

Math Flexible Grouping Update – October 2014

At the June 19, 2014 Board Meeting, the following language was approved as part of the Master Plan:

AIM Flexible Grouping in Math: To enhance professional development in the area of differentiation, flexible and innovative practices to improve student performance and outcomes in self-contained and non-self-contained classes for students who are GATE identified and/or high achieving in math are critical. The Committee recommends that each site explore the implementation of flexible grouping practices in math that will meet the unique needs of their students. This shall include, but is not limited to:

- Exploring scheduling possibilities for math, such as block scheduling by grade level, including self-contained and non-self-contained classes.
- Recommending ways teachers within one grade level could provide flexible grouping within a math block whereby students are grouped by ability level.
- Planning flexible grouping and learning stations within a classroom so that content can be differentiated according to student need; include resources such as the math specialist and teacher aides to provide additional assistance to underperforming students.
- Rethinking use of math specialists so they are assigned to a single site and can then be used as integral part of math team.
- Scheduling additional collaboration time to aid in the implementation of differentiation in order to develop horizontal and vertical team planning.
- Exploring educational options for students who are beyond the grade level curriculum.

Birch Lane

Math Differentiation at Birch Lane

- 4th-6th grade pull-out intervention group with Math Para-educator (from all 4th grade classes): 34 students
- 2 -3 additional students who receive additional support in-class with the teachers
- 5th and 6th grade intervention in Montessori (multi-age) is done with the teacher within the class room setting during the time of reduced class size due to science/PE (example, while 5th is at science, small group instruction with 6th occurs)
- One teacher had the 6th grade students for more practice work and another had the 5th graders for more practice work
- UCD interns work in classes 1st, 3rd, 4th grades and support instruction
- Math Nights on our campus have increased to 6 evenings this year to support the home/school communication and support of instruction.

- Montessori Materials used to support conceptual understanding K-6
- PBL lessons include elements of mathematics.
- Homework support after school by class room teacher
- No Homework Club run by a Para-educator supporting students 2-6
- Teachers work with our district math specialists in regards to planning, assessment, and curriculum support
- Math Specialists are planning professional development focused on Mathematical Practices and CCSS
- Students use the computer lab for Everyday Math on-line support.

Korematsu

Math coach is working only with new teachers: three first grade, one second grade, one fourth grade & one AIM 6th grade. The math para, who is credentialed, supports the 2/3 combo teacher by pulling out the second graders four-times a week with direct grade level instruction. In addition, the para is pulling out groups of first grade for intervention in the afternoon.

We will have Math Club for 4th only after school this year. It will be front load intervention. All students are welcomed from 4th, if they qualified through our diagnostic assessment. Lastly, we will begin math workshops for parents this year, most likely start with 3.

The staff partakes in in-class grouping with learning stations. The content is differentiated within the classroom using stations or other supplemental materials. With the AIM teacher they are collaborating to create low floor/ high ceiling tasks during classroom instruction. We are unable to work across grade level at this time or block math, because we block for ELA/ELD/RSP.

Marguerite Montgomery

At this time as a school we are focusing on bullets 3, 4, and 5. Teachers are using small learning groups with station activities in the classroom to differentiate for student instructional level. We are using our math specialist to support students, coach and co-teach. He is in classrooms a minimum of 3 days per week. We have additional collaboration time scheduled for teachers to discuss instruction. Teachers have 1 - 2 Wednesdays each month for this collaboration and our teachers have 15 release time collaboration times during the year. They are using the first 5 of these for ELD but the choice will be theirs for the subject and goals of that collaboration once our ELD programs are running well. We are not ready as a staff to level students across classrooms. We are currently doing that in ELD and that is enough of a challenge for us at this time. We do have 1 student that we are exploring options for because she is so advanced and there really is not any other student at her level. We have explored some on-line options. Dave is working with the teacher on providing support for this student.

Differentiated Math Instruction at North Davis

NDE Teachers met at Academic Conferences at the end of September to discuss each individual

student needs. With the newly added Math ParaEducator and being in the process of designing proposals for the math specialist to support. Currently we are planning our second academic conference to ensure students are being challenged and receiving appropriate interventions for their level.

Currently

- 2nd Grade is block scheduling their math time and providing rotations that are differentiated.
- 3rd - 6th Grade
 - Using specific technology software including SuccessMaker and FasttMath.
 - Web based applications including Moby Max and Learn Zillion
 - AIM students are being grouped with differentiated instruction regardless if they are in self-contained or neighborhood classrooms.
 - Intervention specialist push in activities along with Math ParaEducator support.
 - UC Davis MAST interns and DHS Cross Age Tutors support classroom instruction and assist small differentiated groups.
 - Math rotations are leveled/differentiated groups by each grade level.
 - Use of Genius Hour (Sponsored by Google) used in the 5/6 combo class

Patwin

Ours has not changed since my last report. We are working to utilize the math para to help provide appropriate instruction to first and second graders, but we don't have a program design yet.

Pioneer

- 6th grade has aligned math times, allowing 3 current 6th graders AIM identified and/or high achieving to be in the accelerated math group (taught by AIM teacher)
- Math para is doing enrichment support with 5th grade AIM class
- 4th grade (non-AIM) teacher with bulk of AIM identified students in her class has been to GATE training and is differentiating curriculum to challenge students

Willett

Willett Elementary School has put money into supporting differentiation of math. A paraeducator position was opened up for support in math. First through fourth grades are doing math groups with parent and paraeducator support. The paraeducator pushes in to 1st – 4th and 6th grade for small group support. Fifth grade teachers are all using Learn Zillion, which

wonderfully differentiates. All classes have access to MobyMax. There is wide use of math stations at grade levels and students are getting instruction in the specific areas of deficit.

Grade levels wrote proposals for math coach support for both the paraeducators and the teachers. This support would help with differentiation, the math pilot and modeling. We have not heard back as to whether these were approved or not.

4th Grade:

4th grade is utilizing a problem solving component which stretches students' thinking, modeling different approaches to illustrate problems, and provides exposure to open-ended solutions. All of these require written explanations which describe students' thought processes and solutions. This is modeled after our new Smarter Balanced Assessments so that students become more familiar with what is expected of them.

5th grade:

Flexible grouping within classrooms
Task-based lessons with low floor, high ceiling
3 levels of practice sheets everyday
Remediation grouping
Saxon math for small group

6th grade:

6th grade pre assessment and placement in 10 or 15 unit math program
Blocking for math periods