

# MATH INTERVENTIONS UPDATE

MONTHLY UPDATE FOR THE MATHEMATICS ACHIEVEMENT FUND GRANT

FEBRUARY/MARCH 2016

VOLUME 4 – ISSUE 4



## Alice's New Adventure

As I write this update, I have so many mixed emotions. Most of you are aware Alice Gabbard has taken a math intervention position with Newport Intermediate. I know she is very excited to start a new chapter in her career working directly with students. She is one of most passionate people I know when it comes to mathematics instruction. In my time at the KDE, I have been beyond blessed to work with her. She has taught me so much about so many things that I know she will impact my life for many years, especially when I return to the classroom. As much as I want to be selfish and keep her working with the KCM and the MAF, I know her new students will grow and develop a love of mathematics too. Good Luck Alice!

## Budget Concerns and Rumors

On behalf of Kentucky students and the Kentucky Department of Education, thank you for your continued dedication to student learning in the area of mathematics. The state continues to make improvements around math instruction and teachers are critical to our success. As you can imagine, the KDE is receiving a constant stream of communication from individuals with concerns about the budget issues. Over the next few months, KDE will be proactive in our communications and in providing guidance and support to all of our districts and partners. Like other state agencies, the KDE is required to cut 4.5 percent or about \$17.9 million from its current year spending before June 30. Since we are more than half way through the fiscal year, this is going to be difficult, at best. At KDE, we have long had the priority of trying to absorb as many of the reductions as possible so more money can go to classrooms to support teaching and learning. This will continue to be the priority. All budget proposals are being reviewed and decisions will be based on reducing the impact to students and classrooms as much as possible.

## FORMER MIT AUTHORS MATH BLOG

In partnership with the Kentucky Center for Mathematics, Chrystal Rowland authors a blog focused on the National Council of Teachers Mathematics Teaching Practices (MTPs). Chrystal serves as an instructional coach at North Washington Elementary, Washington County Schools, Kentucky. Prior to her current position, Chrystal served as a MAF mathematics intervention teacher at Robert B. Turner Elementary n Anderson County. She is currently leading a KCM coaching community, serving as the first elementary grades KCM Master Coach. Check out the blog at <http://p2akcm.blogspot.com/>

### Department of Education

Office of Next-Generation Learners  
Division of Learning Services  
Differentiated Learning Branch

Associate Commissioner: Dr. Amanda Ellis  
Division Director: Gretta Hylton  
Branch Manager: April Pieper  
Math Intervention Consultant: Pamela Pickens

### Yearly KDE Requirements:

#### Beginning of the School Year

- Assurance Statement & Budget Summary
- Orientation Meeting
- Schedule Sent to the KDE

#### By October 30<sup>th</sup>

- Infinite Campus Intervention Tab Utilized

#### By January 30<sup>th</sup>

- Infinite Campus Intervention Tab Updated
- MIT Mid-Year Survey

#### By March 30<sup>th</sup>

- Infinite Campus Intervention Tab Updated

#### End of the School Year

- Infinite Campus Intervention Tab Completed
- MIT End-of-Year Survey

# INTERVENTION TAB



## *Infinite Campus Intervention Tab Update*

The following are required to have student intervention plans in the Intervention Tab in IC:

- All high school seniors who did not meet statewide ACT benchmarks on the junior year administration
- All Extended School Services (ESS) students
- All 3rd Year Focus Schools (for their students scoring Novice)
- All students served by Read to Achieve (RTA) grants
- **All students served by Mathematics Achievement Fund (MAF) grants**

Data will be pulled from the Intervention Tab quarterly, on October 30, January 30, March 30 and then the final pull on June 30.

