does student touch each object once when counting?) and rote counting accuracy to 20.  
 Use NWEA MAP Math BOY as a growth baseline. MAP is grade-independent — use it to track growth across the year, not to compare to norms.  
 Concrete manipulatives MUST be available to ALL students at ALL times in Kindergarten. Never remove manipulatives from any student.  
 Math vocabulary: build a visual word wall with picture + numeral cards. Teach 2 words per unit explicitly with gestures.

Group	Who	Teacher Instruction	Independent Practice
Tier 2 — Below	MAP below 25th %ile;	Re-teach specific Essential	Math game targeting gap;

<b>Target</b>	ILEARN Level 1/2; not meeting growth	standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — Dou'a | Kindergarten

If Student Scores...	On Assessment	Dou'a Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

### Tracking & Accountability — Dou'a | Kindergarten

#### Weekly Math Fidelity Checklist — Dou'a | Kindergarten

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								

Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used $\geq$ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3-8, when applicable)								
<b>Week of (date):</b> →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly Math Check-In Log — Dou'a | Kindergarten

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___%	___	
Sep	___	___%	___%	___	
Oct	___	___%	___%	___	
Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	
Feb	___	___%	___%	___	
Mar	___	___%	___%	___	
Apr	___	___%	___%	___	
May	___	___%	___%	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly Math Data Review — Dou'a | Kindergarten

Complete at each data team meeting. Principal co-signs. Attach printed reports.

<b>Q1 — Fall   August – October</b>			
Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)			
Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q2 — Winter | November – January**

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3-8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_

2. \_\_\_\_\_  
 3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

Teacher: Dou'a Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Dou'a | Kindergarten**

<p><b>TEACHER — MATH PLAN</b>  <b>Dou'a   Kindergarten   Legacy Learning Center</b>  <i>I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____                  Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b>  <b>Principal — Legacy Learning Center</b>  <i>This Mathematics plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____                  Date Issued: _____</p>
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SECTION 3 · Legacy Learning Center · MATHEMATICS · 2025-2026

# GRADE 1

Teacher: Hana

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 1 Mathematics — At a Glance | Hana

Element	Details — Hana   Grade 1   2025-2026
Teacher	Hana   Grade 1   Legacy Learning Center   2025-2026
HQCM Core Program	School-adopted IDOE HQCM Approved K-8 Math Program (Reveal Math / Eureka Math Squared / HMM Into Math / enVision / Ready Indiana)
Supplemental (Locally Vetted)	Base-ten blocks, hundred chart, number lines, ten-frames; Khan Academy Grade 1; addition/subtraction within 20 fact games
State Assessment	Not assessed — ILEARN begins Grade 3. All Grade 1 standards are foundational for Grade 3 ILEARN operations and place value.
ILEARN Checkpoints (2025-26)	Three checkpoints per year — Fall, Winter, Spring — 20-25 questions each — mandatory Grades 3-8
NWEA MAP Math	BOY/MOY/EOY — all K-8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: Growth baseline   MOY: Growth baseline   EOY: Growth baseline   ILEARN predictor: No ILEARN in Grade 1
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Grade 1 Mathematics | Hana

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
1.NS.1 (E)	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	ESSENTIAL	Low
1.NS.2 (E)	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	ESSENTIAL	Low
1.NS.3	Match the ordinal numbers (e.g., first, second, third) with an ordered set of	—	Low

	up to 20 items.		
1.NS.4 (E)	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	ESSENTIAL	Low
1.NS.5	Find mentally ten more or ten less than a given two-digit number without having to count, and explain the thinking process used.	—	Low
<b>DOMAIN: Computation and Algebraic Thinking</b>			
1.CA.1 (E)	Demonstrate fluency with addition facts and corresponding subtraction facts within 20. Use strategies such as counting on; making ten; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Model the role of 0 and the equal sign.	ESSENTIAL	Low
1.CA.2 (E)	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem.	ESSENTIAL	Low
1.CA.3 (E)	Using number sense and place value strategies, add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	ESSENTIAL	Low
1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	—	Low
<b>DOMAIN: Geometry</b>			
1.G.1	Distinguish between defining attributes of two- and three-dimensional shapes versus non-defining attributes. Create and draw two-dimensional shapes with defining attributes.	—	Low
1.G.2	Use two-dimensional or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	—	Low
1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters.	—	Low
<b>DOMAIN: Measurement</b>			
1.M.1 (E)	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	ESSENTIAL	Low
1.M.2 (E)	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks.	ESSENTIAL	Low
1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	—	Low
<b>DOMAIN: Data Analysis</b>			
1.DA.1 (E)	With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies.	ESSENTIAL	Low

## Mandatory Daily Math Schedule — Hana | Grade 1

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Number Sense Warm-Up	HQCM Core Program	Hana leads: number of the day (build with base-ten blocks), count on from any number to 120, fact family

			flash within 10. Students: whiteboard response.
8:10–8:40	<b>Core Math Lesson (CRA)</b>	HQCM Core Program	Hana introduces concept with CRA: base-ten blocks (concrete) → number line drawing (representational) → equation (abstract). Heavy use of manipulatives.
8:40–8:55	<b>Guided Practice / Math Talk</b>	HQCM Core Program	Hana guides addition/subtraction problems; students share strategies; partner discussion. Focus on multiple strategies (making 10, decomposing, counting on).
8:55–9:20	<b>Small Group / Centers</b>	HQCM + Supplemental	Hana pulls targeted group (specific fact or place value gap from MAP data). Centers: addition/subtraction games, base-ten place value, measurement comparison, shape patterns.
9:20–9:30	<b>Vocabulary / Exit Ticket</b>	HQCM Core Program	Review math vocabulary (add, subtract, digit, tens, ones, equal, compare). Exit ticket: one problem aligned to today's standard.

### Unit Pacing Guide — Hana | Grade 1

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
<b>Q1 (Aug–Oct)</b>	<b>Computation &amp; Algebraic Thinking</b>	1.CA.1(E), 1.CA.2(E), 1.CA.3(E)	9 weeks	BOY NWEA MAP Math; unit assessment; addition within 10 fluency check
<b>Q2 (Nov–Dec)</b>	<b>Number Sense — Place Value</b>	1.NS.1(E), 1.NS.2(E), 1.NS.4(E)	7 weeks	Place value check; MOY NWEA MAP; unit assessment
<b>Q3 (Jan–Mar)</b>	<b>Measurement + Data Analysis</b>	1.M.1(E), 1.M.2(E), 1.DA.1(E)	8 weeks	Measurement performance task; MOY MAP; observation rubric
<b>Q4 (Apr–May)</b>	<b>Geometry + Cumulative Review</b>	1.G.1, 1.G.2, 1.G.3; full review all domains	6 weeks	EOY NWEA MAP Math; fluency check within 20; portfolio review

### Math Fact Fluency & Number Sense — Hana | Grade 1

Period	Fluency Focus	Warm-Up Activities	Goal
<b>BOY–MOY</b>	Addition facts within 10 (building from K.CA fluency within 5)	Fact triangles; ten-frame add; number bond practice; count on from larger addend	Know all addition facts within 10 by MOY
<b>MOY–EOY</b>	Addition and subtraction within 20 fluency (1.CA.1 ESSENTIAL)	Flashcard partner drill; mental math within 20; relate addition to subtraction; missing addend games	Fluent add/subtract within 20 by EOY (1.CA.1 E)

### Small Group Differentiation — Hana | Grade 1

#### Small Group Priority: Hana | Grade 1

Hana's Tier 2 priority: students not yet fluent within 10 (should be from K) — return to K.CA.1 concrete ten-frame work before within-20 fluency.

Place value is the foundational concept of Grade 1. Students who do not understand tens/ones (1.NS.2 E) will struggle with 1.NS and 1.CA all year.

Word problems: teach students to draw a model BEFORE solving. Never just circle numbers. Use consistent problem types (join, separate, compare, part-part-whole).

MAP for Grade 1: students more than 15 RIT below grade mean at BOY → Tier 2 within one week.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — Hana | Grade 1

If Student Scores...	On Assessment	Hana Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

### Tracking & Accountability — Hana | Grade 1

#### Weekly Math Fidelity Checklist — Hana | Grade 1

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								

Problem-solving / real-world application task included this week								
Small group differentiation held $\geq 3$ days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used $\geq 3$ days								
ILEARN Checkpoint review or released item used (Gr. 3-8, when applicable)								
<b>Week of (date):</b> →	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___

### Monthly Math Check-In Log — Hana | Grade 1

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___%	___	
Sep	___	___%	___%	___	
Oct	___	___%	___%	___	
Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	
Feb	___	___%	___%	___	
Mar	___	___%	___%	___	
Apr	___	___%	___%	___	
May	___	___%	___%	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly Math Data Review — Hana | Grade 1

Complete at each data team meeting. Principal co-signs. Attach printed reports.

<b>Q1 — Fall   August – October</b>			
Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)			
Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q2 — Winter | November – January**

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hana Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Hana | Grade 1**

<p><b>TEACHER — MATH PLAN</b>  <b>Hana   Grade 1   Legacy Learning Center</b>  <i>I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____                  Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b>  <b>Principal — Legacy Learning Center</b>  <i>This Mathematics plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____                  Date Issued: _____</p>
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SECTION 4 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 2

Teacher: Hafsa

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 2 Mathematics — At a Glance | Hafsa

Element	Details — Hafsa   Grade 2   2025–2026
Teacher	Hafsa   Grade 2   Legacy Learning Center   2025–2026
HQCM Core Program	School-adopted IDOE HQCM Approved K–8 Math Program (Reveal Math / Eureka Math Squared / HMM Into Math / enVision / Ready Indiana)
Supplemental (Locally Vetted)	Base-ten blocks, rulers, measurement tools; Khan Academy Grade 2; within-100 addition/subtraction games; money manipulatives
State Assessment	Not assessed — ILEARN begins Grade 3. Grade 2 mastery of addition/subtraction within 1,000 and place value is directly tested on Grade 3 ILEARN.
ILEARN Checkpoints (2025–26)	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
NWEA MAP Math	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: Growth baseline   MOY: Growth baseline   EOY: Growth baseline   ILEARN predictor: No ILEARN in Grade 2 — all standards prepare students for Grade 3 ILEARN
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Grade 2 Mathematics | Hafsa

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
2.NS.1 (E)	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	ESSENTIAL	Low
2.NS.2 (E)	Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	ESSENTIAL	Low
2.NS.3	Determine whether a group of objects (up to 20) has an odd or even	—	Low

	number of members.		
2.NS.4 (E)	Define and model a 'hundred' as a group of ten tens. Model place value concepts of three-digit numbers, multiples of 100, and equivalent forms of whole numbers using objects and drawings.	ESSENTIAL	Low
2.NS.5 (E)	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	ESSENTIAL	Low
<b>DOMAIN: Computation and Algebraic Thinking</b>			
2.CA.1 (E)	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem. Use estimation to decide whether answers are reasonable in addition problems.	ESSENTIAL	Low
2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	—	Low
2.CA.3 (E)	Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum.	ESSENTIAL	Low
2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	—	Low
<b>DOMAIN: Geometry</b>			
2.G.1	Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	—	Low
2.G.2	Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	—	Low
2.G.3	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	—	Low
2.G.4	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.	—	Low
<b>DOMAIN: Measurement</b>			
2.M.1	Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	—	Low
2.M.2 (E)	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.	ESSENTIAL	Low
2.M.3 (E)	Estimate and measure volume (capacity) using cups and pints. Add and subtract to solve real-world problems involving capacities given in the same units.	ESSENTIAL	Low
2.M.4 (E)	Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	ESSENTIAL	Low
2.M.5	Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	—	Low
2.M.6 (E)	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.	ESSENTIAL	Low
<b>DOMAIN: Data Analysis</b>			
2.DA.1 (E)	Collect, organize, and graph data from observations, surveys, and investigations using scaled bar graphs and pictographs (limit scale to 2s, 5s, 10s, and 100s); interpret mathematical relationships within	ESSENTIAL	Low

the data using grade-level addition, subtraction, and comparison strategies.

