Implementing a Math Intervention Program: A proposal to add Mathematics to our school RTI plan

Alicia Kruska, XXXXXXX Elementary School
EDLD 655, March 10, 2009

Introduction
The goal of this proposal is to provide students in grades 1-5 with an intervention program in the area of math. Presently, our school has in place a school wide Response to Intervention program that provides intervention in the area of reading only. This plan will add the area of math into that program using primarily the same criteria as well as format. The goal is to create a schedule in which a specialist time block. 

Data Analysis/Collection
During the 2000-2001 school year our state report card showed that greater than 95% of our students reached the math benchmark in grades 3 and 5. The 2006-2007 school year showed a low of 78% reaching the math benchmark. During the next school year 2007-2008 a district math assessment was implemented for grades 1-5. This benchmark assessment is done fall, winter and spring terms. Results are distributed to each teacher at each grade level following the testing each term. No formal intervention plans are currently in place to address the needs of those students that fall below benchmark.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students Below Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>24/87 28%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>22/84 26%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>20/82 24%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>20/84 21%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>13/88 13%</td>
</tr>
</tbody>
</table>

Grouping/Scheduling
The building schedule is set up in a way that each grade level has a one-hour block of time during the day for specialist programs. Those blocks of time of set each other to maximize the time of each specialist teacher throughout the day. The specialist block includes PE, Music, Computer Lab, and Japanese. Each block is then divided into two ½ hour time slots.

Professional Staffing and Budget
One Instruction (IA) 6 hours/day Approx. $36,000
Math Whizz site license $2000
Student Achievement Coordinator A fte Currently in budget

Total $38,000

* Application of Oct. 2009- $2000 EEA Grant for possible funding

Intervention Curriculum Options
Our school is currently using the Investigations math curriculum edition one. The district has decided to postpone the new math adoption for the school year 2009-2010 due to budgetary concerns, so we will continue with our current adoption. Our school has obtained the intervention program for grades K-3 and 4-6 that was created for the second edition of the Investigations curriculum. The program is Scott Foresman-Addison Wesley Math Diagnosis and Intervention System. It is divided into four areas:
1. Assessment
2. Diagnosis
3. Intervention
4. Monitoring

The program is directed into booklets that address specific needs for students. 

Example: Booklet A-Numbers, Place Value, Money, and Patterns

Another program that is being considered at the district level for possible math intervention use is called “Do The Math” created by Marilyn Burns. This program is designed for grades 2-6 and includes twelve intervention modules. It would work very well with the math intervention proposal for this school.

The third curriculum option for consideration is an on-line math tutor. Math-Whizz by Whizz Education uses interactive math animations and mirrors a program called Cognitive Tutor currently being used successfully at the feeder middle school. Students can utilize Math-Whizz during the regular school day, after school, or at home if they have Internet access. Using a sample group, I found that students really enjoyed the program. It did a nice job of identifying the individual areas of need and addressed those needs without taking the fun out of the “game”.

(http://www.whizz.us/)

Progress Monitoring/Benchmark Assessments
The same decision rules that guide our building RTI reading program will be duplicated for our math intervention program. We will continue to use the EasyCBM for regularly administered math and reading assessments. The system also provides a means to regularly progress monitor and track students receiving interventions.

The proposal for math intervention is to create groups of approximately 5-7 students. Those groups will be held during the specialist time block. The goal is to create a schedule in which a student would not miss more than one specialist area per week.

| Example Student Math Intervention Schedule |
|-----------------|-----------------|-----------------|-----------------|
| Mon | Tues | Wed | Thurs | Fri |
| 8:00 | PE | Open | Computers PE |
| 8:30 | Library | Japanese | Music Computers Music |

Benchmark testing will take place fall, winter, and spring.

Progress monitoring will take place for all students below the 20th percentile. Those students that fall between the 11th-19th percentile will be monitored every two weeks. Students falling at the 10th percentile and below will be monitored weekly.

Grade level meetings that occur monthly to discuss instructional strategies for students will also include math.

Program Evaluation
- The goal of this math intervention proposal is to increase student math benchmark scores for grades 1-5 in our school.
- By the end of the first year of full implementation the goal is to see the percentage of students currently below benchmark decreased by at least 30%.
- As the intervention process becomes more effective we would hope to see continuous improvement of between 3-5% yearly.

Result Areas To Be Considered
- Will the budget allow for funds in the area of math intervention under the current financial crisis?
- Will trained staff be available to manage the intervention schedule?
- Availability of trained staff to facilitate the intervention groups
- Will the easy CBM math progress monitoring program be available for full use during the 2009-2010 year?

Program Evaluation

Sources
Scott Foresman-Addison Wesley Math Diagnosis and Intervention System developed by Pearson Scott Foresman, www.scottforesman.com

www.whizz.us