There were common data entry errors noted in analysis of the 2014-15 data. Please consider the following:

- ✓ The Intervention Type (i.e., Course, ESS, Other) must be indicated in the tab.
- ✓ If the Intervention Type selected is "Course," then the appropriate *state* course code must be entered in the text box. **(No course code for MAF)**
- ✓ If "Other" is selected in any tab area, an explanation of "other" should be provided in the accompanying text box. This is the Intervention Type you would use for your KSI/ RTI interventions. In this case, the explanation for "Other" could simply be RTI.
- ✓ When selecting Intervention Type, if "RTA" or "MAF" is chosen, please understand that these are **primary** intervention grants that have been awarded to certain schools. You should not select "RTA" or "MAF" unless your school has one of these grants.
- ✓ When adding codes, please consult the latest edition of the Coding Document. Codes are added frequently, and a few codes have recently changed. You can find the most recent coding document [here](#).
- ✓ For Content Area of service, multiple content areas under the "Other" heading cannot be combined. If the student is receiving intervention services in reading and in math, then this must be recorded in two separate intervention records for the student.

**If you receive communication from KDE about data entry errors, please be timely (within two weeks) in correcting those issues and informing KDE staff that the errors have been corrected.**

### Questions?

Please contact April Pieper at [april.pieper@educaiton.ky.gov](mailto:april.pieper@educaiton.ky.gov) or by telephone at 502-564-4970, ext. 4519.

### Resources for the Intervention Tab -

[http://education.ky.gov/educational/int/ksi/Pages/ksiIC\\_InterventionTab.aspx](http://education.ky.gov/educational/int/ksi/Pages/ksiIC_InterventionTab.aspx)

# Mathematical Practice of the Month

To emphasize the Mathematical Practices, the CCSS gives them their own distinct section, but they are not to be thought of as a separate skill set to be handled in special lessons or supplements. The intent is that these *essential mathematical habits of mind and action* pervade the curriculum and pedagogy of mathematics, K–12, in age-appropriate ways.

## 5 – Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Resource: Common Core State Standards Initiative <http://www.corestandards.org>

## Anchor Charts for this Mathematical Practice

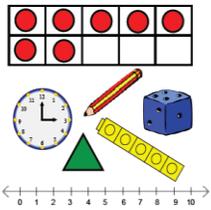
Resource: Jordan School District <http://elemmath.jordandistrict.org/files/2012/05/Standard-51.pdf>

**Use appropriate tools strategically.**  
Mathematical Practice 5



**I can use math tools to help me explore and understand math in my world.**

I have a **math toolbox**.

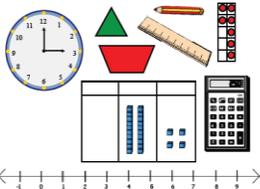



**Use appropriate tools strategically.**  
Mathematical Practice 5



**I can use certain tools to help me explore and deepen my math understanding.**

I have a **math toolbox**.



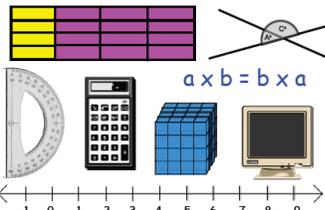
- I know **HOW** and **WHEN** to use math tools.
- I can reason: "Did the tool I used give me an answer that makes sense?"

**Use appropriate tools strategically.**  
Mathematical Practice 5



**I can use certain tools to help me explore and deepen my math understanding.**

- I know **HOW** and **WHEN** to use math tools.
- I can reason: "Did the tool I used give me an answer that makes sense?"