## Mandatory Daily Math Schedule — Hafsa | Grade 2

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Fluency Warm-Up	HQCM Core Program	Hafsa leads: mental math within 100 (count by 5s/10s, add/subtract 10, number of the day in expanded form). Students: whiteboard rapid response.
8:10–8:40	Core Math Lesson (CRA)	HQCM Core Program	Hafsa uses CRA: concrete (base-ten blocks) → representational (place value charts, number lines) → abstract (strategies for +/- within 1,000). Students model then practice.
8:40–8:55	Guided Practice / Math Talk	HQCM Core Program	Hafsa guides word problem analysis: draw model → write equation → solve → check. Students share multiple strategies; math vocabulary emphasized.
8:55–9:20	Small Group / Centers	HQCM + Supplemental	Hafsa pulls targeted group (within-20 fluency gap or NBT concept gap). Centers: within-100 addition games, place value mats, measurement tasks, data graphing activity.
9:20–9:30	Vocabulary / Exit Ticket	HQCM Core Program	Review vocabulary (regroup, hundreds, difference, measure, data). Exit ticket: 1 problem with student-written explanation or model.

## Unit Pacing Guide — Hafsa | Grade 2

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	Computation & Algebraic Thinking — Word Problems & Strategies	2.CA.1(E), 2.CA.3(E)	8 weeks	BOY NWEA MAP Math; fluency check within 20; unit assessment
Q2 (Nov–Dec)	Number Sense — Place Value to 1,000	2.NS.1(E), 2.NS.2(E), 2.NS.4(E), 2.NS.5(E); 2.CA.2	7 weeks	MOY NWEA MAP; place value check; unit assessment
Q3 (Jan–Mar)	Measurement + Data Analysis	2.M.2(E), 2.M.3(E), 2.M.4(E), 2.M.6(E), 2.DA.1(E)	8 weeks	Measurement performance task; MOY MAP; data collection rubric
Q4 (Apr–May)	Geometry + Cumulative Review	2.G.1, 2.G.2, 2.G.3, 2.G.4; full review all domains	7 weeks	EOY NWEA MAP Math; EOY fluency check within 1,000; portfolio

## Math Fact Fluency & Number Sense — Hafsa | Grade 2

Period	Fluency Focus	Warm-Up Activities	Goal
BOY–MOY	Add/subtract within 20 fluency (must be mastered from Grade 1 — verify and re-establish)	Speed drills within 20; fact families; missing addend; number bond flash	All facts within 20 fluent — prerequisite for all 2.NS and 2.CA
MOY	Add/subtract within 100 using place value strategies	Mental math +/-10 and +/-100; open number line; base-ten block addition	Efficient strategy use for +/- within 100 (2.CA.1 E)

<b>EOY</b>	Add and subtract within 1,000 using models and strategies (2.CA.2); show properties of operations (2.CA.3 E)	Expanded form addition; regrouping with base-ten; mental math challenge	Reliable add/subtract within 1,000; ready for Grade 3 multiplication
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## Small Group Differentiation — Hafsa | Grade 2

### Small Group Priority: Hafsa | Grade 2

Hafsa's Tier 2 priority: students not yet fluent within 20 (Grade 1 essential standard not mastered). Immediately address — it blocks all of 2.CA.

Place value to 1,000 (2.NS.4 E) is Grade 2's centerpiece. Use base-ten blocks EVERY lesson. Cannot do abstract 3-digit addition without concrete foundation.

Any Grade 2 student below grade-level MAP norms by January is at risk for Grade 3 ILEARN difficulty. Hafsa notifies principal by January of at-risk students.

Money (2.M.6 E) — use real coins and bills. Students who can count money are more engaged and retain the skill better than worksheet-only practice.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

## Assessment Response Protocol — Hafsa | Grade 2

If Student Scores...	On Assessment	Hafsa Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks</b>	Bi-weekly progress	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation

(Tier 2)	probes	referral if no response.
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## Tracking & Accountability — Hafsa | Grade 2

### Weekly Math Fidelity Checklist — Hafsa | Grade 2

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3–8, when applicable)								
<b>Week of (date):</b> →	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

## Monthly Math Check-In Log — Hafsa | Grade 2

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___%	___	
Sep	___	___%	___%	___	
Oct	___	___%	___%	___	
Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	
Feb	___	___%	___%	___	
Mar	___	___%	___%	___	
Apr	___	___%	___%	___	
May	___	___%	___%	___	
Sign	Principal initials each month: ___ ___ ___ ___ ___ ___ ___ ___				

## Quarterly Math Data Review — Hafsa | Grade 2

Complete at each data team meeting. Principal co-signs. Attach printed reports.

**Q1 — Fall | August – October**

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q2 — Winter | November – January**

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Hafsa | Grade 2**

<p><b>TEACHER — MATH PLAN</b> <b>Hafsa   Grade 2   Legacy Learning Center</b> <i>I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____ Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b> <b>Principal — Legacy Learning Center</b> <i>This Mathematics plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____ Date Issued: _____</p>
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SECTION 5 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 3

Teacher: **Al Habib**

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 3 Mathematics — At a Glance | Al Habib

Element	Details — Al Habib   Grade 3   2025–2026
<b>Teacher</b>	Al Habib   Grade 3   Legacy Learning Center   2025–2026
<b>HQCM Core Program</b>	School-adopted IDOE HQCM Approved K–8 Math Program (Reveal Math / Eureka Math Squared / HMH Into Math / enVision / Ready Indiana / Curriculum Associates)
<b>Supplemental (Locally Vetted)</b>	Fraction tiles, area model mats, rulers, number lines; Khan Academy Grade 3; IDOE released ILEARN Grade 3 Math items (locally vetted)
<b>State Assessment</b>	ILEARN Math — FIRST YEAR — Spring + 3 Checkpoints (Fall/Winter/Spring). Level 3+ = proficient. Highest-weight domains: Computation/Algebraic Thinking (+) and Fractions.
<b>ILEARN Checkpoints (2025–26)</b>	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
<b>NWEA MAP Math</b>	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
<b>NWEA MAP RIT Targets</b>	BOY: ~188   MOY: ~193   EOY: ~198   ILEARN predictor: BOY RIT ~188 → on track for ILEARN Math Level 3+ in Spring
<b>Advanced Auto-Enrollment</b>	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
<b>Standard Color Code</b>	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Grade 3 Mathematics | Al Habib

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense — Fractions</b>			
<b>3.NS.1</b>	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	—	Low
<b>3.NS.2 (E)</b>	<b>Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed by iterations of unit fractions. [Denominators: 2, 3, 4, 6, 8]</b>	<b>ESSENTIAL</b>	<b>High</b>

3.NS.3 (E)	Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line.	ESSENTIAL	High
3.NS.4	Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same. Use this principle to generate simple equivalent fractions.	—	Mod
3.NS.5 (E)	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with $>$ , $=$ , or $<$ , and justify conclusions.	ESSENTIAL	High
3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	—	Mod
<b>DOMAIN: Computation and Algebraic Thinking</b>			
3.CA.1	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	—	Mod
3.CA.2 (E)	Solve real-world problems involving addition and subtraction of multi-digit whole numbers.	ESSENTIAL	High
3.CA.3 (E)	Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line. Model the properties of 0 and 1 in multiplication.	ESSENTIAL	High
3.CA.4 (E)	Model the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Model the properties of 0 and 1 in division.	ESSENTIAL	High
3.CA.5 (E)	Multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations.	ESSENTIAL	High
3.CA.6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	—	High
3.CA.7 (E)	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities.	ESSENTIAL	High
3.CA.8	Create, extend, and give an appropriate rule for number patterns within 100 (including patterns in the addition table or multiplication table).	—	Low
<b>DOMAIN: Geometry</b>			
3.G.1	Define, identify, and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals.	—	Low
3.G.2	Identify, describe, and draw points, lines, and line segments using appropriate tools, and use these terms when describing two-dimensional shapes.	—	Low
3.G.3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (i.e., $1/2$ , $1/3$ , $1/4$ , $1/6$ , $1/8$ ).	—	Low
<b>DOMAIN: Measurement</b>			
3.M.1 (E)	Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step, real-world problems involving masses or volumes given in the same units.	ESSENTIAL	High
3.M.2	Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	—	Mod
3.M.3 (E)	Tell and write time to the nearest minute and measure time intervals	ESSENTIAL	High

	in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.		
3.M.4 (E)	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol. Solve real-world problems to determine whether there is enough money to make a purchase.	ESSENTIAL	Mod
3.M.5 (E)	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	ESSENTIAL	High
3.M.6	Find perimeters of polygons given the side lengths or given an unknown side length.	—	Mod
<b>DOMAIN: Data Analysis</b>			
3.DA.1 (E)	Collect, organize, and graph data from observations, surveys, and experiments using scaled bar graphs and pictographs. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies.	ESSENTIAL	Mod
3.DA.2	Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot.	—	Low

### Mandatory Daily Math Schedule — Al Habib | Grade 3

This schedule is MANDATORY every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Fluency Warm-Up	HQCM Core Program	Al Habib leads: multiplication fact drill ( $\times 2$ , $\times 5$ , $\times 10$ ); 'fact of the day'; mental math. Students: whiteboard rapid response; timed 1-min fact quiz 3 $\times$ /week.
8:10–8:45	Core Math Lesson — ILEARN Aligned	HQCM Core Program	Al Habib uses CRA: array/area models (concrete) → pictures (representational) → equation (abstract). Explicit focus on Essential standards. Students model, represent, solve, explain.
8:45–9:00	Guided Practice / Math Talk	HQCM Core Program	Al Habib guides multi-step word problems; fraction reasoning with fraction tiles; measurement tasks. Students share solution strategies; justify with models.
8:55–9:25	Small Group / Centers	HQCM + Supplemental	Al Habib pulls Tier 2/3 group (specific ILEARN domain gap). Centers: fraction tiles, multiplication array activity, area/perimeter task, ILEARN released item.
9:25–9:35	ILEARN Practice / Exit Ticket	ILEARN Released Items	1 ILEARN-style item daily from September. Al Habib tracks individual mastery per standard. Exit ticket with show-your-work requirement.

