

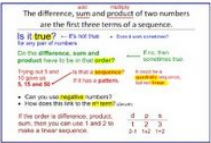
Intervention/Enrichment Design

Structure	Roles	Responsibilities
<ul style="list-style-type: none"> ● 4 days per week ● 30 minutes ● 6-8 week period <p>Schedule for 2015-2016</p> <p><u>Session 1:</u> Oct. 12th-Dec 11th</p> <p><u>Session 2:</u> Feb. 1-March 18</p> <p><u>Session 3:</u> TBD</p> <p>Grade K 10:55-11:25 start session 2 (subject to change) M, W, R, F</p> <p>Grade 1-12:30-1:00 M, T, R, F</p> <p>Grade 2- 11:15-11:45 M, T, W, F</p> <p>Grade 3-1:05-1:35 M, T, W, R, F</p> <p>Grade 4-1:45-2:15 M, T, R, F</p> <p>Grade 5-11:50-12:20 T, W, R, F</p>	<p>Teacher: working in small groups in Selected Tier 2 (10-25 %ile) and GT Watch/GT (90%ile and above) Enrichment</p> <p>**Teachers can also provide a Tier 3 Intervention**</p> <p>Educational Assistants: working with large group in Tier 1 (26%ile-89%ile)</p> <p>Interventionist: working with identified Tier 2 (10%ile-25%ile) and 3 (1%ile –9%ile) students</p>	<p>Classroom Teachers:</p> <ul style="list-style-type: none"> ● Anecdotal Records and or Conferring Notes ● Lessons planned by all grade level classroom teachers ● Instruct Tier 2/3 and/or Enrichment groups ● Prepare Materials ● Weekly/Monthly Progress Monitor for Tier 3 students <p>Educational Assistants:</p> <ul style="list-style-type: none"> ● Anecdotal Records, Conferring Notes ● Review lesson plans ● Instruct Tier 1 students <p>Interventionist:</p> <ul style="list-style-type: none"> ● Maintain anecdotal Records/Intervention Summary Template ● Lessons for Specific Program/Strategies used ● Weekly/Monthly Progress Monitor ● Communicate students progress to classroom teachers

NOTE: The intervention pull-out model that serves the Tier 2 and 3 students are designed around times that are non-negotiable. When planning field trips, classroom activities, etc. it should be communicated to Jana and/or Patty and alternate time should be set-up to accommodate the intervention.

Instructional Strategies Information

MATH FACT PRACTICE			
What it is..	When its used...	Additional Information	Resources
<p>Math fact groups gives students the opportunity to come together with other students needing to practice/learn strategies to become fluent in their math facts.</p> <div style="background-color: #333; color: white; padding: 5px; margin-top: 10px;"> <p style="margin: 0;">Stages of teaching/learning in Origo</p> <ul style="list-style-type: none"> ● Introduce - hands-on materials and visual aids used to introduce the strategy ● Reinforce - activities that link concrete and symbolic representations of facts ● Practice - games, activities to apply and demonstrate knowledge of facts ● Extend - activities apply strategies to numbers beyond the range of basic facts </div>	<p>When there are multiple students who would benefit from instruction focusing around particular math facts.</p> <p>Math fact groups allow for a structured time to teach, practice, and reinforce strategies surrounding various facts.</p>	<p>Should be done for for approximately 10 minutes.</p> <p>Once strategies are taught to students, they may practice using activities from Book of Facts, flashcards, student created games, etc.</p>	<p>The Box of Facts The Book of Facts</p>
INQUIRY IN MATH			
What it is..	When its used...	Additional Information	Resources
<p>Inquiry clubs allow for students to explore topics within mathematics that are of interest to them; this could a mathematical statement, skill, mathematician, etc.</p> <p>Teachers act as facilitators and not a group member or instructor during group time.</p>	<p>Inquiry clubs are appropriate for all levels of students because it is designed to engage students with age-appropriate materials, whether at grade below, above, or below grade level.</p>	<p>Inquiry clubs can take place during the remaining 20 minutes of intervention/enrichment time. The length of an inquiry clubs can vary depending on the topic.</p>	<p>Inquiry maths Inquiry in Mathematics</p>

<p>Students learn to</p>  <ul style="list-style-type: none"> ▪ Ask questions ▪ Make conjectures ▪ Plan and monitor their activity ▪ Explore ideas in collaboration ▪ Identify when they need new knowledge ▪ Ask the teacher for instruction ▪ Explain their reasoning ▪ Prove their results 	<p>Inquiry clubs follow the inquiry process and can be an opportunity for problem solving tasks. Students can self-select a topic or question to discuss.</p>		
TEN MARKS/DREAM BOX			
What it is..	When its used...	Additional Information	Resources
<p>Math programs that allow for individualized instruction for students.</p> <p>These programs provide the teacher with formative data on the student's understanding of current math skills and concepts.</p>	<p>A technology component that can be used during math workshop.</p> <p>Teachers can also provide students with an opportunity to work on their assignments/assessments during I/E time.</p>	<p>TenMarks and DreamBox can be used during I/E time as an individual component. Students can confer with the teacher during this time to get support around topics presented within the programs.</p>	

STRATEGY GROUPS			
What it is..	When its used...	Additional Information	Resources
<p>Strategy groups (CGI focus) allow us to instruct our students on CGI problem types that they do not know how to complete yet. These groups can be formed around the Common Benchmark Assessment.</p> <p>We act as coaches for these groups, stating the specific problem type, teaching the problem types, modeling, and allowing time to practice the skill.</p>	<p>When there are multiple students who would benefit from instruction on the same problem type.</p>	<p>Explicit instruction provided by a teacher or teachers around the specific problem type.</p> <p>Review the Common Benchmark Assessment Data to determine what problem types to teach.</p>	<p>CGI Problem Types CGI Resource UW-O CGI Resource CGI Problem Examples</p>

Intervention Planner

Math Facts to Practice: (10 minutes Required) Book of Facts/Box of Facts	CGI Problem Focus:	Inquiry Clubs:	DreamBox/Ten Marks Work:
Day 1:			
Day 2:			
Day 3:			
Day 4:			