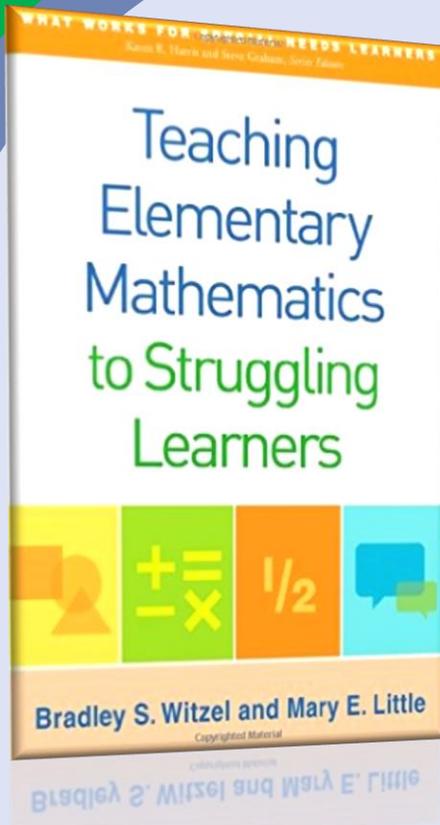


$a \times b = b \times a$

# RECOMMENDED READING

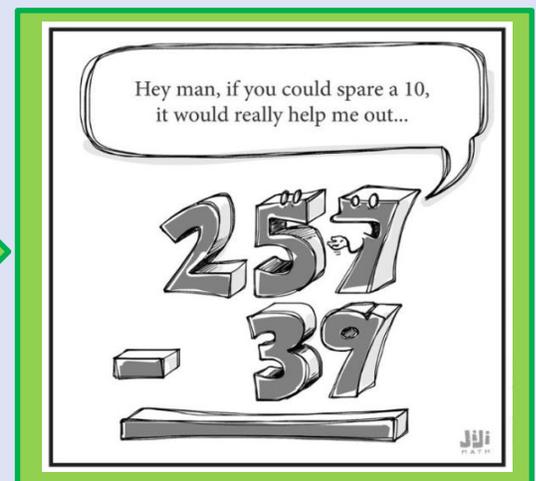
## *Teaching Elementary Mathematics to Struggling Learners*

Bradley S. Witzel and Mary E. Little



Packed with effective instructional strategies, this book explores why certain K-5 students struggle with math and provides a framework for helping these learners succeed. The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math, including problem solving, early numeracy, whole-number operations, fractions, geometry, and algebra. Concrete examples, easy-to-implement lesson-planning ideas, and connections to state standards enhance the book's usefulness. Also provided is invaluable guidance on planning and delivering multi-tiered instruction and intervention.

It really is  
okay to laugh.



The Kentucky Center for Mathematics (KCM) is on *Pinterest*

So many teachers are using Pinterest to share ideas, now you can follow KCM for even more great ideas!

<http://www.pinterest.com/kcmmath/>

# MAF RESOURCE PAGES

The Kentucky Department of Education MAF Resource Page -

<http://education.ky.gov/curriculum/conpro/Math/Pages/MAF-Grant.aspx>

The Kentucky Center for Mathematics MAF Resource Page -

[http://www.kentuckymathematics.org/maf\\_resources\\_for\\_2015-2016.php](http://www.kentuckymathematics.org/maf_resources_for_2015-2016.php)

## AWESOME APP



**Teaching Number Lines** helps to introduce the concept of number lines to young students through the use of frogs that make steps and leaps. When introducing basic mathematical skills such as counting, ordering, addition and subtraction, it is important to use a variety of models such as counters, drawings and number lines to explain and physically model problems.

## SERIOUSLY, MATH JOKES!

The man whose best buddy is an abacus has a friend he can count on.

A Pythagorean tree has square roots –  
but what kind of tree has cube roots?

Statistics show that those who celebrate  
more birthdays live longer.

Math is like love – a simple idea,  
but it can get complicated.

Without geometry, life is pointless.

I heard that parallel lines actually do meet,  
but they are very discrete.



March 7-9, 2016 – KCM Conference, Lexington

March 30, 2016 – Infinite Campus Intervention Tab Data Pull

April 18, 2016 – Online data and DOR help session – online meeting

May 30, 2016 – End-of-Year Survey Due

May 30, 2016 – Spring data and DOR submission deadline

June 30, 2016 – Infinite Campus Intervention Tab Data Pull

## *Snapshots from the Road*