### Unit Pacing Guide — Al Habib | Grade 3

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	CA — Multiplication & Division Concepts	3.CA.3(E), 3.CA.4(E), 3.CA.5(E), 3.CA.7(E)	9 weeks	BOY NWEA MAP Math; ILEARN CK1 (Fall); multiplication concept check; unit assessment
Q2 (Nov–Jan)	NS (Fractions) + CA (Fluency)	3.NS.2(E), 3.NS.3(E), 3.NS.5(E); 3.CA.2(E); 3.CA.6	8 weeks	ILEARN CK2 (Winter); MOY NWEA MAP; fraction number line check

<b>Q3 (Feb–Mar)</b>	<b>Measurement — Time, Money, Area, Perimeter</b>	3.M.1(E), 3.M.3(E), 3.M.4(E), 3.M.5(E)	6 weeks	ILEARN CK3 (Spring-pre); area/perimeter performance task; pre-ILEARN review
<b>Q4 (Apr–May)</b>	<b>DA + Geometry + ILEARN Review</b>	3.DA.1(E); 3.G.1, 3.G.2, 3.G.3; full ILEARN review	7 weeks	EOY NWEA MAP Math; ILEARN Summative (Spring); multiplication fluency EOY check

### Math Fact Fluency & Number Sense — Al Habib | Grade 3

Period	Fluency Focus	Warm-Up Activities	Goal
<b>BOY (Aug–Oct)</b>	Multiplication facts $\times 2$ , $\times 5$ , $\times 10$ (connect to skip counting from Grade 2)	Skip-count sequences; array models; equal groups drawing; repeated addition	Know $\times 2$ , $\times 5$ , $\times 10$ facts by October — prerequisite for 3.CA.5(E)
<b>MOY (Nov–Jan)</b>	Multiplication facts $\times 3$ , $\times 4$ , $\times 6$ , $\times 8$ ; related division facts (3.CA.5 E)	Fact triangles; fact family quad; mental math within 50; timed 1-min drills	Know all $\times +$ facts within 50 by January — critical for ILEARN
<b>EOY (Feb–May)</b>	Fluently multiply and divide within 100 (3.CA.5 E); demonstrate mastery of all facts 0–10 (3.CA.6)	Timed 2-min drills; mixed operation practice; ILEARN released item practice	ALL $\times +$ facts within 100 mastered by ILEARN testing — non-negotiable

### Small Group Differentiation — Al Habib | Grade 3

#### Small Group Priority: Al Habib | Grade 3

Al Habib: Grade 3 is the FIRST ILEARN Math year. 3.CA.5(E) — fluently multiply/divide within 100 — is the highest-weight Essential standard. ALL students must master all facts within 100. ILEARN Checkpoints: use Fall CK1 results by November to identify at-risk students. Do not wait for MOY MAP — act within 2 weeks of checkpoint results. Fractions (3.NS.2–3.NS.5): all ESSENTIAL standards. Use fraction tiles and number line models EVERY day. No algorithms yet — only conceptual understanding. Advanced auto-enrollment: any Grade 3 student scoring above 211 RIT AND earning a C or higher → flag for advanced Grade 4 math placement per IC 20-30-18-3.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — AI Habib | Grade 3

If Student Scores...	On Assessment	AI Habib Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3-8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3-8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

### Tracking & Accountability — AI Habib | Grade 3

#### Weekly Math Fidelity Checklist — AI Habib | Grade 3

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5-10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3-8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly Math Check-In Log — AI Habib | Grade 3

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
<b>Aug</b>	_____	_____%	_____%	_____	

Sep	___	___%	___%	___	
Oct	___	___%	___%	___	
Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	
Feb	___	___%	___%	___	
Mar	___	___%	___%	___	
Apr	___	___%	___%	___	
May	___	___%	___%	___	
Sign	Principal initials each month: ___ ___ ___ ___ ___ ___ ___ ___ ___				

### Quarterly Math Data Review — Al Habib | Grade 3

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting			

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint —			

**Advanced Math Auto-Enrollment Candidates**

**Key instructional adjustments next quarter:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Teacher: Al Habib Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Al Habib | Grade 3**

**TEACHER — MATH PLAN**

**Al Habib | Grade 3 | Legacy Learning Center**

*I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PRINCIPAL AUTHORIZATION**

**Principal — Legacy Learning Center**

*This Mathematics plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 6 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 4

Teacher: Soraya

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 4 Mathematics — At a Glance | Soraya

Element	Details — Soraya   Grade 4   2025–2026
Teacher	Soraya   Grade 4   Legacy Learning Center   2025–2026
HQCM Core Program	School-adopted IDOE HQCM Approved K–8 Math Program (Reveal Math / Eureka Math Squared / HMH Into Math / enVision / Ready Indiana / Curriculum Associates)
Supplemental (Locally Vetted)	Fraction tiles, decimal grids, protractors, rulers; Khan Academy Grade 4; IDOE released ILEARN Grade 4 Math items; area model multiplication mats
State Assessment	ILEARN Math Spring + 3 Checkpoints. Level 3+ = proficient. Highest-weight domains: Computation/Algebraic Thinking (multi-digit multiplication) and Fractions/Decimals.
ILEARN Checkpoints (2025–26)	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
NWEA MAP Math	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: ~196   MOY: ~200   EOY: ~204   ILEARN predictor: BOY RIT ~196 → on track for ILEARN Math Level 3+ in Spring
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Grade 4 Mathematics | Soraya

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b></p> <p>IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b></p> <p>Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b></p> <p>All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
4.NS.1	Read and write whole numbers up to 1,000,000. Use words, models, standard form, and expanded form to represent and show equivalent forms.	—	Low
4.NS.2	Model mixed numbers and improper fractions using visual fraction models such as number lines and area models.	—	Mod
4.NS.3	<b>Use fraction models to represent two equivalent fractions with</b>	<b>ESSENTIAL</b>	<b>High</b>

(E)	attention to how the number and size of the parts differ. Use this principle to generate equivalent fractions. [Denominators: 2, 3, 4, 5, 6, 8, 10, 25, 100]		
4.NS.4 (E)	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark). Record with symbols $>$ , $=$ , or $<$ .	ESSENTIAL	High
4.NS.5 (E)	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form, and expanded form to represent decimal numbers to hundredths. Mentally calculate fraction and decimal equivalents for halves and fourths.	ESSENTIAL	High
4.NS.6 (E)	Compare two decimals to hundredths by reasoning about their size based on the same whole. Record with symbols $>$ , $=$ , or $<$ .	ESSENTIAL	High
4.NS.7	Use place value understanding to round multi-digit whole numbers to any given place value.	—	Mod
<b>DOMAIN: Computation and Algebraic Thinking</b>			
4.CA.1 (E)	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.	ESSENTIAL	High
4.CA.2 (E)	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	ESSENTIAL	High
4.CA.3 (E)	Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Investigate and apply the distributive property.	ESSENTIAL	Mod
4.CA.4	Investigate the mathematical relationship between factors and multiples for whole numbers from 1–100, including the set of factors and multiples for given numbers. Identify sets of factors and multiples.	—	Mod
4.CA.5 (E)	Solve real-world problems with whole numbers involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.	ESSENTIAL	High
4.CA.6 (E)	Add and subtract fractions with common denominators using visual fraction models. Decompose non-unit fractions to represent them as iterations of unit fractions.	ESSENTIAL	High
4.CA.7	Add and subtract mixed numbers with common denominators (e.g., by replacing each mixed number with an equivalent fraction).	—	Mod
4.CA.8 (E)	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators.	ESSENTIAL	High
4.CA.9	Describe the relationship between two terms and use it to find a second number when a first number is given. Generate a number pattern that follows a given rule.	—	Low
<b>DOMAIN: Geometry</b>			
4.G.1	Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools.	—	Low
4.G.2	Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	—	Mod
4.G.3	Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or right, acute, or obtuse angles.	—	Low
<b>DOMAIN: Measurement</b>			
4.M.1 (E)	Measure length to the nearest quarter-inch, eighth-inch, and millimeter.	ESSENTIAL	Mod

4.M.2 (E)	Within given measurement systems, convert larger units to smaller units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec., and use these conversions to solve real-world problems.	ESSENTIAL	High
4.M.3 (E)	Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems requiring expressing measurements in a smaller unit.	ESSENTIAL	High
4.M.4 (E)	Apply the area and perimeter formulas for rectangles to solve real-world problems. Investigate the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas.	ESSENTIAL	High
4.M.5	Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc.	—	Low
4.M.6	Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.	—	Mod
<b>DOMAIN: Data Analysis</b>			
4.DA.1 (E)	Formulate questions that can be addressed with data. Collect, organize, and graph data from observations, surveys, and experiments using line plots, bar graphs, and frequency tables. Solve real-world problems by analyzing and interpreting the data.	ESSENTIAL	Mod
4.DA.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.	—	Low
4.DA.3	Interpret data displayed in a circle graph.	—	Low

### Mandatory Daily Math Schedule — Soraya | Grade 4

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Fluency Warm-Up	HQCM Core Program	Soraya leads: multi-digit multiplication warm-up (2-digit × 1-digit mental math); number of the day in expanded form to millions; factor pairs. Students: whiteboard response.
8:10–8:45	Core Math Lesson — ILEARN Aligned	HQCM Core Program	Soraya uses CRA with area model for multiplication, fraction bar for NF, conversion charts for measurement. Students: model, then abstract; math talk; partner problem-solving.
8:45–9:00	Guided Practice / Math Talk	HQCM Core Program	Soraya guides multi-step problems; fraction equivalence reasoning; multi-digit computation. Students justify solutions with models; use math vocabulary.
9:00–9:25	Small Group / Centers	HQCM + Supplemental	Soraya pulls Tier 2 group (specific ILEARN gap from Checkpoint data). Centers: multiplication area model, fraction equivalence tiles, measurement conversion, ILEARN released item.
9:25–9:35	ILEARN Practice / Exit Ticket	ILEARN Released Items	ILEARN-style item daily from September. Soraya tracks per-student mastery by domain. Exit ticket: show your work + explain your answer.

