

Short-Cycle Progress Monitoring Grade 2

Date: 9/23

Data we are reviewing: Math Unit 1 CFA #1

GUIDING QUESTIONS:

Who are we concerned about and why?

- FG (Lahr)
- AE (Lahr)
- BS (Kline)
- ET (Kline)
- AL (Sheppard)
- EM (Sheppard) (believes she needs an interventionist tier 3)
 - These students are not understanding how a math mountain works, they don't understand how two partners make a total, and they are not understanding what an equation is. Some of the students are even lacking basic number sense: $4-6=8$, $4-6=10$

What instructional strategies are working for team members and what are not?

- The fluency games are very engaging for students: Remover, Math 10s Go Fish, and Math War, Doggie Doubles game. We are making time to play these games almost every day during the last 10 or more minutes of class, and the kids struggling with fluency of these facts are starting to get them down.

What action steps will we take this week?

- We will provide our EAs or PDS students with a plan for reteaching math mountains, or we will pull to reteach during the game time this week. After a few reteaching sessions, we will reassess.

Additional notes/follow-up: