



Systems for Implementing Delta Math - Time and Talent

The System	“All Hands on Deck”
System Description	<p>In this system an entire grade level or course is screened in the fall. Based on the results, all students are divided among teachers and support staff. This system supports at least three different groups of students; students who have met benchmark (green), students who with additional practice will be at benchmark (yellow), and students who are at risk for not meeting benchmark (red). Each teacher in this system is assigned a group of students based on their pedagogical strengths. Support staff are typically assigned to students who with additional practice will be at benchmark. Teachers meet with their groups for two weeks, to coincide with the Delta Math intervention cycle. Students in the red group will work through the prescribed Delta Math lessons. Students in the yellow group will practice the same skill, but through games and additional practice activities. Finally, students in the green group will dig deeper into the intended skill by investigating rich contextual problems. Once students show proficiency three times on the quick check, they are exited from the intervention group. This system requires at least 30 minutes of protected intervention time and can be completed in approximately 40 days. Upon the completion of these 40 days, teachers transition to teaching current grade level standards during intervention, based on the results of the winter screener. All students are screened up in the spring to determine the effectiveness of core instruction.</p>
Successes	<ul style="list-style-type: none"> ● Delta Math scores were above the state average ● Noted improvement in NWEA scores ● Substantial growth among most at risk students ● Students love to chart their growth
Potential Barriers	<ul style="list-style-type: none"> ● Lack of trust amongst educators in grade level or course ● Lack of protected time ● Lack of teacher buy-in ● Lack of planning
Words of Wisdom	<ul style="list-style-type: none"> ● Fidelity to the process is imperative ● Keep groups small when possible ● Administrative support is necessary for success
Teacher Contributors	<p>Michelle Horvath: 1st Grade Teacher, mhorvath@brandywineschools.org Stacy Recker: Kindergarten Teacher, srecker@brandywineschools.org Wendy Skinner: 2nd Grade Teacher, wskinner@brandywineschools.org Siobhan Bruegmann: 3rd Grade Teacher, sbruegmann@brandywineschools.org</p>



Systems for Implementing Delta Math - Time and Talent

The System	“Push in”
System Description	In this system an entire grade level or course is screened. Individual classroom teachers then determine which students are most at risk. Teachers are then provided with 20 minutes of protected time for interventions. During intervention time, teachers pull a small group of at risk students to complete the Delta Math lessons. The assigned related arts teacher then “pushes into” the classroom and engages the remaining students in an enrichment lesson from the core math program. Once students show proficiency three times on the quick check, they are exited from the intervention group. Upon the completion of fall interventions, teachers transition to teaching current grade level standards, based on the results of the winter screener. All students are screened up in the spring to determine the effectiveness of core instruction.
Successes	<ul style="list-style-type: none"> ● Noticeable reduction in the number of students needing Tier 3 interventions ● More students successful in core instruction ● Improved M-step Scores ● Both students and teachers feel more focused ● Students are feeling more confident as learners
Potential Barriers	<ul style="list-style-type: none"> ● When data is tied to evaluation teachers not as willing to collaborate ● Reluctant Related Arts Educators
Words of Wisdom	<ul style="list-style-type: none"> ● Do the program with fidelity ● Articulate clear expectations to all stakeholders ● Engage learners with the manipulatives ● Advocate to run interventions every day
Teacher Contributors	Adam Bowen, Elementary Principal, abowen@nbas.org Renee Fits, 1st Grade Teacher, rfitts@nbas.org



Systems for Implementing Delta Math - Time and Talent

The System	“Pull Out”
System Description	In this system all students in multiple grade levels are screened. Grade level teachers then assess the results and make recommendations to the interventionists about which students are in need of additional tier 2 support. A team of interventionists then pull students throughout the day to engage in the Delta Math intervention lessons. Note that students are pulled based on the specific skill they need support with. Once students show proficiency three times on the quick check, they are exited from the intervention group. Upon the completion of fall interventions, interventionists then transition to teaching current grade level standards, based on the results of the winter screener. All students are screened up in the spring to determine the effectiveness of core instruction.
Successes	<ul style="list-style-type: none"> ● Students are more confident ● The data shows students are progressing toward mastery
Potential Barriers	<ul style="list-style-type: none"> ● Supporting students who don’t respond to Tier 2 ● Time for interventionists and core teachers to collaborate and plan
Words of Wisdom	<ul style="list-style-type: none"> ● Teachers and interventionists need to communicate in order for Delta Math to be effective ● Keep groups small and manageable ● Support at risk students by attending to growth mindset ● It is critical that students are not pulled out of core instruction
Teacher Contributors	Belinda Vaz , bvaz@buchananschools.com , Interventionist Rebecca Vojko, rvojtko@buchananschools.com , Interventionist Karen McGuirt, kmcguirt@buchananschools.com , Intervnetionists



Systems for Implementing Delta Math - Time and Talent

The System	“The Secondary Approach”
System Description	<p>This system is best utilized in a secondary (Grades 6-12) setting. At the beginning of the school year all students are screened within the first week of school. The primary teacher for a course then identifies the most at risk learners based on the screener results. These identified students are then pulled out during elective courses to receive interventions that are administered by the primary teacher. For example, an educator that is responsible for providing instruction to four sections of 7th grade math during the first four periods of the day, determines that approximately 20 students in the grade level need support with combining expressions. During fifth period he pulls the students to work on this specific readiness standard utilizing the Delta Math lesson for the next two weeks. Once students show proficiency three times on the quick check, they are exited from the intervention group and return to an elective course. Once interventions on the first skill are complete, the teacher moves on to the next readiness standard and pulls another set of students that may or may not have been in the first group. If there is a skill that the majority of students in the course do not understand then intervention on this skill is provided to all students during core instruction. Upon the completion of fall interventions, the teacher then transitions to teaching current grade level standards, based on the results of the winter screener. All students are screened up in the spring to determine the effectiveness of core instruction.</p>
Successes	<ul style="list-style-type: none"> ● Students are more confident and independent ● School level data indicates student growth ● Core instruction is elevated by the utilization of manipulatives
Potential Barriers	<ul style="list-style-type: none"> ● It is difficult for one teacher to service an entire course ● This system does not attend to the needs of advanced students
Words of Wisdom	<ul style="list-style-type: none"> ● Try it! It works ● The program may look simplistic but it isn't
Teacher Contributors	Rex Pomranka, Middle School Teacher, rpomranka@brandywinebobcats.org



Current Systems for Implementing Delta Math

Reflection Protocol

1. Reflect...based on time, talent and resources...which format may be the best starting point for your building?
2. What connections do you make with a system?
3. What details can you use to enhance your current system?