Standard-based Intervention Cycle Overview

(To provide small group interventions focused on a Delta Math standard.)

Session 1	Session 2 – Build it	Session 3 – Draw It	Session 4 – Write It
Begin with all students • **Review** (*Guided Review)* **Middle** with all students • **Reflect** *(Self-reflection questions)* **End** with all students • **Assess** *(Quick Check – Form A)* • **Chart progress** *(Growth Chart)* **Create sub-groups** • **Group 1** - Students who did not meet the learning goal on Quick Check A • **Group 2 -** Students who met the learning goal on Quick Check A	**Begin** with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 – Instruction** ○ Modelling *(I do)* ○ Guided Practice *(We do together/You do together)* • **Group 2 – Independent Practice** ○ *(You do alone)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form B)* • **Chart progress** *(Growth Chart)* **Regroup** • Promote students who met the learning goal on Quick Check B to group 2	**Begin** with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 – Instruction** ○ Modelling *(I do)* ○ Guided Practice *(We do together/You do together)* • **Group 2 – Independent Practice** ○ *(You do alone)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form C)* • **Chart progress** *(Growth Chart)* **Regroup** • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time	**Begin** with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 – Instruction** ○ Modelling *(I do)* ○ Guided Practice *(We do together/You do together)* • **Group 2 – Independent Practice** ○ *(You do alone)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form D)* • **Chart progress** *(Growth Chart)* **Regroup** • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time

Session 5 – Draw It / Write it	Session 6 – Draw It / Write it	Session 7 – Draw It / Write it	Session 8 – Draw It / Write it
Begin with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 -** Guided Practice *(Draw it)* • **Group 2** - Ind. Practice *(Write it)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form A)* • **Chart progress** *(Growth Chart)* **Regroup/Exit** • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time	**Begin** with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 -** Guided Practice *(Draw it)* • **Group 2** - Ind. Practice *(Write it)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form B)* • **Chart progress** *(Growth Chart)* **Regroup/Exit** • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time	**Begin** with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 -** Guided Practice *(Draw it)* • **Group 2** - Ind. Practice *(Write it)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form C)* • **Chart progress** *(Growth Chart)* **Regroup/Exit** • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time	**Begin** with all students • **Review** the learning target and have each student **set a goal** **Middle** • **Group 1 -** Guided Practice *(Draw it)* • **Group 2** - Ind. Practice *(Write it)* **End** with all students • **Reflect** *(Self-reflection questions)* • **Assess** *(Quick Check – Form D)* • **Chart progress** *(Growth Chart)* **Exit/Problem Solve** • Problem solve with a team to plan additional support for students who did not exit the targeted intervention

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Intervention Cycle Planning Guide

(30 minutes per session)

	Session 1	Sessions 2 through 8	
Beginning	*(15 min.)* ➢ Review the readiness standard with the intervention group using the **Guided Review** ○ Introduce the learning target and why it is important for future learning ○ Read each question on the Guided Review and ask students to share what they remember from the previous school year.	*(5 min.)* ➢ Review the learning target with the whole group and ask each student to set a goal for today's learning	
Middle	*(5 min.)* ➢ Ask students to reflect on their progress towards the learning target ○ What did I remember about the learning target? ○ What did I learn today about the learning target? ○ How confident do I feel about doing the learning target on my own?	*(15 min.)* **Group 1: Instruction** ➢ Teacher models how to solve a contextual word problem ○ I do ➢ Guided practice on non-contextual problems ○ We do together ○ You do together	**Group 2: Independent Practice** ➢ Students continue to solve non-contextual problems to develop procedural fluency ○ You do alone
End	*(10 min.)* ➢ Assess each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to chart their progress by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart	*(10 min.)* ➢ Bring the students back together. ➢ Ask students to reflect on their progress towards the learning target ○ What did I learn today about counting? ○ How confident do you feel about counting on my own? (Thumbs up, down, or sideways) ➢ Assess each student's progress using the next **Quick Check** form ➢ Guide students to self-correct their **Quick Check** ➢ Guide students to chart their progress in their **Growth Chart** ○ Record the type of intervention they received, date and Quick Check score in the table and graph ➢ Collect each student's **Quick Check** and **Growth Chart**	
After	Create sub-groups to differentiate the middle of sessions 2 through 8 ○ **Group 1** – Include students who did not meet the learning goal on Quick Check A – Form A ○ **Group 2** – Include students who met or exceeded the learning goal on Quick Check – Form A	➢ Regroup students to differentiate the middle of sessions 3 through 8 ○ Promote students who met the learning goal to group 2 ○ Exit students who met the learning goal for a third time ➢ Problem solve with a team to plan additional support for students who did not exit	

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