

Mini Grant Program
2007-2008

Project :

1. Title of project: Math Breakfast Club

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4. Shady Spring Elementary

5. Purpose: Our tutorial program was designed to improve number sense in our low achieving math students as indicated on a teacher-created pre-assessment.

6. Our project focused on students who we predicted would have difficulty with some first grade math units throughout the year, due to a basic lack of number sense skills. Number sense is the foundation for all future math learning.

7. Guiding Questions:

- What strategies will best help struggling students to perform at grade level?
- How do these students learn best?
- How can we best involve the parents in the child's success?
- How do the reflection logs help us to determine effective strategies and understand student progress?

- How did intern/mentor collaboration on this research affect our professional growth as educators?

8. The research was conducted at Shady Spring Elementary, a PDS and Title 1 school in the Rosedale area of Northeast Baltimore County. The following is a description of the 2007 demographics for Shady Spring is composed of the following:
 - African American 62.9%
 - Asian American 7.7%
 - White 19.8%
 - Hispanic 9.4%
 - Multiracial 7%
 - Free and Reduced lunch 62.9%
 - ELL 9%
 - Homeless 9%
 - Special Education 10%

Students who participated were first grade, low achieving math students. Interventions took place during breakfast, at the beginning of the school day.

9. Participants were 6 first graders, 2 interns, 2 mentor teachers, parents and the IHE Liaison. A pre-assessment of 1st grade math skills was utilized to select the 6 students, who did not have a good grasp of number sense for the numbers 0-20.
10. 9/4 Pre-Assessment to 2 first grade classes.
 9/4 Scoring of pre-assessments and targeted intervention group determined.
 9/7 Letters will be distributed to parents of students in the targeted intervention group describing the tutoring program and the parent/child take home activities. Parent signature acknowledging their child's participation will be requested.
 9/7 Child math perception survey administered
 9/7- 10/12 Ongoing development/planning of number sense lessons/activities/parent packets.
 9/10-10/11 Four 20 minute tutoring sessions per week and one take home parent/child activity per week.
 10/11 Concluding Parent Survey sent home. Concluding child math perception survey administered.
 10/12 Post assessment
 10/15-10/17 Analyze and compare data.
11. We used teacher/intern reflection logs, parent surveys, child perception surveys, pre and post assessments, daily formative assessments, attendance data, anecdotal observations and parental feedback on home activities.

12. The project was successful because 6 out of 6 of the focus group students show a marked increase in their post assessment score as compared to the pre-assessment score.
13. Additional resources included consultation with math resource teachers, the use of Scotts Foresman Mathematics books, manipulatives and teacher made resource materials.