### Unit Pacing Guide — Soraya | Grade 4

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	CA — Multi-digit Multiplication & Division	4.CA.1(E), 4.CA.2(E), 4.CA.3(E), 4.CA.5(E)	9 weeks	BOY NWEA MAP Math; ILEARN CK1; multiplication mastery check; unit assessment
Q2 (Nov–Jan)	NS — Fractions & Decimals	4.NS.3(E), 4.NS.4(E), 4.NS.5(E), 4.NS.6(E); 4.CA.6(E), 4.CA.8(E)	8 weeks	ILEARN CK2; MOY NWEA MAP; fraction equivalence performance task
Q3 (Feb–Mar)	Measurement + Data Analysis	4.M.1(E), 4.M.2(E), 4.M.3(E), 4.M.4(E); 4.DA.1(E)	7 weeks	ILEARN CK3; measurement performance task; area/perimeter check
Q4 (Apr–May)	Geometry + Data + ILEARN Review	4.G.1, 4.G.2, 4.G.3; 4.DA.2; full ILEARN review all domains	6 weeks	EOY NWEA MAP Math; ILEARN Summative; portfolio

### Math Fact Fluency & Number Sense — Soraya | Grade 4

Period	Fluency Focus	Warm-Up Activities	Goal
BOY	Multiplication facts within 100 (must be mastered from Grade 3 — verify immediately)	Timed fact drills; mixed $\times$ within 100; relay races	All $\times$ facts within 100 fluent — prerequisite for 4.CA.1(E)
MOY	Multi-digit multiplication: 4-digit $\times$ 1-digit and 2-digit $\times$ 2-digit (4.CA.1 E)	Area model multiplication; partial products; mental math strategies	Efficient 2-digit $\times$ 2-digit multiplication (4.CA.1 E)
EOY	Fluently multiply 4-digit $\times$ 1-digit and 2-digit $\times$ 2-digit (4.CA.1 E); add/subtract multi-digit fluently	Standard algorithm practice; ILEARN multi-step problem sets; mental math	Multi-digit multiplication fluency before ILEARN testing

### Small Group Differentiation — Soraya | Grade 4

#### Small Group Priority: Soraya | Grade 4

Soraya's Tier 2 priority: students not yet fluent with  $\times$  facts within 100 — address FIRST before multi-digit multiplication. This cannot be skipped.  
 4.CA.1(E) — multiply 4-digit  $\times$  1-digit and 2-digit  $\times$  2-digit — is the highest-weight ILEARN standard. Use area model BEFORE standard algorithm. Understanding precedes procedure.  
 Fractions (4.NS.3–4.NS.5 ESSENTIAL): never skip the concrete step with fraction tiles. Students who don't understand equivalence visually cannot do 4.CA.6(E) computations.  
 Advanced auto-enrollment (IC 20-30-18-3): students above 218 RIT AND earning C or higher → flag for Grade 5 advanced math. Document and notify principal by May.

Group	Who	Teacher Instruction	Independent Practice
Tier 2 — Below Target	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
Tier 1 — On Track	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
Above Proficiency	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension

<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems
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### Assessment Response Protocol — Soraya | Grade 4

If Student Scores...	On Assessment	Soraya Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

### Tracking & Accountability — Soraya | Grade 4

#### Weekly Math Fidelity Checklist — Soraya | Grade 4

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held $\geq 3$ days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used $\geq 3$ days								
ILEARN Checkpoint review or released item used (Gr. 3–8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly Math Check-In Log — Soraya | Grade 4

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___%	___	
Sep	___	___%	___%	___	
Oct	___	___%	___%	___	
Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	
Feb	___	___%	___%	___	
Mar	___	___%	___%	___	
Apr	___	___%	___%	___	
May	___	___%	___%	___	
Sign	Principal initials each month: _____				

### Quarterly Math Data Review — Soraya | Grade 4

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3-8)

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3-8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
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**Advanced Math Auto-Enrollment Candidates**

**Key instructional adjustments next quarter:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Teacher: Soraya Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Soraya | Grade 4**

<p><b>TEACHER — MATH PLAN</b> <b>Soraya   Grade 4   Legacy Learning Center</b> <i>I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025-2026.</i></p> <p>Signature: _____ Date: _____</p>	<p><b>PRINCIPAL AUTHORIZATION</b> <b>Principal — Legacy Learning Center</b> <i>This Mathematics plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.</i></p> <p>Signature: _____ Date Issued: _____</p>
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SECTION 7 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 5

Teacher: Dounia

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 5 Mathematics — At a Glance | Dounia

Element	Details — Dounia   Grade 5   2025–2026
<b>Teacher</b>	Dounia   Grade 5   Legacy Learning Center   2025–2026
<b>HQCM Core Program</b>	School-adopted IDOE HQCM Approved K–8 Math Program (Reveal Math / Eureka Math Squared / HMH Into Math / enVision / Ready Indiana / Curriculum Associates)
<b>Supplemental (Locally Vetted)</b>	Decimal grids, fraction bars, coordinate plane grids, volume unit cubes; Khan Academy Grade 5; IDOE released ILEARN Grade 5 Math items
<b>State Assessment</b>	ILEARN Math Spring + 3 Checkpoints. Level 3+ = proficient. Highest-weight domains: Fractions (all operations) and NBT Decimals. Gateway to middle school math.
<b>ILEARN Checkpoints (2025–26)</b>	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
<b>NWEA MAP Math</b>	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
<b>NWEA MAP RIT Targets</b>	BOY: ~202   MOY: ~206   EOY: ~210   ILEARN predictor: BOY RIT ~202 → on track for ILEARN Math Level 3+ in Spring
<b>Advanced Auto-Enrollment</b>	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
<b>Standard Color Code</b>	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Grade 5 Mathematics | Dounia

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
<b>5.NS.1 (E)</b>	<b>Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</b>	<b>ESSENTIAL</b>	Mod
<b>5.NS.2</b>	Explain different interpretations of fractions, including as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	—	Low
<b>5.NS.3</b>	Explain patterns in the number of zeros of the product when multiplying a	—	Mod

	number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		
5.NS.4	Model percents as parts of 100 using pictures or diagrams and identify the equivalent fraction.	—	Low
<b>DOMAIN: Computation and Algebraic Thinking</b>			
5.CA.1 (E)	Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors using strategies based on place value, properties of operations, and/or the relationship between multiplication and division.	ESSENTIAL	High
5.CA.2 (E)	Solve real-world problems involving multiplication and division of whole numbers. In division problems that involve a remainder, explain how the remainder affects the solution.	ESSENTIAL	High
5.CA.3	Add and subtract fractions and mixed numbers with unlike denominators using strategies or the standard algorithm.	—	Mod
5.CA.4 (E)	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense to estimate mentally.	ESSENTIAL	High
5.CA.5 (E)	Use visual fraction models to multiply a fraction by a fraction or a whole number.	ESSENTIAL	High
5.CA.6 (E)	Use visual fraction models and numbers to divide a fraction by a fraction or a whole number.	ESSENTIAL	High
5.CA.7 (E)	Solve real-world problems involving multiplication of fractions, including mixed numbers.	ESSENTIAL	High
5.CA.8 (E)	Solve real-world problems involving division of fractions and mixed numbers.	ESSENTIAL	High
5.CA.9	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or properties of operations. Describe the strategy and explain the reasoning.	—	Mod
5.CA.10 (E)	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths including problems that involve money in decimal notation.	ESSENTIAL	High
5.CA.11	Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	—	Mod
<b>DOMAIN: Geometry</b>			
5.G.1	Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools. Define and model the relationship between radius and diameter.	—	Low
5.G.2	Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles based on angle measures and sides. Classify polygons in a hierarchy based on properties.	—	Low
<b>DOMAIN: Measurement</b>			
5.M.1	Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real-world problems.	—	Mod
5.M.2	Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths.	—	Mod
5.M.3 (E)	Develop and use formulas for the area of triangles, parallelograms, and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area.	ESSENTIAL	High
5.M.4 (E)	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths.	ESSENTIAL	High

5.M.5 (E)	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes to solve real-world and other mathematical problems.	ESSENTIAL	High
5.M.6	Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.	—	Mod
<b>DOMAIN: Data Analysis</b>			
5.DA.1 (E)	Formulate questions that can be addressed with categorical and numerical data and make predictions. Collect, organize, and graph data from observations, surveys, and experiments using line plots with fractional intervals, histograms, or other graphical representations.	ESSENTIAL	Mod
5.DA.2 (E)	Calculate measures of central tendency (mean, median, and mode) to describe a data set. Analyze data sets to determine which measure of central tendency appropriately describes the distribution.	ESSENTIAL	Mod

### Mandatory Daily Math Schedule — Dounia | Grade 5

This schedule is MANDATORY every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Fluency Warm-Up	HQCM Core Program	Dounia leads: decimal operation warm-up (add/subtract decimals mentally); fraction comparison; order of operations intro. Students: whiteboard; partner discuss.
8:10–8:45	Core Math Lesson — ILEARN Aligned	HQCM Core Program	Dounia uses CRA with decimal grids and fraction bars; introduces fraction multiplication/division conceptually; volume with unit cubes. Students: model, represent, calculate, explain.
8:45–9:05	Guided Practice / Math Talk	HQCM Core Program	Dounia guides multi-step word problems with fractions and decimals. Students: draw model → write equation → solve → verify. Math vocabulary in every explanation.
9:05–9:30	Small Group / Centers	HQCM + Supplemental	Dounia pulls Tier 2 group (fraction or decimal gap from Checkpoint/MAP data). Centers: fraction multiplication model, decimal place value activity, volume task, ILEARN released item, coordinate plane graphing.
9:30–9:40	ILEARN Practice / Exit Ticket	ILEARN Released Items	ILEARN-style item daily. Dounia tracks domain mastery per student. Exit ticket includes 'explain your reasoning' — building middle school math discourse.

### Unit Pacing Guide — Dounia | Grade 5

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	CA — Division + Fraction & Decimal Operations	5.CA.1(E), 5.CA.2(E), 5.CA.10(E)	9 weeks	BOY NWEA MAP Math; ILEARN CK1; decimal place value check; unit assessment
Q2 (Nov–Jan)	CA — Fractions All Operations	5.CA.4(E), 5.CA.5(E), 5.CA.6(E), 5.CA.7(E), 5.CA.8(E)	9 weeks	ILEARN CK2; MOY NWEA MAP; fraction operations performance task
Q3 (Feb–Mar)	Measurement + NS + DA	5.M.3(E), 5.M.4(E), 5.M.5(E); 5.NS.1(E); 5.DA.1(E), 5.DA.2(E)	6 weeks	ILEARN CK3; volume performance task; coordinate plane check
Q4	Geometry + ILEARN	5.G.1, 5.G.2; 5.CA.11; full	6 weeks	EOY NWEA MAP Math;

(Apr–May)	Review	ILEARN review all domains	ILEARN Summative; middle school readiness check
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### Math Fact Fluency & Number Sense — Dounia | Grade 5

Period	Fluency Focus	Warm-Up Activities	Goal
BOY	Multiplication facts fluency check (verify from Gr. 4) + begin decimal fluency (add/subtract decimals to hundredths — 5.CA.10 E)	Mental math with decimals; decimal place value check; fact verification drill	All $\times+$ facts fluent; add/subtract decimals within 1
MOY	Divide 4-digit $\div$ 2-digit (5.CA.1 E); add/subtract unlike fractions (5.CA.4 E)	Multi-step problem with fractions and decimals; estimation strategies; CRA progression	4 $\div$ 2-digit division efficient; fraction add/subtract reliable
EOY	Fraction multiplication and division fluency (5.CA.5(E), 5.CA.6(E), 5.CA.7(E), 5.CA.8(E)); decimal operations (5.CA.10 E); ILEARN readiness	ILEARN released item fluency practice; mixed operation reviews; pre-algebra vocabulary intro	All Essential fraction and decimal standards mastered before ILEARN; ready for Grade 6

### Small Group Differentiation — Dounia | Grade 5

#### Small Group Priority: Dounia | Grade 5

Dounia's EOY target: ALL Grade 5 students ready for Grade 6 math — fluent decimal operations, reliable fraction computation, coordinate plane understanding.

Fraction multiplication and division (5.CA.5–5.CA.8 ESSENTIAL) are the most common ILEARN Level 1/2 weak spots. Use fraction bar models every lesson — never algorithm-only.

Volume (5.M.4–5.M.5 ESSENTIAL): spend a full week on concrete unit cube exploration before formulas. Often under-taught and highly ILEARN-tested.

