

The background is a dark blue grid. Scattered around the central text are various colorful, 3D-style mathematical symbols: numbers (2, 0, 5, 1, 9, 4), operators (+, -, x, =, %), and symbols like infinity and square roots. The central text is white and bold.

K-5 Intervention

February 16, 2022

Our Goal

Provide data-based intervention to students to help mitigate any learning loss from the 2020-2021 school year and improve student outcomes.

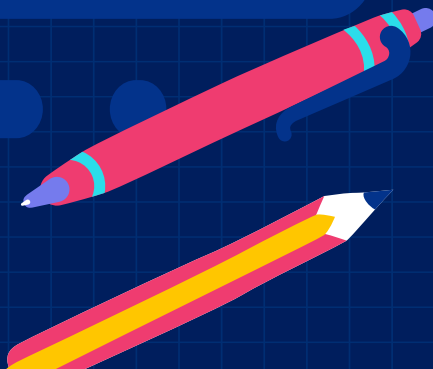


Who Are We?

Matthew Lindner

Ann Cardoza

Cristiana Freed



Beginning of the Year



Remote Independent Study

Learning about HCSD

Reviewing Data

- CAASPP
- Star Renaissance
- End of Year and Beginning of the Year Math Assessments and ELA

Meeting with Teachers/Coaches/Principals

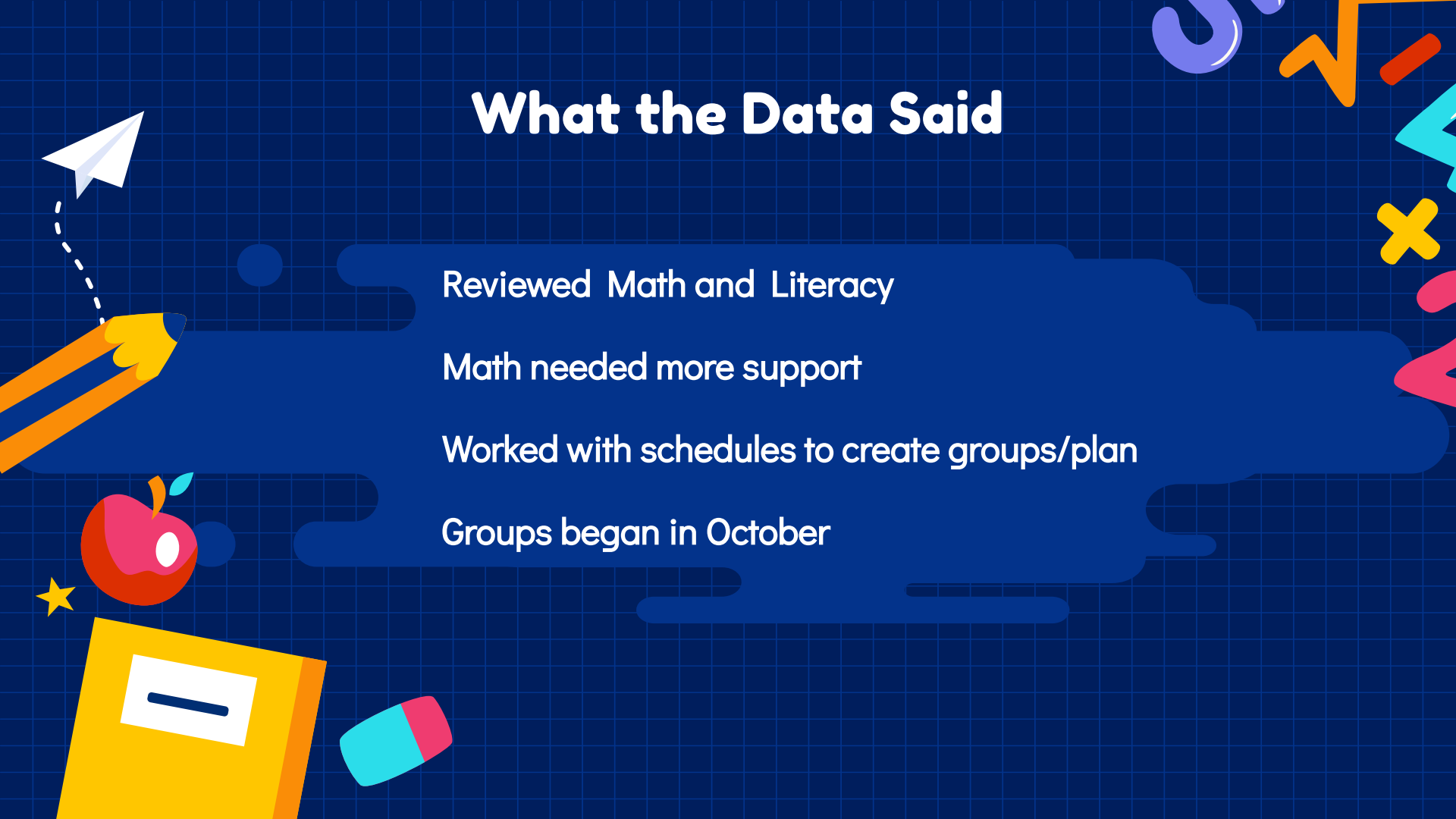
What the Data Said

Reviewed Math and Literacy

Math needed more support

Worked with schedules to create groups/plan

Groups began in October





The Flow of Intervention Groups

Who ended up being served:

