

Expeditionary Learning Middle School (ELMS)

Figure 1: Sample 6th Grade Intervention Schedule

	SPED Teacher	Math Interventionist	Group 1	Group 2	Group 3	Group 4
Sep	Add/Sub with regrouping + fluency	Add/Sub strategies +Fluency	Add/Sub, multiply strategies + Fluency	Multi-Div with strategies + Fluency	Multi-Div with Strategies	Comparative Multiplication
Oct	Add/Sub strategies +Fluency	Add/Sub, multiply strategies + Fluency	Multi-Div with strategies + Fluency	Multi-Div with Strategies	Comparative Multiplication	
Nov	Add/Sub, multiply strategies + Fluency	Multi-Div with strategies + Fluency	Multi-Div with Strategies	Comparative Multiplication		Unit 5 – Decimal Operations
Dec	Multi-Div with strategies + Fluency	Multi-Div with Strategies	Comparative Multiplication		Unit 5 – Decimal Operations	
Jan	Multi-Div with Strategies	Comparative Multiplication			Unit 5 – Decimal Operations	Ratio Proportion A-C Scaling to create Equivalent Ratios
Feb	Comparative Multiplication			Unit 5 – Decimal Operations	Ratio A-B-C part to whole ratio problems	Ratio B-C Rate problems
Mar			Unit 5 – Decimal Operations			
April	Unit 5 – Decimal Operations	Ratio A-B-C part to whole ratio problems	Equations Expressions – Writing Num/Alg	Equations Expressions – Writing Num/Alg	Equations Expressions – Writing Num/Alg	
May	Ratio A-B-C part to whole ratio problems		Equations Expressions – Writing Num/Alg		Equations Expressions – Writing Num/Alg	Equations Expression
Jun			Equations Expression	Equations Expression	Equations Expression	Equations and expressions

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Figure 2: Student Reflection Tool

	1	2	3	4
Making Sense of Problems	Uses correct operation or strategy to solve problem on none of the problems.	Uses correct operation or strategy to solve problem on some of the problems.	Uses correct operation or strategy to solve problem on most of the problems.	Uses correct operation or strategy to solve problem on every problem.
Modeling Mathematics	Uses a diagram and/or visual model to represent none of the problems.	Uses a diagram and/or visual model to represent some problems.	Uses a diagram and/or visual model to represent most problems.	Uses a diagram and/or visual model to represent every problem.
Support Mathematics with Reasoning	Uses words/ equations support none of the problems.	Uses words/ equations support some problems.	Uses words/ equations support most problems.	Uses words/ equations support every problem.
Attend to Precision	Calculates answer accurately for less than 5 questions.	Calculates answer accurately for 5 or 6 questions.	Calculates answer accurately for 7 or 8 questions.	Calculates answer accurately for 9 or 10 questions.

HOWLs Target: I am a STEWARD of my COMMUNITY because I take pride in producing meaningful, high quality work. Based on your progress monitor, feedback and rubric above, what is one area that you are doing well in this intervention?

Based on your progress monitor, feedback and rubric above, what is one area that you are going to focus on to try and improve during this intervention?
