# *Goal – SAMPLE for Mathematics*

## Goal:

MTH: All students will be proficient in Math. *(IF Academic Goal chosen – 3-letter abbreviation that will carry through the organization of this Goal, such as: RDG, MTH, SCI, SS, WRT, CCR, etc.)*

## Objective: *(Recommended to write a Tier 1 objective for ALL students)*

(80%) of (all students) will demonstrate a proficiency (by scoring at benchmark on each of the readiness standards) in (mathematics) by (June 9, 2017) as measured by (the Delta Math Spring Readiness Screener for the upcoming grade level (i.g. 5th grade students are assessed using 6th Grade Readiness Screeners)).

*NOTE: The above statement may seem "clunky" but it reflects the options you may choose and type in ASSIST. Here is the template for ASSIST: (portion) of (subgroup or all students) will demonstrate a proficiency in (all ___ standards or a smaller portion) in (content chosen) by (date specified) as measured by (data specified).*

## Strategy Name:

MTH 1: Gradual Release Model

*How will the strategy work?*

Teachers will provide guided practice (a component of Direct Instruction) using "I do", "We do together", and "You do together" with frequent checks for understanding. Teachers will also use a variety of formative assessments to guide students through the first three phases. Once the students have shown proficiency by meeting the learning goal on three consecutive measures, teachers should provide distributive practice throughout the year. Distributive practice is different from daily (or frequent) independent practice, since it occurs less frequently (usually bi-weekly or monthly) with fewer items.

*State the research used to support this strategy:*

The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task … to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility "… emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise" (Buehl, 2005). There are four interactive (or interrelated) components of a gradual release of responsibility model: Focus Lessons, Guided Instruction, Collaborative Learning and Independent Work. (Fisher & Frey, 2008) Buehl, D, "Scaffolding," Reading Room, 2005, <www.weac.org/News/2005-06/sept05/readingroomoct05.htm> (November 11, 2006).

Duke, N. K. and P. D. Pearson, "Effective Practices for Developing Reading Comprehension," in A. E. Farstup & S. J. Samuels (eds.), What Research has to Say About Reading Instruction, International Reading Association, Newark, Delaware, 2002, pp. 205-242.

Fisher, D. and N. Frey, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia, 2008.

*NOTE: On Site Reviews in the past have also insisted on an APA citation of materials referenced.*

## Activity Name:

MTH 1.1 Using the Gradual Release Model for instruction

*Activity Tier:*

Tier 1 *(Choose from drop down menu: Tier 1, 2, or 3)*

*Activity Type:*

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Direct Instruction *(Choose from drop down menu)*
*Activity Phase:*
Implement *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*
Teachers will implement the Guided Release Model of instruction on a daily basis for math instruction. Teachers have been trained in the method (2014-15) and have developed some formative assessments for use. Essential components are highlighted in the implementation guide:

- Focus Lessons (I do)
- Guided Instruction (We do together)
- Collaborative Learning (You do together)
- Independent Practice (You do)

This year, teachers will receive coaching support to ensure they are able to implement this strategy with fidelity. Coaches will work with teachers on an individual basis, using Cognitive Coaching strategies. Coaching will include assistance with formative assessment development and analysis strategies.

*Beginning Date:* September 2, 2015          *Ending Date:* June 9, 2016
*Responsible Staff:* Grade level teachers
*Resources:* General Ed Funds          $0          *(if applicable – only general funds)*

*Beginning Date:* September 2, 2015          *Ending Date:* June 9, 2016
*Responsible Staff:* Instructional Coaches
*Resources:* Title II-A Funds          $3,000 *(if applicable – only general funds)*

## Activity Name:

MTH 1.2 Peer and/or Admin Walkthroughs
*Activity Tier:*
Tier 1 *(Choose from drop down menu: Tier 1, 2, or 3)*
*Activity Type:*
Walk Through *(Choose from drop down menu)*
*Activity Phase:*
Monitor *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*
Conduct peer and Administrator walk through(s) and provide ongoing feedback on the non-negotiable components of the instructional strategy based on the Implementation Guide (individual feedback as well as school-wide feedback). Also monitor Professional Learning Communities for discussion points and decisions. Collect impact data (student data) using Delta Math (ongoing).

*Beginning Date:* September 2, 2015          *Ending Date:* June 9, 2016
*Responsible Staff:* Administrators, Gen Ed, Spec Ed, or Coaches
*Resources:* No Funds required          $0          *(if applicable)*

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## Activity Name:

MTH 1.3 Identify Math Standards for Focus in Core Instruction
*Activity Tier:*
Tier 1 *(Choose from drop down menu: Tier 1, 2, or 3)*
*Activity Type:*
Direct Instruction *(Choose from drop down menu)*
*Activity Phase:*
Implement *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*
Using the PLC model, teachers identify "What did we expect students to learn?" by using the Delta Math Readiness Standards from the Spring "Screen Up" (5th grade students are assessed with the 6th Grade Readiness Screener). Next, "How do we know they learned it?" Teachers will then triangulate data Delta Math date for these readiness standards by comparing with the M-STEP and our local interim assessments. Teachers will then dialogue to answer the two key questions "What should we do in response to those standards that did not meet benchmark?" and "What should we continue to do with those standards that did?"

*Beginning Date:* May 1, 2015          *Ending Date:* August 28, 2015
*Responsible Staff:* Grade level teams (Gen Ed, Spec Ed, Coaches, Interventionists)
*Resources:* No funds Required                $0        *(or general fund allowable)*

## Objective: *(Recommended to write Tier 2 objectives with 2nd data source)*

(97%) of all students will demonstrate a proficiency (by reaching benchmark on the Winter Readiness Screener OR meet exit criteria using Quick Checks during the Winter Targeted Intervention Cycles) in (mathematics) by (03/31/2017) as measured by (Delta Math Winter Readiness Screener (i.g. 5th grade students are assessed using 5th Grade Readiness Screeners)).

