

Grade 2 MATH Decision Tree

Elementary schools (K-5) must teach math in a dedicated block of time of at least 60 minutes daily to all students. This block will include whole group instruction utilizing an evidence-based sequence of math instruction and small group differentiated instruction in order to meet individual student needs; referred to as the Elementary Flow of Instruction.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

FAST Math/Renaissance - 30th percentile and above

THEN TIER 1 Only

Initial instruction:

- *is aligned to the benchmarks*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*
- *includes small groups/learning centers*

Core Instruction:

Core instruction should include all factors listed above and follow the suggested Elementary Flow of Instruction for Math. Teachers should focus on the concepts of Number Sense and Operations/ Fractions/ Algebraic Reasoning/ Measurement/ Geometric Reasoning/ Data Analysis & Probability using their HMH GoMath materials and the B1G-M resource.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

FAST Math/Renaissance - 29th percentile and below, and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

FAST Star Early Literacy - 11th-29th percentile

STAR CBM may be administered for targeted students as guided by school-based MTSS Teams

THEN TIER 1 Instruction and TIER 2 Interventions

Interventions:

- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

Supplemental Instruction/Interventions

Interventions may include but are not limited to:

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