Advanced auto-enrollment (IC 20-30-18-3): 224+ RIT AND C or higher → flag for Grade 6 advanced math / pre-algebra. Document and notify parents by May.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — Dounia | Grade 5

If Student Scores...	On Assessment	Dounia Must Do This
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<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

### Tracking & Accountability — Dounia | Grade 5

#### Weekly Math Fidelity Checklist — Dounia | Grade 5

Mark  when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3–8, when applicable)								
<b>Week of (date): →</b>	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___

### Monthly Math Check-In Log — Dounia | Grade 5

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
<b>Aug</b>	___	___%	___%	___	
<b>Sep</b>	___	___%	___%	___	
<b>Oct</b>	___	___%	___%	___	

<b>Nov</b>	___	___%	___%	___	
<b>Dec</b>	___	___%	___%	___	
<b>Jan</b>	___	___%	___%	___	
<b>Feb</b>	___	___%	___%	___	
<b>Mar</b>	___	___%	___%	___	
<b>Apr</b>	___	___%	___%	___	
<b>May</b>	___	___%	___%	___	
<b>Sign</b>	Principal initials each month: ___ ___ ___ ___ ___ ___ ___ ___ ___				

### Quarterly Math Data Review — Dounia | Grade 5

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Dounia Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Dounia | Grade 5**

**TEACHER — MATH PLAN**

**Dounia | Grade 5 | Legacy Learning Center**

*I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PRINCIPAL AUTHORIZATION**

**Principal — Legacy Learning Center**

*This Mathematics plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 8 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 6

Teacher: Hafsa

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 6 Mathematics — At a Glance | Hafsa

Element	Details — Hafsa   Grade 6   2025–2026
Teacher	Hafsa   Grade 6   Legacy Learning Center   2025–2026
HQCM Core Program	School-adopted IDOE HQCM Approved 6–8 Math Program (Reveal Math 6–8 / Eureka Math Squared / HMH Into Math / enVision / Amplify Desmos Math / Carnegie Learning / Ready Indiana)
Supplemental (Locally Vetted)	Desmos graphing tools; algebra tiles; ratio tables; double number lines; Khan Academy Grade 6; IDOE released ILEARN Grade 6 Math items
State Assessment	ILEARN Math Spring + 3 Checkpoints. Level 3+ = proficient. Highest-weight domains: Number Sense (ratios, fractions+) and Algebra & Functions (expressions, equations).
ILEARN Checkpoints (2025–26)	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
NWEA MAP Math	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: ~208   MOY: ~211   EOY: ~215   ILEARN predictor: BOY RIT ~208 → on track for ILEARN Math Level 3+ in Spring
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

### 2023 Indiana Academic Standards — Grade 6 Mathematics | Hafsa

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
6.NS.1 (E)	Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	ESSENTIAL	High
6.NS.2	Explain how opposite signs of numbers indicate locations on opposite sides of 0 on the number line; identify the opposite of the opposite of a number.	—	Low

6.NS.3	Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	—	Mod
6.NS.4 (E)	Solve real-world problems with positive fractions and decimals by using one or two operations.	ESSENTIAL	High
6.NS.5 (E)	Apply the order of operations and properties of operations to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols and involving whole number exponents.	ESSENTIAL	High
6.NS.6	Find the greatest common factor of two whole numbers $\leq 100$ and the least common multiple of two whole numbers $\leq 12$ . Use the distributive property to express a sum of two whole numbers with a common factor.	—	Low
6.NS.7 (E)	Apply the properties of operations to create equivalent linear expressions and to justify whether two linear expressions are equivalent.	ESSENTIAL	High
6.NS.8	Evaluate positive rational numbers with whole number exponents.	—	Low
<b>DOMAIN: Ratios and Proportional Reasoning</b>			
6.RP.1 (E)	Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.	ESSENTIAL	High
6.RP.2	Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.	—	Mod
6.RP.3	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.	—	Mod
6.RP.4 (E)	Solve real-world and other mathematical problems involving rates and ratios using models and strategies such as reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	ESSENTIAL	High
6.RP.5 (E)	Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity in terms of the other. Analyze the relationship using graphs and tables.	ESSENTIAL	High
<b>DOMAIN: Algebra and Functions</b>			
6.AF.1 (E)	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.	ESSENTIAL	High
6.AF.2 (E)	Demonstrate which values from a specified set make the equation or inequality true. Use substitution to determine whether a given number makes an equation or inequality true.	ESSENTIAL	High
6.AF.3 (E)	Solve equations of the form $x + p = q$ , $x - p = q$ , $px = q$ , and $x/p = q$ fluently for cases in which $p$ , $q$ , and $x$ are all nonnegative rational numbers. Represent real-world problems using these forms.	ESSENTIAL	High
6.AF.4	Write an inequality of the form $x > c$ , $x \geq c$ , $x < c$ , or $x \leq c$ to represent a constraint or condition in a real-world problem. Recognize that inequalities have infinitely many solutions.	—	Mod
6.AF.5 (E)	Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane.	ESSENTIAL	High
<b>DOMAIN: Geometry and Measurement</b>			
6.GM.1	Convert between measurement systems (Customary to metric and metric to Customary) given the conversion factors, and use these conversions in solving real-world problems.	—	Low
6.GM.2	Apply the sums of interior angles of triangles and quadrilaterals to solve real-world and mathematical problems.	—	Low
6.GM.3	Find the area of complex shapes composed of polygons by composing or	—	Mod

	decomposing into simple shapes; apply this technique to solve real-world problems.		
<b>6.GM.4 (E)</b>	<b>Find the volume of a right rectangular prism with fractional edge lengths using unit cubes; show that the volume is the same as would be found by multiplying the edge lengths. Apply <math>V = lwh</math> and <math>V = Bh</math>.</b>	<b>ESSENTIAL</b>	<b>High</b>
<b>DOMAIN: Data Analysis and Statistics</b>			
<b>6.DS.1</b>	Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.	—	Mod
<b>6.DS.2 (E)</b>	<b>Formulate statistical questions; collect and organize the data (e.g., using technology), and display and interpret the data with graphical representations.</b>	<b>ESSENTIAL</b>	<b>High</b>
<b>6.DS.3 (E)</b>	<b>Summarize numerical data sets in relation to their context: report observations; describe the attribute; determine measures of center (mean, median) and spread (range, IQR); describe patterns and deviations; relate choice of measures of center and spread to the shape of the distribution.</b>	<b>ESSENTIAL</b>	<b>High</b>

### Mandatory Daily Math Schedule — Hafsa | Grade 6

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Warm-Up / Number Sense	HQCM Core Program	Hafsa leads: ratio reasoning warm-up; integer number line; order of operations; estimation. Students: whiteboard; Desmos if available; partner discuss.
8:10–8:45	Core Math Lesson — ILEARN Aligned	HQCM Core Program	Hafsa introduces concept with explicit models (ratio tables, double number lines, algebra tiles for equations). Students: CRA → abstract; math talk; justify reasoning with vocabulary.
8:45–9:05	Guided Practice / Math Talk	HQCM Core Program	Hafsa guides multi-step ratio problems, integer operations, expression writing, or geometry tasks. Students: show work, explain reasoning, use math vocabulary in every response.
9:05–9:25	Small Group / ILEARN Prep	HQCM + ILEARN Items	Hafsa pulls Tier 2 group (ratio or expression gap from CK1 data). All students: one ILEARN-aligned task daily from October onward.
9:25–9:35	Exit Ticket / Vocabulary	Core Program + ILEARN	Exit ticket: one ILEARN-style question. Review 2–3 math vocabulary terms. Track individual mastery per Essential standard.

### Unit Pacing Guide — Hafsa | Grade 6

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
<b>Q1 (Aug–Oct)</b>	<b>NS — Ratios &amp; Proportional Reasoning; RP domain</b>	6.NS.4(E), 6.NS.5(E), 6.NS.7(E); 6.RP.1(E), 6.RP.4(E), 6.RP.5(E)	9 weeks	BOY NWEA MAP Math; ILEARN CK1; ratio unit assessment
<b>Q2 (Nov–Jan)</b>	<b>AF — Expressions, Equations, Inequalities</b>	6.AF.1(E), 6.AF.2(E), 6.AF.3(E), 6.AF.5(E)	8 weeks	ILEARN CK2; MOY NWEA MAP; equation solving assessment
<b>Q3 (Feb–Mar)</b>	<b>NS continued + Geometry &amp;</b>	6.NS.1(E); 6.GM.4(E)	7 weeks	ILEARN CK3; geometry performance task; volume

	<b>Measurement</b>			with fractions check
<b>Q4 (Apr–May)</b>	<b>Data Analysis &amp; Statistics + ILEARN Review</b>	6.DS.2(E), 6.DS.3(E); full ILEARN review all domains	6 weeks	EOY NWEA MAP Math; ILEARN Summative; advanced placement documentation

### Math Fact Fluency & Number Sense — Hafsa | Grade 6

Period	Fluency Focus	Warm-Up Activities	Goal
<b>BOY</b>	Decimal operations review (from Grade 5) + ratio unit rate fluency (new 6.RP)	Mixed decimal operations; fraction ÷ fraction with models; ratio table warm-up	Reliable decimal operations; begin unit rate fluency (6.RP.2)
<b>MOY</b>	Integer operations (add/subtract positive and negative numbers — 6.NS.1 E); one-step equation solving (6.AF.3 E)	Integer chips or number line; equation balance model; Desmos practice	Integer operations reliable; one-step equations efficient
<b>EOY</b>	Expression writing/evaluation fluency (6.AF.1 E); ratio and percent problem fluency; ILEARN preparation	ILEARN released items; timed ratio/proportion practice; multi-step algebra warm-ups	All Grade 6 Essential standards mastered before ILEARN testing

### Small Group Differentiation — Hafsa | Grade 6

#### Small Group Priority: Hafsa | Grade 6

Hafsa's Tier 2 priority: students who cannot use ratios and unit rates (6.RP.4 E) or write/solve equations (6.AF.3 E) — the two highest ILEARN Level 1 predictors.  
 Integers (6.NS.1 E) are conceptually new. Use integer chips and number lines physically before abstract operations. Do NOT rush to algorithms.  
 ILEARN Checkpoints (new 2025–26): use Fall CK1 results by November to identify Level 1/2 risk. Act within 2 weeks.  
 Advanced auto-enrollment (IC 20-30-18-3): students above 228 RIT + C or higher → mandatory Grade 7 advanced math. Hafsa documents and notifies principal by May.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — Hafsa | Grade 6

If Student Scores...	On Assessment	Hafsa Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

## Tracking & Accountability — Hafsa | Grade 6

### Weekly Math Fidelity Checklist — Hafsa | Grade 6

Mark  when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3–8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

## Monthly Math Check-In Log — Hafsa | Grade 6

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
<b>Aug</b>	___	___%	___%	___	
<b>Sep</b>	___	___%	___%	___	

<b>Oct</b>	___	___%	___%	___	
<b>Nov</b>	___	___%	___%	___	
<b>Dec</b>	___	___%	___%	___	
<b>Jan</b>	___	___%	___%	___	
<b>Feb</b>	___	___%	___%	___	
<b>Mar</b>	___	___%	___%	___	
<b>Apr</b>	___	___%	___%	___	
<b>May</b>	___	___%	___%	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly Math Data Review — Hafsa | Grade 6