*ASSIST: (portion) of (subgroup or all students) will demonstrate a proficiency in (all ___ standards or a smaller portion) in (content chosen) by (date specified) as measured by (data specified).*

## Strategy Name:

MTH 2: Use data for instructional decision making
*How will the strategy work?*
Teachers will use Delta Math data to make instructional decisions in an ongoing and systematic way - identifying standards to emphasize in whole group instruction and identifying students to receive Tier II and Tier III supports. Teachers (which includes all adults who provided instruction for students) will assist students who did not meet benchmark on math readiness standards as identified by the Delta Math Fall Readiness Screener. Teachers will follow evidenced based strategies provided in the IES Practice Guide Recommendations for "Assisting Students Struggling with Mathematics." An implementation guide, which includes research citations, will be provided to all teachers and the following activities articulate the essential implementation components, getting ready, and how to monitor/evaluate implementation.

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Students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use Response to Intervention (RtI) to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. The guide provides suggestions on how to carry out each recommendation and explains how educators can overcome potential roadblocks to implementing the recommendations. Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

*NOTE: On Site Reviews in the past have also insisted on an APA citation of materials referenced.*

## Activity Name:

MTH 2.1 Professional Learning

*Activity Tier:*

Tier 2 *(Choose from drop down menu: Tier 1, 2, or 3)*

*Activity Type:*

Professional Learning *(Choose from drop down menu)*

*Activity Phase:*

Getting Ready *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*

Why: To prepare school based implementation teams to train and support their staff members.

What: Delta Math Implementation Training

How: Delta Math resources will be explored as a whole group and time will be provided for teams to reflect and ask clarifying questions.

*Beginning Date:* August 12, 2015          *Ending Date:* August 30, 2015

*Responsible Staff:*

Who: School based implementation team to include: Building Administrator Designated team leader Up to 4 other leaders, e.g. math coaches, RtI specialists, regular and special education lead teachers

**Resources:** Title II Part A                    $250     *(if applicable)*

## Activity Name:

MTH 2.2 Installation of Delta Math

*Activity Tier:*

Tier 1 *(Choose from drop down menu: Tier 1, 2, or 3)*

*Activity Type:*

Academic Support Program *(Choose from drop down menu)*

*Activity Phase:*

Getting Ready *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

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*Activity Description:*
Principal and/or Delta Math Team Leader will facilitate the completion of the Implementation Team Checklist provided in the Implementation Training and/or found at www.deltamath.org. For schools outside of OAISD, the cost of Delta Math is $3.00 per student. Douglas Elementary will be screening all 510 students (1st through 5th grade).

*Beginning Date:* **August 12, 2014**          *Ending Date:* September 5, 2014
*Responsible Staff:* Principal and Delta Math Team Leader
*Resources:* General Fund                    $1,530 (if applicable)

**Activity Name:**
MTH 2.3 Implementing Math RtI Components (Tier 2)
*Activity Tier:*
Tier 2 *(Choose from drop down menu: Tier 1, 2, or 3)*
*Activity Type:*
Academic Support Program *(Choose from drop down menu)*
*Activity Phase:*
Implement *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*
The essential (non-negotiable) components for Math RtI (Tier 2) are summarized as followed:

- Screen all students 3 to 4 times per year
- Identify students below benchmark
- Communicate data
- Provide targeted interventions
- Monitor student progress during intervention
- Provide additional support for students not responding
- Analyze program impact and modify as needed

Refer to the Implementation Guide for specific descriptions, timeline and research support for each essential component. Cost for paraprofessionals to deliver Tier II program using Delta Math structure.

*Beginning Date:* September 2, 2015          *Ending Date:* June 9, 2016
*Responsible Staff:* General Ed Teachers
*Resources:* General Funded                  $0        (if applicable)

*Beginning Date:* September 2, 2015          *Ending Date:* June 9, 2016
*Responsible Staff:* Math Interventionist
*Resources:* Title I                        $50,000        (if applicable)

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## Activity Name:

MTH 2.4 Monitoring Math Intervention

*Activity Tier:*
Tier 2 *(Choose from drop down menu: Tier 1, 2, or 3)*

*Activity Type:*
Walkthrough *(Choose from drop down menu)*

*Activity Phase:*
Monitor *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*
Conduct peer and Administrator walk through(s) and provide ongoing feedback on the essential (non-negotiable) components of the strategy chosen (individual feedback as well as school-wide feedback). Also monitor Professional Learning Communities for discussion points and decisions. Collect impact data (student data) using Delta Math (ongoing).

*Beginning Date:* September 2, 2015      *Ending Date:* November 28, 2015
*Responsible Staff:* Building Principal
*Resources:* No Funds required      $$$    (if applicable)

## Activity Name:

MTH 2.5 Evaluate the intervention program

*Activity Tier:*
Tier 2 *(Choose from drop down menu: Tier 1, 2, or 3)*

*Activity Type:*
Other *(Choose from drop down menu)*

*Activity Phase:*
Evaluate *(Choose from: Getting Ready, Implement, Monitor, OR Evaluate)*

*Activity Description:*
The leadership team will collect implementation and student outcome data, review the data in throughout the school year to make adjustments, and complete a Compact Program Evaluation Tool OR the Full Prog. Eval. Tool in ASSIST in the spring (when student data is available).

*Beginning Date:* March 1, 2016      *Ending Date:* June 30, 2016
*Responsible Staff:* Building Principal
*Resources:* No Funds required      $$$    (if applicable)