- Grades 1 - 5 Students with highest need based on data and teacher input
- Students identified as needing enrichment in math

What was addressed: Fact Fluency, along with “just in time” learning so students can access grade level curriculum


x

x





How we monitored progress/determined success (growth)

- Math Expressions Diagnostics
 - Outside Assessment Resources
 - Think Central Personal Trainer Unit Quiz (small, quick skill based PM)
 - Qualitative Assessment
- 



What We Learned

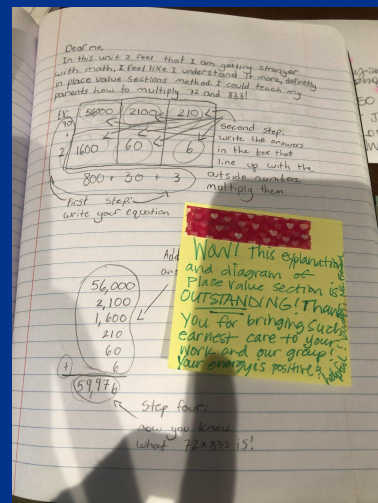
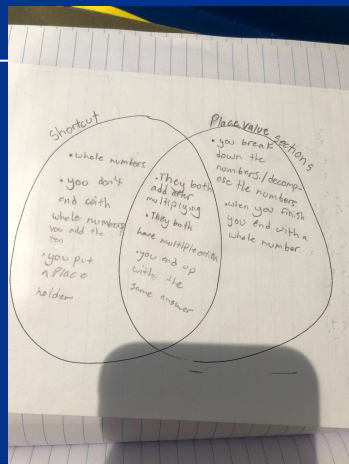
- What worked: site based, small groups (4-5 students), targeted instruction, routines, collaborating with classroom teachers through meetings and pushing into classrooms, playing math games, using manipulatives, inviting risk taking and celebrating mistakes, seeing some students 4 times a week
- What didn't work: not all sites were served this cycle, 1:1 support was more effective for some students
- Important to stick to a plan but be flexible



The background is a dark blue grid with a large, lighter blue, cloud-like shape in the center. Various school supplies are illustrated around the edges: a large orange protractor in the top left, a pink and blue stapler in the top right, a pink and blue compass and a yellow pencil in the bottom left, and a yellow pencil and a purple ruler in the bottom right.

Student and Staff Voices

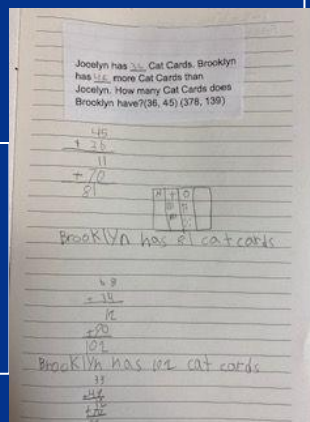
“Math Workshop has helped me a lot with problem solving, out of the box thinking and money problems. Whenever I go into her classroom, I am excited because there is always a challenge waiting. For example, The Pizza Math. She taught me how to do rations and how to solve/estimate where I should put my pizza place, and how to increase the amount of money for each pizza so I will make enough money.”



“... Thank you for the math class. You gave me a challenge that I enjoyed. I like how you didn't just give me the answer but nudged me in the right direction.”

“I felt a little nervous but I was happy at the end. I like it a lot. I learned a lot, like my multiplication $7 \times 7 = 49$!”