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint —			

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			

**Advanced Math Auto-Enrollment Candidates**

**Key instructional adjustments next quarter:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Teacher: Hafsa Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Hafsa | Grade 6**

**TEACHER — MATH PLAN**

**Hafsa | Grade 6 | Legacy Learning Center**

*I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PRINCIPAL AUTHORIZATION**

**Principal — Legacy Learning Center**

*This Mathematics plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 9 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 7

Teacher: **Abdelmalek**

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 7 Mathematics — At a Glance | Abdelmalek

Element	Details — Abdelmalek   Grade 7   2025–2026
Teacher	Abdelmalek   Grade 7   Legacy Learning Center   2025–2026
HQCM Core Program	School-adopted IDOE HQCM Approved 6–8 Math Program (Reveal Math 6–8 / Eureka Math Squared / HMH Into Math / Amplify Desmos Math / Carnegie Learning / Ready Indiana)
Supplemental (Locally Vetted)	Desmos graphing; algebra tiles; Khan Academy Grade 7; IDOE released ILEARN Grade 7 Math items; geometry construction tools; probability simulation tools
State Assessment	ILEARN Math Spring + 3 Checkpoints. Level 3+ = proficient. Highest-weight domains: Ratios & Proportional Reasoning (E) and Algebra & Functions — equations/inequalities (E).
ILEARN Checkpoints (2025–26)	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
NWEA MAP Math	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: ~213   MOY: ~216   EOY: ~219   ILEARN predictor: BOY RIT ~213 → on track for ILEARN Math Level 3+ in Spring
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

## 2023 Indiana Academic Standards — Grade 7 Mathematics | Abdelmalek

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
7.NS.1	Show on a number line that a number and its opposite have a sum of 0 (are additive inverses). Find and interpret sums of rational numbers in real-world contexts.	—	Mod
7.NS.2	Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-	—	Low

	world contexts.		
7.NS.3 (E)	Use the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.	ESSENTIAL	High
7.NS.4 (E)	Explain that if $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ for all nonzero integers.	ESSENTIAL	Mod
7.NS.5	Find the prime factorization of whole numbers and write the results using exponents.	—	Low
7.NS.6	Apply the inverse relationship between squaring and finding the square root of a perfect square whole number.	—	Mod
7.NS.7 (E)	Compute fluently with rational numbers using an algorithmic approach.	ESSENTIAL	High
<b>DOMAIN: Ratios and Proportional Reasoning</b>			
7.RP.1	Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.	—	Mod
7.RP.2 (E)	Use proportional relationships to solve ratio and percent problems with multiple operations (e.g., simple interest, tax, markups, markdowns, gratuities, conversions, percent increase and decrease).	ESSENTIAL	High
7.RP.3 (E)	Represent real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs. Apply the definition of unit rate to $y = mx$ .	ESSENTIAL	High
<b>DOMAIN: Algebra and Functions</b>			
7.AF.1 (E)	Apply the properties of operations to create equivalent linear expressions, including situations that involve factoring out a common number (e.g., $2x - 10 = 2(x - 5)$ ). Justify each step.	ESSENTIAL	High
7.AF.2 (E)	Solve real-world problems with rational numbers by using one or two operations.	ESSENTIAL	High
7.AF.3 (E)	Solve equations of the form $px + q = r$ and $p(x + q) = r$ fluently, where $p$ , $q$ , and $r$ are specific rational numbers. Represent real-world problems using these forms.	ESSENTIAL	High
7.AF.4	Solve inequalities of the form $px + q (> \text{ or } \geq) r$ or $px + q (< \text{ or } \leq) r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality.	—	Mod
7.AF.5	Define slope as vertical change for each unit of horizontal change, and apply that a constant rate of change or constant slope describes a linear function.	—	Mod
7.AF.6 (E)	Graph a line given its slope and a point on the line. Find the slope of a line given its graph.	ESSENTIAL	High
<b>DOMAIN: Geometry and Measurement</b>			
7.GM.1	Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.	—	Mod
7.GM.2	Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area.	—	Mod
7.GM.3 (E)	Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.	ESSENTIAL	High
<b>DOMAIN: Data Analysis, Statistics, and Probability</b>			
7.DSP.1 (E)	Understand that statistics can be used to gain information about a population by examining a sample of the population. Understand that random sampling tends to produce representative samples and support valid inferences.	ESSENTIAL	High

7.DSP.2 (E)	Find, use, and interpret measures of central tendency (mean and median) and measures of spread (range, IQR, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.	ESSENTIAL	High
7.DSP.3	Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, added to a data set may affect the mean and/or median.	—	Mod
7.DSP.4 (E)	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Identify probabilities of events as impossible, unlikely, equally likely, likely, or certain.	ESSENTIAL	High
7.DSP.5 (E)	Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model.	ESSENTIAL	High

### Mandatory Daily Math Schedule — Abdelmalek | Grade 7

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Warm-Up	HQCM Core Program	Abdelmalek leads: proportional reasoning warm-up (unit rate, percent, scale); rational number review; equation warm-up. Students: whiteboard; Desmos; partner justify.
8:10–8:50	Core Math Lesson — ILEARN Aligned	HQCM Core Program	Abdelmalek introduces concept explicitly: ratio tables, double number lines, balance model for equations, geometric constructions, probability experiments. Students: model, calculate, explain.
8:50–9:10	Guided Practice / Math Discourse	HQCM Core Program	Abdelmalek guides complex word problems: proportional reasoning, multi-step equations, probability. Students: explain reasoning; critique peer solutions; precision in mathematical language.
9:10–9:30	Small Group / ILEARN Prep	HQCM + ILEARN Items	Abdelmalek pulls Tier 2 group (proportional reasoning or equation gap). All students: ILEARN-style item daily from September. Track domain mastery per student.
9:30–9:40	Exit Ticket / Vocabulary	Core Program + ILEARN	Exit ticket: ILEARN-level problem. Vocabulary: ratio, constant of proportionality, rational, probability, surface area. Track per-student Essential standard mastery.

### Unit Pacing Guide — Abdelmalek | Grade 7

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	RP — Proportional Relationships + NS — Rational Numbers	7.RP.2(E), 7.RP.3(E); 7.NS.3(E), 7.NS.4(E), 7.NS.7(E)	9 weeks	BOY NWEA MAP Math; ILEARN CK1; proportional reasoning assessment
Q2 (Nov–Jan)	AF — Equations, Inequalities, Slope	7.AF.1(E), 7.AF.2(E), 7.AF.3(E), 7.AF.6(E)	8 weeks	ILEARN CK2; MOY NWEA MAP; equation solving assessment; percent unit check
Q3 (Feb–Mar)	Geometry — Volume, Circles, Scale	7.GM.3(E); 7.GM.1, 7.GM.2	7 weeks	ILEARN CK3; geometry performance task; circle area check

<b>Q4 (Apr–May)</b>	<b>DSP — Probability + ILEARN Review</b>	7.DSP.1(E), 7.DSP.2(E), 7.DSP.4(E), 7.DSP.5(E); full ILEARN review	6 weeks	EOY NWEA MAP Math; ILEARN Summative; Grade 8 advanced math placement
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### Math Fact Fluency & Number Sense — Abdelmalek | Grade 7

Period	Fluency Focus	Warm-Up Activities	Goal
<b>BOY</b>	Rational number operations review (Grade 6) + proportional reasoning fluency (7.RP.2 E)	Integer operations speed check; ratio warm-up; unit rate problems	Rational operations reliable; unit rate fluent (7.NS.7 E)
<b>MOY</b>	Multi-step equation solving $px + q = r$ (7.AF.3 E); percent of a number and percent change (7.RP.2 E)	Equation balance practice; percent bar model; Desmos preview; 7.AF.6(E) slope	Multi-step equations efficient; percent problems reliable
<b>EOY</b>	Proportional relationship fluency (tables, graphs, equations); ILEARN problem-solving fluency	ILEARN released item practice; mixed domain review; timed ratio and equation warm-ups	All Grade 7 Essential standards mastered before ILEARN testing

### Small Group Differentiation — Abdelmalek | Grade 7

#### Small Group Priority: Abdelmalek | Grade 7

Abdelmalek Grade 7 Tier 2 priority: students who cannot write and solve multi-step equations (7.AF.3 E) — the highest ILEARN Math predictor. Use algebra tiles and balance model concretely first. Proportional relationships (7.RP.2 and 7.RP.3 ESSENTIAL) are the backbone of Grade 7 ILEARN. Students must move fluently between tables, graphs, equations, and verbal descriptions. Advanced auto-enrollment (IC 20-30-18-3): students above 232 RIT + C or higher → mandatory Grade 8 advanced math. Abdelmalek documents and notifies principal by May. ILEARN Checkpoints: use Fall CK1 data by November, Winter CK2 data by February to adjust groupings. Do not wait for the summative.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — Abdelmalek | Grade 7

If Student Scores...	On Assessment	Abdelmalek Must Do This
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<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.
<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

### Tracking & Accountability — Abdelmalek | Grade 7

#### Weekly Math Fidelity Checklist — Abdelmalek | Grade 7

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3–8, when applicable)								
<b>Week of (date): →</b>	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__

### Monthly Math Check-In Log — Abdelmalek | Grade 7

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
Aug	_____	_____%	_____%	_____	
Sep	_____	_____%	_____%	_____	
Oct	_____	_____%	_____%	_____	

Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	
Feb	___	___%	___%	___	
Mar	___	___%	___%	___	
Apr	___	___%	___%	___	
May	___	___%	___%	___	
Sign	Principal initials each month: _____				

### Quarterly Math Data Review — Abdelmalek | Grade 7

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			

**Advanced Math Auto-Enrollment Candidates**

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3–8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			

**Advanced Math Auto-Enrollment Candidates**

**Key instructional adjustments next quarter:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan Acknowledgment — Abdelmalek | Grade 7**

**TEACHER — MATH PLAN**

**Abdelmalek | Grade 7 | Legacy Learning Center**

*I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025–2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PRINCIPAL AUTHORIZATION**

**Principal — Legacy Learning Center**

*This Mathematics plan has been reviewed and approved for 2025–2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_

SECTION 10 · Legacy Learning Center · MATHEMATICS · 2025–2026

# GRADE 8

Teacher: **Abdelmalek**

MANDATORY MATHEMATICS PLAN | 2023 INDIANA ACADEMIC STANDARDS

## Grade 8 Mathematics — At a Glance | Abdelmalek

Element	Details — Abdelmalek   Grade 8   2025–2026
Teacher	Abdelmalek   Grade 8   Legacy Learning Center   2025–2026
HQCM Core Program	School-adopted IDOE HQCM Approved 6–8 Math Program (Reveal Math 6–8 / Eureka Math Squared / HMH Into Math / Amplify Desmos Math / Carnegie Learning / Ready Indiana)
Supplemental (Locally Vetted)	Desmos graphing calculator; algebra tiles; geometric transformation tools; Pythagorean theorem physical models; Khan Academy Grade 8/Algebra 1; IDOE released ILEARN Grade 8 Math items
State Assessment	ILEARN Math Spring — FINAL MIDDLE SCHOOL YEAR + 3 Checkpoints. Level 3+ = proficient. Level 4 = high school advanced placement. Results determine HS math track.
ILEARN Checkpoints (2025–26)	Three checkpoints per year — Fall, Winter, Spring — 20–25 questions each — mandatory Grades 3–8
NWEA MAP Math	BOY/MOY/EOY — all K–8 students — RIT score, growth target, ILEARN proficiency prediction
NWEA MAP RIT Targets	BOY: ~217   MOY: ~220   EOY: ~222   ILEARN predictor: BOY RIT ~217 → on track for ILEARN Math Level 3+ in Spring; Level 4 = HS Algebra readiness
Advanced Auto-Enrollment	IC 20-30-18-3: Above Proficiency on ILEARN Math + C or higher → mandatory advanced math enrollment next year
Standard Color Code	GREEN ROW = Essential (E) — must be mastered. All standards must be taught.

