

# ALABAMA NUMERACY ACT TOOLBOX



## Intervention

A kindergarten student or incoming grades 1-5 student identified with a mathematics deficiency, or who demonstrates the signs of dyscalculia, shall be provided intensive mathematics interventions recommended by the Elementary Mathematics Task Force (EMTF) to address his or her specific mathematics deficiency.

ANA, SECTION 6, PAGES 15 - 18

### Intervention Services

Each LEA shall provide mathematics intervention services for grades K-5 students identified with mathematics deficiencies. Those services shall include, but not limited to, any of the following:

- Working with an effective or highly effective teacher of mathematics, as demonstrated by student mathematics performance data and teacher performance evaluations
- Effective instructional strategies to accelerate student progress provided by a highly qualified teacher who has training and experience in the implementation of teaching mathematics through problem solving; providing an environment for students to make sense of cognitively demanding tasks; providing justifications for strategies and solutions; making connections with the mathematics; and receiving feedback about mathematics ideas

Mathematics intervention services and supports to improve any identified area of mathematics deficiency including, but not limited to, any of the following:

- Additional instructional time devoted to evidence-based mathematics instruction and interventions recommended by the EMTF, including engaging, high quality, and rigorous supplemental sessions
- Producing supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or trained tutor
- Frequently monitoring the progress of the mathematics skills of each student throughout the school year and adjusting instruction according to student need
- Incorporating material from a previous grade to link understanding to grade level curriculum
- Incorporating a concrete, semi-concrete, abstract approach
- Incorporating explicit systematic strategy instruction, including summarizing key points and reviewing vocabulary prior to the lesson
- Utilizing mathematics strategies or programs, grounded in the science of learning, that accelerate student mathematics achievement
- Attending to conceptual understanding as well as procedural fluency
- Providing a home based mathematics plan, including participation in family training workshops or regular family-guided home mathematics activities