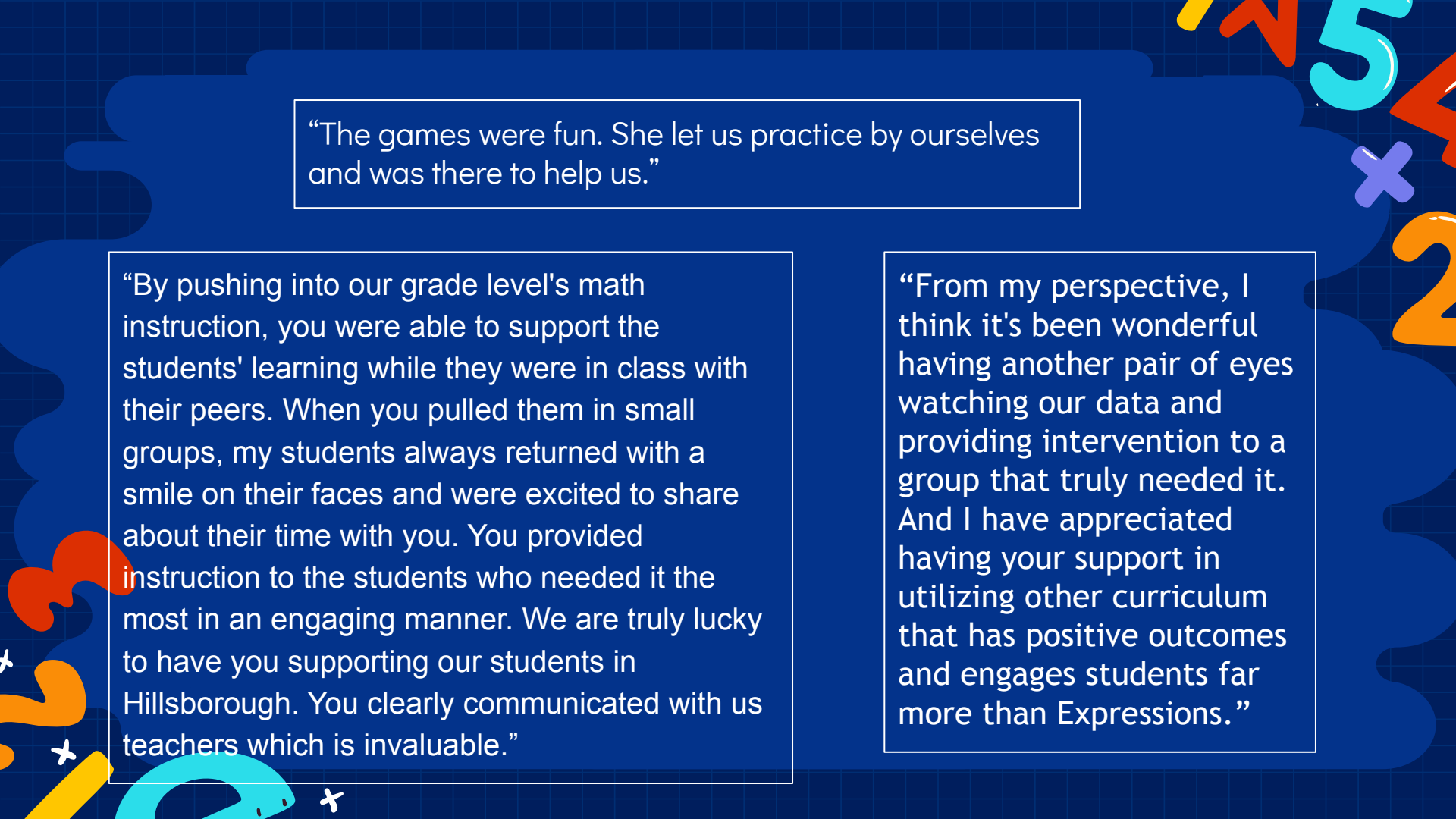
“In Math Workshop I learned how to be flexible with my thinking!”



“I learned that when I make mistakes my brain grows!”

“I feel good about math and I learned from my mistakes!”

“Now I know I learn best in a small group setting. I feel like I can share my ideas. Everyone is heard.”

The background is a dark blue grid with colorful, stylized math symbols and numbers. In the top right, there is a yellow number 1, a red number 2, a blue number 5, and a purple plus sign. In the bottom left, there is a red number 3, an orange number 2, a yellow number 1, and a blue number 2. There are also several small white plus signs scattered throughout.

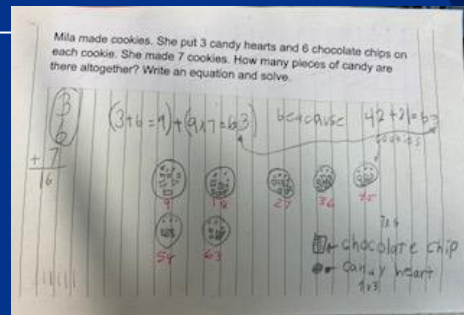
“The games were fun. She let us practice by ourselves and was there to help us.”

“By pushing into our grade level's math instruction, you were able to support the students' learning while they were in class with their peers. When you pulled them in small groups, my students always returned with a smile on their faces and were excited to share about their time with you. You provided instruction to the students who needed it the most in an engaging manner. We are truly lucky to have you supporting our students in Hillsborough. You clearly communicated with us teachers which is invaluable.”

“From my perspective, I think it's been wonderful having another pair of eyes watching our data and providing intervention to a group that truly needed it. And I have appreciated having your support in utilizing other curriculum that has positive outcomes and engages students far more than Expressions.”

"It has been a joy to welcome Ann into our classroom this year. She supports me as an instructor in math and unravels the complexities of mathematics that oftentimes daunt the learners in my classroom. Ann encourages a growth mindset. She continually reminds my students that mistakes are good for your brain. I see her role as a math interventionist as being vital to our community of learners"

"Bumped into some very HAPPY kids leaving Cristiana's class this morning... I asked them what they like so much about her class... They all shared enthusiastically that she's SO GREAT AT TEACHING US MATH!!"



New Cycle Starting 2/21

- Finalizing data review week of 2/14
- Serving all sites - number of days based on need
- 3rd Cycle planned for mid-April

Questions?