## 2023 Indiana Academic Standards — Grade 8 Mathematics | Abdelmalek

Source: IDOE 2023 IAS Correlation Guides (adopted June 7, 2023, SBOE). All standards must be taught. Standards highlighted in GREEN are designated ESSENTIAL (E) — mastery required by end of grade. The ILEARN Emphasis column guides instructional priority.

<p><b>GREEN ROW = Essential (E) Standard</b> IDOE designation: must be mastered by end of grade level. Highest ILEARN weight.</p>	<p><b>High = High ILEARN Emphasis</b> Appears frequently on ILEARN checkpoints and summative; prioritize in instruction.</p>	<p><b>Mod = Moderate   Low = Lower Weight</b> All standards are taught; emphasis rating guides instructional time allocation.</p>
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Standard	2023 Indiana Academic Standard — Full Text	Essential (E)	ILEARN Emphasis
<b>DOMAIN: Number Sense</b>			
8.NS.1	Give examples of rational and irrational numbers, and explain the difference between them. State decimal equivalents for any number. For rational numbers, show that the decimal equivalent terminates or repeats, and convert a repeating decimal into a rational number.	—	Mod
8.NS.2	Use rational approximations of irrational numbers to compare the size of	—	Low

	irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.		
8.NS.3 (E)	Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.	ESSENTIAL	High
8.NS.4 (E)	Solve real-world problems with rational numbers by using multiple operations.	ESSENTIAL	High
<b>DOMAIN: Algebra and Functions</b>			
8.AF.1 (E)	Solve linear equations and inequalities with rational number coefficients fluently, including those whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable.	ESSENTIAL	High
8.AF.2	Generate linear equations in one variable with one solution, infinitely many solutions, or no solutions. Justify the classification given.	—	Mod
8.AF.3	Understand that a function assigns to each $x$ -value (independent variable) exactly one $y$ -value (dependent variable), and that the graph of a function is the set of ordered pairs $(x, y)$ .	—	Mod
8.AF.4 (E)	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.	ESSENTIAL	High
8.AF.5	Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	—	Mod
8.AF.6 (E)	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Within the context of a problem, describe the meaning of $m$ (rate of change) and $b$ ( $y$ -intercept) in $y = mx + b$ .	ESSENTIAL	High
8.AF.7	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph.	—	Mod
8.AF.8 (E)	Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.	ESSENTIAL	High
<b>DOMAIN: Geometry and Measurement</b>			
8.GM.1 (E)	Explore dilations, translations, rotations, and reflections on two-dimensional figures in the coordinate plane.	ESSENTIAL	High
8.GM.2 (E)	Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.	ESSENTIAL	High
8.GM.3 (E)	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.	ESSENTIAL	High
<b>DOMAIN: Data Analysis, Statistics, and Probability</b>			
8.DSP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	—	Mod
8.DSP.2 (E)	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data. Interpret the slope and $y$ -intercept in context.	ESSENTIAL	High
8.DSP.3 (E)	Represent sample spaces and find probabilities of compound events (independent and dependent) using organized lists, tables, and tree diagrams.	ESSENTIAL	High
8.DSP.4	Define the probability of a compound event, just as with simple	ESSENTIAL	High

(E)	events, as the fraction of outcomes in the sample space for which the compound event occurs. Use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.		
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## Mandatory Daily Math Schedule — Abdelmalek | Grade 8

This schedule is **MANDATORY** every school day. Do not skip or shorten without principal approval.

Time	Segment	Program	Teacher & Student Actions
8:00–8:10	Math Warm-Up	HQCM Core Program	Abdelmalek leads: linear equation warm-up (slope-intercept form); scientific notation; Pythagorean theorem quick check; function vs. non-function. Students: whiteboard; Desmos; justify.
8:10–8:50	Core Math Lesson — ILEARN Aligned	HQCM Core Program	Abdelmalek introduces concept explicitly: linear functions via tables/graphs/equations; transformations with coordinate plane; Pythagorean proof; systems of equations. Students: model, solve, explain.
8:50–9:10	Guided Practice / Math Discourse	HQCM Core Program	Abdelmalek guides complex problems. Students: precision in mathematical language; justify with multiple representations; critique peer reasoning.
9:10–9:30	Small Group / ILEARN Intensive Prep	HQCM + ILEARN Items	Abdelmalek pulls Tier 2 group (linear equation or function gap). All students: ILEARN-style item daily from August — highest-stakes ILEARN year. Track mastery per Essential standard.
9:30–9:40	Exit Ticket / High School Readiness	ILEARN Released Items	ILEARN-style problem with full show-work requirement. Written feedback from Abdelmalek. HS readiness vocabulary: slope, function, system, irrational, transformation.

## Unit Pacing Guide — Abdelmalek | Grade 8

Follow this pacing to ensure full standards coverage before ILEARN testing. Adjust only with principal approval.

Quarter	Domain / Unit Focus	Key Standards	Weeks	Assessment / Checkpoint
Q1 (Aug–Oct)	AF — Linear Equations + NS — Number System	8.AF.1(E), 8.AF.4(E), 8.AF.6(E); 8.NS.3(E), 8.NS.4(E)	9 weeks	BOY NWEA MAP Math; ILEARN CK1; linear equations assessment; NS check
Q2 (Nov–Jan)	AF — Functions + Systems of Equations	8.AF.3, 8.AF.5, 8.AF.7; 8.AF.8(E)	9 weeks	ILEARN CK2; MOY NWEA MAP; functions performance task; systems assessment
Q3 (Feb–Mar)	Geometry — Pythagorean Theorem + Transformations	8.GM.1(E), 8.GM.2(E), 8.GM.3(E)	6 weeks	ILEARN CK3; geometry performance task; Pythagorean application check
Q4 (Apr–May)	DSP — Bivariate Data + Probability + ILEARN Review	8.DSP.2(E), 8.DSP.3(E), 8.DSP.4(E); full ILEARN review all domains	6 weeks	EOY NWEA MAP Math; ILEARN Summative; HS math placement documentation

## Math Fact Fluency & Number Sense — Abdelmalek | Grade 8

Period	Fluency Focus	Warm-Up Activities	Goal
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<b>BOY</b>	Linear equation solving fluency (8.AF.1 E); scientific notation operations (8.NS.3–4 E)	Linear equation mixed practice; scientific notation conversion; function table warm-up	2-step linear equations fluent; scientific notation reliable
<b>MOY</b>	Function notation and representation — tables, graphs, equations (8.AF.4 E, 8.AF.6 E); systems of equations (8.AF.8 E)	Slope from two points (rapid); function table → graph → equation; Desmos exploration; system graphing	All representations of linear functions interchangeable; begin systems
<b>EOY</b>	Systems of equations fluency (8.AF.8 E); Pythagorean Theorem problem fluency (8.GM.3 E); ILEARN multi-step fluency	ILEARN released item timed practice; mixed domain problem sets; HS algebra readiness problems	All Grade 8 Essential standards mastered; ready for high school Algebra 1

### Small Group Differentiation — Abdelmalek | Grade 8

#### Small Group Priority: Abdelmalek | Grade 8

Abdelmalek Grade 8: ILEARN is the FINAL middle school math assessment. Results determine high school math placement. Every below-Level-3 student needs intensive intervention from Day 1. Linear functions (8.AF.4 E, 8.AF.6 E) and systems of equations (8.AF.8 E) are the two highest ILEARN predictors. Use Desmos to build intuition before algebraic procedures. Pythagorean Theorem (8.GM.3 E): begin with visual proofs (rearranging squares); connect to real-world. Students who only memorize  $a^2+b^2=c^2$  without conceptual understanding fail ILEARN. Advanced auto-enrollment (IC 20-30-18-3): Grade 8 students above 235 RIT + C or higher → mandatory Algebra 1 or advanced math in Grade 9. Submit placement documentation to principal by April 15. Every Grade 8 student’s MAP EOY score and ILEARN performance level must be documented and passed to their Grade 9 math teacher before end of school year.

Group	Who	Teacher Instruction	Independent Practice
<b>Tier 2 — Below Target</b>	MAP below 25th %ile; ILEARN Level 1/2; not meeting growth	Re-teach specific Essential standard gap; CRA concrete materials; explicit problem-solving strategy; targeted vocabulary	Math game targeting gap; manipulative practice; fluency at just-right level; Khan Academy supplemental task
<b>Tier 1 — On Track</b>	MAP 25th–75th %ile; ILEARN Level 3	Core practice extension; problem-solving task; math discourse; vocabulary application; ILEARN practice question	Core HQCM independent practice; math journal; partner problem-solving
<b>Above Proficiency</b>	MAP above 75th %ile; ILEARN Level 4	Enrichment: advanced problem-solving; cross-domain application; mathematical reasoning; above-proficiency ILEARN items; advanced auto-enrollment tracking	Self-directed investigation; open-ended math project; research task; advanced extension
<b>ELL / Language Learners</b>	ELL students at all MAP levels	Pre-teach math vocabulary with visuals; sentence frames; bilingual anchor charts; manipulatives reduce language barrier	Visual vocabulary math cards; picture-supported problems; guided math journal with sentence stems

### Assessment Response Protocol — Abdelmalek | Grade 8

If Student Scores...	On Assessment	Abdelmalek Must Do This
<b>Below 25th percentile</b>	NWEA MAP Math (BOY)	Within 5 days: Tier 2 small group. Identify specific Essential standard gap from MAP Learning Continuum. Document in data binder.
<b>20+ RIT points below target</b>	NWEA MAP Math (BOY)	Same week: Tier 3 intensive. Notify principal and parents. Begin MTSS documentation. Specialist consultation.

<b>Not meeting growth target</b>	NWEA MAP Math (MOY/EOY)	Review domain strands with lowest growth. Adjust unit pacing. Increase targeted small group frequency. Data team discussion.
<b>ILEARN CK Level 1</b>	ILEARN Math Checkpoint (Gr. 3–8)	Identify weak Essential standards from checkpoint domain report. Re-teach with CRA approach. Increase ILEARN item practice. Parent notification.
<b>ILEARN CK Level 2</b>	ILEARN Math Checkpoint	Target approaching-proficiency Essential standards. Use IDOE Performance Level Descriptors. Adjust small group.
<b>ILEARN Level 4 (Summative)</b>	ILEARN Math Summative (Gr. 3–8)	Initiate advanced math auto-enrollment per IC 20-30-18-3 (if grade C+). Document. Notify principal. Notify family.
<b>No growth after 8 weeks (Tier 2)</b>	Bi-weekly progress probes	Escalate to Tier 3. Specialist diagnostic. Initiate SPED evaluation referral if no response.

