



Tier 2 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
<p>Begin with all students</p> <ul style="list-style-type: none"> • Review (<i>Guided Review</i>) <p>Middle with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Assess (<i>Quick Check – Form A</i>) • Chart progress (<i>Growth Chart</i>) <p>Create sub-groups</p> <ul style="list-style-type: none"> • 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 	<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 – Instruction <ul style="list-style-type: none"> ○ Modelling (<i>I do</i>) ○ Guided Practice (<i>We do together/You do together</i>) • Group 2 – Independent Practice <ul style="list-style-type: none"> ○ (<i>You do alone</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form B</i>) • Chart progress (<i>Growth Chart</i>) <p>Regroup</p> <ul style="list-style-type: none"> • Promote students who met the learning goal on Quick Check B to group 2 	<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 – Instruction <ul style="list-style-type: none"> ○ Modelling (<i>I do</i>) ○ Guided Practice (<i>We do together/You do together</i>) • Group 2 – Independent Practice <ul style="list-style-type: none"> ○ (<i>You do alone</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form C</i>) • Chart progress (<i>Growth Chart</i>) <p>Regroup</p> <ul style="list-style-type: none"> • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time 	<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 – Instruction <ul style="list-style-type: none"> ○ Modelling (<i>I do</i>) ○ Guided Practice (<i>We do together/You do together</i>) • Group 2 – Independent Practice <ul style="list-style-type: none"> ○ (<i>You do alone</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form D</i>) • Chart progress (<i>Growth Chart</i>) <p>Regroup</p> <ul style="list-style-type: none"> • 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
<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 - Guided Practice (<i>Draw it</i>) • Group 2 - Ind. Practice (<i>Write it</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form A</i>) • Chart progress (<i>Growth Chart</i>) <p>Regroup/Exit</p> <ul style="list-style-type: none"> • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time 	<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 - Guided Practice (<i>Draw it</i>) • Group 2 - Ind. Practice (<i>Write it</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form B</i>) • Chart progress (<i>Growth Chart</i>) <p>Regroup/Exit</p> <ul style="list-style-type: none"> • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time 	<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 - Guided Practice (<i>Draw it</i>) • Group 2 - Ind. Practice (<i>Write it</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form C</i>) • Chart progress (<i>Growth Chart</i>) <p>Regroup/Exit</p> <ul style="list-style-type: none"> • Promote students who met the learning goal to group 2 • Exit students who met the learning goal for a third time 	<p>Begin with all students</p> <ul style="list-style-type: none"> • Review the learning target and have each student set a goal <p>Middle</p> <ul style="list-style-type: none"> • Group 1 - Guided Practice (<i>Draw it</i>) • Group 2 - Ind. Practice (<i>Write it</i>) <p>End with all students</p> <ul style="list-style-type: none"> • Reflect (<i>Self-reflection questions</i>) • Assess (<i>Quick Check – Form D</i>) • Chart progress (<i>Growth Chart</i>) <p>Exit/Problem Solve</p> <ul style="list-style-type: none"> • Problem solve with a team to plan additional support for students who did not exit the targeted intervention



Tier 2 Intervention Planning Guide

(30 minutes per session)

	Session 1	Sessions 2 through 8	
Beginning	<p>(15 min.)</p> <ul style="list-style-type: none"> ➤ Review the readiness standard with the intervention group using the Guided Review <ul style="list-style-type: none"> ○ 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. 	<p>(5 min.)</p> <ul style="list-style-type: none"> ➤ Review the learning target with the whole group and ask each student to set a goal for today's learning 	
Middle	<p>(5 min.)</p> <ul style="list-style-type: none"> ➤ Ask students to <u>reflect</u> on their progress towards the learning target <ul style="list-style-type: none"> ○ 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? 	<p>(15 min.)</p> <p>Group 1: Instruction</p> <ul style="list-style-type: none"> ➤ Teacher models how to solve a contextual word problem <ul style="list-style-type: none"> ○ I do ➤ Guided practice on non-contextual problems <ul style="list-style-type: none"> ○ We do together ○ You do together 	<p>Group 2: Independent Practice</p> <ul style="list-style-type: none"> ➤ Students continue to solve non-contextual problems to develop procedural fluency <ul style="list-style-type: none"> ○ You do alone
End	<p>(10 min.)</p> <ul style="list-style-type: none"> ➤ Assess each student's progress using Quick Check – Form A ➤ Guide students to self-correct their Quick Check – Form A ➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their Growth Chart ➤ Collect each student's Quick Check and Growth Chart 	<p>(10 min.)</p> <ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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	<p>Create sub-groups to differentiate the middle of sessions 2 through 8</p> <ul style="list-style-type: none"> ○ Group 1 – Include students who <u>did not</u> 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 	<ul style="list-style-type: none"> ➤ Regroup students to differentiate the middle of sessions 3 through 8 <ul style="list-style-type: none"> ○ 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 	