

Standard Course of Action in Math Instruction

SY2012

Wyngate Elementary

Action steps/objectives/ processes Timeline	Grade Level
Use a variety of assessment measures and grade level data chats (using appropriate protocol/process for reviewing data) to identify and discuss students not meeting or exceeding benchmarks and regroup as needed	K-5
Collaborate with appropriate specialists and use 3-tiered Collaborative Problem Solving model to discuss students who do not exhibit progress in math and develop intervention plans	K-5
Use math guides and state curriculum to plan in teams or in pairs	K-5
Pre-assess, teach, re-teach re-assess and regroup as needed for instruction.	K-5
Focus instruction on problem solving and application of skills to increase student competence using multiple strategies including math discourse .	K-5
Plan math instruction with year long goals to ensure all units can be taught and assessed.	K-5
Teachers will work with students to self-monitor through data folders and set goals for improvement.	K-5
Monitor at-risk students/subgroups at quarterly SIP meetings	K-5
Place new-to-Wyngate students in grade level class until performance can be seen by grade level teacher	2
Weekly basic facts assessments	1-2
TN-2 Practice starting 2 months prior to testing	2
Daily informal assessments to create small instructional groups as needed (for remediation, enrichment, acceleration)	1-2
Use paraeducators to support struggling students	1
Use of manipulatives	1
Use problem solving/cooperative learning strategies	1