## Tracking & Accountability — Abdelmalek | Grade 8

### Weekly Math Fidelity Checklist — Abdelmalek | Grade 8

Mark when complete each week. Submit copy to principal at end of each month.

Math Instructional Expectation	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
HQCM core math lesson delivered every school day								
Math fluency / number sense warm-up (5–10 min) every day								
Concrete-Representational-Abstract (CRA) instruction used in lesson								
Problem-solving / real-world application task included this week								
Small group differentiation held ≥ 3 days								
Math vocabulary explicitly taught and used by students								
Formative assessment or exit ticket used ≥ 3 days								
ILEARN Checkpoint review or released item used (Gr. 3–8, when applicable)								
<b>Week of (date): →</b>	—/—	—/—	—/—	—/—	—/—	—/—	—/—	—/—

## Monthly Math Check-In Log — Abdelmalek | Grade 8

Complete monthly with principal or math coach. Attach MAP/ILEARN Checkpoint printouts.

Mo.	NWEA MAP Math Avg RIT	ILEARN CK % Proficient	% Meeting Growth Target	# Tier 2/3 Students	Instructional Adjustment
Aug	___	___%	___%	___	
Sep	___	___%	___%	___	
Oct	___	___%	___%	___	
Nov	___	___%	___%	___	
Dec	___	___%	___%	___	
Jan	___	___%	___%	___	

<b>Feb</b>	___	___%	___%	___	
<b>Mar</b>	___	___%	___%	___	
<b>Apr</b>	___	___%	___%	___	
<b>May</b>	___	___%	___%	___	
<b>Sign</b>	Principal initials each month: _____				

### Quarterly Math Data Review — Abdelmalek | Grade 8

Complete at each data team meeting. Principal co-signs. Attach printed reports.

#### Q1 — Fall | August – October

Screener Window: BOY NWEA MAP Math + ILEARN CK1 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

Key instructional adjustments next quarter:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Q2 — Winter | November – January

Screener Window: MOY NWEA MAP Math + ILEARN CK2 (Gr. 3–8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3–8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q3 — Pre-Spring | February – March**

Screener Window: ILEARN CK3 (Gr. 3-8) + pre-summative review

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Q4 — End of Year | April – May**

Screener Window: EOY NWEA MAP Math + ILEARN Summative (Gr. 3-8)

Data Point	Result	% Meeting Target	Action Taken
NWEA MAP Math — Avg RIT Score			
NWEA MAP — % Meeting Growth Target			
ILEARN Math Checkpoint — % Proficient (Gr. 3-8)			
# Students Tier 2 Math			
# Students Tier 3 Intensive			
Advanced Math Auto-Enrollment Candidates			

**Key instructional adjustments next quarter:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Teacher: Abdelmalek Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Plan Acknowledgment — Abdelmalek | Grade 8

#### TEACHER — MATH PLAN

**Abdelmalek | Grade 8 | Legacy Learning Center**

*I have read this mandatory Mathematics plan in full and commit to implementing it with fidelity for 2025-2026.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRINCIPAL AUTHORIZATION

**Principal — Legacy Learning Center**

*This Mathematics plan has been reviewed and approved for 2025-2026. The named teacher must implement it with fidelity.*

Signature: \_\_\_\_\_

Date Issued: \_\_\_\_\_



## Section 11: Math Assessment Reference — ALL TEACHERS

Every LLC math teacher knows these assessments, administers them correctly, and responds within required timelines.

### NWEA MAP Growth Math — Grade-Level RIT Targets (2025 Norms)

RIT Target	K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7–8
BOY RIT	Baseline	Baseline	Baseline	~188	~196	~202	~208	~213–217
Teacher	Dou'a	Hana	Hafsa	Al Habib	Soraya	Dounia	Hafsa	Abdelmalek

### ILEARN Math — Essential Standards by Grade — Quick Reference

Gr.	Teacher	Essential (E) Standards — Must Be Mastered (source: IDOE 2023 IAS Correlation Guides)	ILEARN Target
K	Dou'a	K.NS.1(E) K.NS.2(E) K.NS.3(E) K.NS.4(E) K.NS.7(E)   K.CA.1(E) K.CA.2(E) K.CA.3(E)   K.M.1(E) K.DA.1(E)	No ILEARN — Growth only
1	Hana	1.NS.1(E) 1.NS.2(E) 1.NS.4(E)   1.CA.1(E) 1.CA.2(E) 1.CA.3(E)   1.M.1(E) 1.M.2(E)   1.DA.1(E)	No ILEARN — Growth only
2	Hafsa	2.NS.1(E) 2.NS.2(E) 2.NS.4(E) 2.NS.5(E)   2.CA.1(E) 2.CA.3(E)   2.M.2(E) 2.M.3(E) 2.M.4(E) 2.M.6(E)   2.DA.1(E)	No ILEARN — Growth only
3	Al Habib	3.NS.2(E) 3.NS.3(E) 3.NS.5(E)   3.CA.2(E) 3.CA.3(E) 3.CA.4(E) 3.CA.5(E) 3.CA.7(E)   3.M.1(E) 3.M.3(E) 3.M.4(E) 3.M.5(E)   3.DA.1(E)	Level 3+ (Met)
4	Soraya	4.NS.3(E) 4.NS.4(E) 4.NS.5(E) 4.NS.6(E)   4.CA.1(E) 4.CA.2(E) 4.CA.3(E) 4.CA.5(E) 4.CA.6(E) 4.CA.8(E)   4.M.1(E) 4.M.2(E) 4.M.3(E) 4.M.4(E)   4.DA.1(E)	Level 3+ (Met)
5	Dounia	5.NS.1(E)   5.CA.1(E) 5.CA.2(E) 5.CA.4(E) 5.CA.5(E) 5.CA.6(E) 5.CA.7(E) 5.CA.8(E) 5.CA.10(E)   5.M.3(E) 5.M.4(E) 5.M.5(E)   5.DA.1(E) 5.DA.2(E)	Level 3+ (Met)
6	Hafsa	6.NS.1(E) 6.NS.4(E) 6.NS.5(E) 6.NS.7(E)   6.RP.1(E) 6.RP.4(E) 6.RP.5(E)   6.AF.1(E) 6.AF.2(E) 6.AF.3(E) 6.AF.5(E)   6.GM.4(E)   6.DS.2(E) 6.DS.3(E)	Level 3+ (Met)
7	Abdelmalek	7.NS.3(E) 7.NS.4(E) 7.NS.7(E)   7.RP.2(E) 7.RP.3(E)   7.AF.1(E) 7.AF.2(E) 7.AF.3(E) 7.AF.6(E)   7.GM.3(E)   7.DSP.1(E) 7.DSP.2(E) 7.DSP.4(E) 7.DSP.5(E)	Level 3+ (Met)
8	Abdelmalek	8.NS.3(E) 8.NS.4(E)   8.AF.1(E) 8.AF.4(E) 8.AF.6(E) 8.AF.8(E)   8.GM.1(E) 8.GM.2(E) 8.GM.3(E)   8.DSP.2(E) 8.DSP.3(E) 8.DSP.4(E)	Level 3+ (Met); Level 4 = HS placement

## Section 12: Mathematics Professional Development — ALL LLC TEACHERS

All Legacy Learning Center math teachers complete the following professional development.

PD Requirement	Who at LLC	Timeline	How to Complete
HQCM Core Math Program Training	All K–8 math teachers	Before school year begins	School-adopted program's professional learning modules; Teacher Edition training; implementation guide
CRA Instruction (Concrete-Representational-Abstract)	All K–8 math teachers	Year 1 priority; ongoing	IDOE IN Learning Lab Math Frameworks; school-based coaching; NWEA Math PD suite (IDOE approved)
NWEA MAP Growth Math — Administration & Data Use	All K–8 math teachers	Before BOY administration	NWEA online learning center; MAP Growth Math reports; growth target interpretation; Learning Continuum use
ILEARN Math Checkpoint Administration & Data Interpretation	All Gr. 3–8 teachers	Before Fall 2025–26 checkpoint	IDOE ILEARN Checkpoint guidance at <a href="https://secure.in.gov/doe/students/assessment/ilearn/">secure.in.gov/doe/students/assessment/ilearn/</a> ; domain-level report interpretation
Advanced Math Auto-Enrollment Protocol (IC 20-30-18-3)	All Gr. 3–8 teachers	By April each year	IC 20-30-18-3 review; IDOE guidance; principal review and documentation process
MTSS Math Framework (IC 20-32-6.5-3)	All K–8 math teachers	Before first data team meeting	IDOE tiered support framework; intervention documentation protocols; data team process
2023 IAS Mathematics — Vertical Articulation	All K–8 math teachers	Before school year begins	IDOE Vertical Articulation Guides: <a href="https://inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides">inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides</a>
IDOE IN Learning Lab Math Modules	All K–8 teachers — 10 hrs/year recommended	Ongoing	<a href="https://inlearninglab.com">inlearninglab.com</a> — 2023 Math Frameworks; ILEARN released items; Performance Level Descriptors
NWEA Professional Learning — Math Suite	Recommended for all math teachers	Year 1	NWEA Math PD suite — IDOE approved (Academic Mastery category); content-focused math pedagogy

### IDOE Math Resources — Direct Links

Indiana Academic Standards — Mathematics (all grades): [secure.in.gov/doe/students/indiana-academic-standards/mathematics/](https://secure.in.gov/doe/students/indiana-academic-standards/mathematics/)  
 2023 IAS Correlation Guides (source of all standards in this handbook): [secure.in.gov/doe/files/2023-IAS-Correlation-Guide\\_-\\_Mathematics-\[Grade\].pdf](https://secure.in.gov/doe/files/2023-IAS-Correlation-Guide_-_Mathematics-[Grade].pdf)  
 IDOE HQCM Math Advisory List: [secure.in.gov/doe/students/high-quality-curricular-materials-advisory-lists/](https://secure.in.gov/doe/students/high-quality-curricular-materials-advisory-lists/)  
 IN Learning Lab Math Frameworks: [inlearninglab.com/collections/2023-mathematics-frameworks](https://inlearninglab.com/collections/2023-mathematics-frameworks)  
 IN Learning Lab Vertical Articulation Guides K–8: [inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides)  
 ILEARN Math Assessment: [secure.in.gov/doe/students/assessment/ilearn/](https://secure.in.gov/doe/students/assessment/ilearn/)  
 IDOE Teaching and Learning: [teachingandlearning@doe.in.gov](mailto:teachingandlearning@doe.in.gov) | IDOE General: 1-317-232-6610

### School-Wide Math Plan Authorization

*This handbook has been reviewed, approved, and issued to all Legacy Learning Center K–8 math teachers for 2025–2026. All teachers named herein are required to implement this plan with fidelity.*

<b>Principal / Head of School</b>  Signature: _____ Date: _____ _____	<b>Math Coordinator / Coach</b>  Signature: _____ Date: _____ _____	<b>Plan Effective Date</b>  School Year: 2025–2026 Standards: 2023 IAS (SBOE June 7, 2023)
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