Elementary Math Intervention

Needs Assessment	Purpose		Participants	Implementation		Results	
What are your data showing about the need for the program or process?	**What is the purpose of the program or process?**	**What are the intended outcomes?**	**Who is the program/ process intended to serve?**	**How should the program/process be implemented with integrity and fidelity to ensure attainment of intended outcomes?**	**How is implementation being monitored?**	**How will results be measured?**	**What are the results?**
- 72% of 4th graders were scoring 'not yet proficient' on the ISASP assessment. - 68.75% of 4th grade females scored 'not yet proficient' on the ISASP assessment. - 25% of 4th grade males scored 'not yet proficient' on the ISASP assessment. - 76% of 4th grade females scored below the benchmark in the spring on the math CAP assessment.	The purpose of the math intervention is to: - Increase proficiency on the ISASP assessment, math CAP, and aMATH. - Identify targeted academic mathematics needs. - Measure student progress. - Support educators' classroom Tier I instruction. - Provide on-going support of mathematics throughout every grade level	When the math interventions are implemented, the results will be: - Increase in students' percentage/scores on mathematics assessments. - An accessible library of mathematic intervention materials for teachers. - Professional growth for educators for improved intervention instruction (Tier II and Tier III). - Stronger engagement in	The math intervention program/process is intended for the students and teachers, not only at the elementary level, but continually through the 12th grade and beyond. **Who is being served? Who is not being served?** - Students continuing to grow mathematically will be served. - Students who need more instruction on certain math skills	- Teacher will attend a training on how to read and analyze the math data. - Teachers will attend professional development on research based intervention(s) that will be adopted K-5. - Each PLC will meet regularly to analyze intervention implementation, progress, and data for each grade level. - Elementary teachers will meet monthly to share celebrations and	- Implementation will be monitored by TLC members/instruct-ional coaching, PLC conversations, curriculum director and principal walk-throughs, and whole school professional development. **How should implementation be monitored?** - A common program assessment will be created and used by all educators involved in math instruction/interve-ntions.	- Students will be progress monitored either weekly (high needs students) or by-weekly (moderate to low needs students) to identify growth in skills. - The FASTBridge assessments (CAP and aMATH) will be given three times a year to determine growth. - The ISASP assessment will be given in the spring to show grade level proficiencies.	- Currently there are no results for math intervention implementation. - Will report results of implementation at the end of the 1st quarter of the 2022 - 2023 school year.

- 69% of the 4th grade males scored below the benchmark in the spring on the math CAP assessment. - 63% of 4th grade females scored below the benchmark in the spring on the aMATH assessment. - 25% of 4th grade males scored below the benchmark in the spring on the aMATH assessment.	(learning continuum). - Provide a specific toolbox of resources that are researched based, for a continuum of K-12 mathematical learning.	mathematics learning. - Increased scores each year to show evidence of K-12 continuum mathematics learning.	will be served. - Teachers who need professional development on math interventions will be served. - Teachers who need to take a closer look at their data to support their instruction will be served. - Not being served, will be the teachers and administration who do not play a role in the math instruction.	challenges they are experiencing with intervention program(s). - The principal and curriculum director should do walk-throughs to get an outside perspective of program fidelity and reliability.	**To what degree is the program being implemented with integrity and fidelity?** - Our current intervention programs are not being implemented at every grade level. - Some grade levels may only have one classroom out of two implementing a math intervention.	- TLC members, PLCs, principal, and curriculum will monitor implementation of intervention(s). - Discussions between any and all participants to grow and monitor implementation.	

Implications for the Continuous Improvement Plan:

- Block off instructional time in the day to implement math interventions.
- The elementary school needs to evaluate intervention programs already being utilized and prioritize them in every classroom.
- Create ongoing professional development for program evaluation, implementation, and development.
- Begin sharing information, data, and details with MS and HS to ensure continual growth.

Evaluation Plan for School Goals

The Mission of CR-B Elementary School

We inspire and develop all students to be responsible, life-long learners.

provide a curriculum that is rich and relevant and allows all students to succeed.

- Provide a curriculum that is rich and relevant and allows all students to succeed.
- Promote a strong, supportive partnership between home, school, and the community.
- Foster tolerance, respect, and acceptance of others.

School Goal	When this goal is implemented…	Measured by…
Provide a curriculum that is rich and relevant and allows all students to succeed.	Students will: - be proficient in the core subjects of reading, math, science, history/social studies, and writing. - be proficient in CTE courses. - think creatively, critically, and collaboratively, as well as build communication skills. - connect learning to careers and community. - be on track to graduate high school. Teachers will: - identify and analyze data. - assess curriculum materials that address state aligned standards. - vertically align standards K-12.	- ISASP assessment - CTE teacher observation and scores - Teacher observations and student self-assessment - Graduation rate - Formative assessments - PLC discussions - Discussions at the district level - Student, teacher, parents, and community questionnaires
Promote a strong, supportive partnership between home, school, and the community.	Students will: - work with parents and community members to understand the opportunities	- Student, teacher, parent, and community questionnaires

	in the area. Teachers will: - Provide opportunities for students to interact with community members, businesses, and programs. Parents will: - provide transportation, or supervision of excursions, when necessary.	
Foster tolerance, respect, and acceptance of others.	Students will be able to: - think creatively, critically, and collaboratively, as well as build communication skills. Teachers will: - provide instruction about personal behavior. - provide an environment for students to interact safely. - create a growth mindset atmosphere.	- Student, teacher, parent, and community questionnaires

Interview with the Elementary Principal

M: What data do we use at the elementary level to determine what areas of learning that need improvement?
S: ISASP assessment, FASTBridge, and classroom formative assessments.

M: What data does the state look at to determine areas of learning that need improvement for the elementary?
S: The state looks at the ISASP data which is once a year. They also look at the FASTBridge aMATH and CBM-R assessments three times a year. Also analyzed once a year is the Conditions for Learning Student Survey taken by the students during the spring FASTBridge assessment window.

M: Who makes the decisions for school improvement at the district level?
S: The District Leadership Team makes the decisions at the district level.

M: Which staff members, or who is, on the District Leadership Team?
S: The staff on the DLT are curriculum director, elementary principal, secondary principal, technology specialist, instructional coach, 2 elementary teachers, and 3 secondary teachers.

M: Why are there only 2 elementary teachers but 3 secondary teachers on the DLT?
S: I'm not sure. It's something that's been done for years before I came here.

M: How often does the DLT meet?
S: The DLT meets once a month.

M: Does the DLT look closely at assessments and Conditions for Learning data at each level?
S: No. The DLT has made broad goals over the years. They typically make one goal for each reading, math, and behavior, even if those are not areas that are of concern.

M: Who makes the decisions for school improvement at the elementary level?
S: We do have a Building Leadership Team. This team was only established 2 years ago. This team is in the beginning stages of understanding how to work with each other and read data/information as a team. Most improvement decisions made by this group have revolved around behavior and the PBIS program.

M: Who makes up the BLT?
S: There are 2 teachers from the K/1 level, 2 teachers from the 2/3 level, and 3 teachers from the 4/5 level.

M: Why are there more 4/5 level teachers?
S: We have one extra teacher at this level to serve as a link between the elementary and middle school. This teacher has taught middle school before and knows what is to be expected at their level.

M: If the decision was up to you, what would be the number one area of improvement?

S: Looking through the data/information K-5, I would have to say writing. This year was the first year for new curriculum materials in ELA. Both sets of materials have great programs for writing. I plan to get more into classrooms next year to watch writing Instruction. I'm also already looking into different writing professional developments whether it's with the ELA curriculum program experts or through our AEA.