

Paris Elementary Students Make Astonishing Gains Paris Independent Schools, Bourbon County

Percent of Paris Elementary students who scored
proficient or distinguished on the Kentucky Core Content Test:
2007, **38.36%** → 2008, **57.31%** → 2009, **77.09%**; an increase of **38.73%**!



Paris Elementary Mathematics Intervention Teacher Amy Brown "plays math" (a phrase coined by Frankie, one of Amy's second graders) with her students.

Amy Brown, Mathematics Intervention

Teacher: "The Math Intervention Community and the training I have received from the **Kentucky Center for Mathematics** has changed the way I teach and how I view the learning process more than any other training, including all of my college classes. The Add+Vantage training and Math Recovery training have taught me to teach on the cutting edge of a child's understanding. This is only possible after quality assessment has taken place. It is

now embedded in my brain to always teach the three aspects of number. My job now is to bring the knowledge that I have to my staff. We are currently doing a book study using the purple book, *Teaching Number in the Classroom*. Our primary staff is reading the book, participating in centers planned by me, watching and analyzing student video, and creating materials to use in their classrooms. I am so excited to come to work each day and teach math in so many different situations. I get to co-teach, have small intervention groups, model lessons, present professional developments, and teach Math Recovery! I actually get excited about going home and watching student video!"

Cyndee Cain, Collaborative / Resource Teacher: "The math intervention program at Paris Elementary School is a huge success. The intervention students in my class went from shy, quiet, self-conscious math students to confident, motivated, participating math students! Not only did their math skills improve; their outlook and self-esteem improved!"

Kelley Crain, 1st/2nd grade split teacher: "I am so wowed by the 5-frame! Because of Amy Brown and her willingness to co-teach with me, she has shared her strategies with me and we have figured out ways to use it in teaching money and converting from nickels to pennies and so on."

Alicia Howland, 3rd Grade teacher: "The best asset to Paris Elementary is Math Intervention. My students are displaying incredible growth and understanding of number skills and concepts far more quickly than I expected. The activities used in Math Intervention have helped my student visualize numbers and how math works in the real world."

Rachelle Schjoll, Ed.S. Principal: "The Math Achievement Fund grant has been instrumental in providing our students with research-based individualized math intervention. The high quality training that our interventionist has received has impacted student achievement as much or more than any other factor I have witnessed in my 18 years in the education field. We are able to identify our struggling students and fill the gaps with quality learning experiences. Our fellow teachers benefit from the professional development that our interventionist shares through book studies, modeling, or make and take sessions. We would be at a loss without continued support and participation in this valuable grant opportunity. As a side note- our third grade students last year showed no gaps for the content area of math on the KCCT spring 09 test and I believe this is a reflection of our involvement with the MAF grant."

Frankie, 2nd Grade Student: "I like to play math. It is fun. We make stuff equal five and play with the cards. I like to play on the computer."

Natashia, 3rd Grade Student: "I love to get on Dream Box and play games about even and odd!"

Cody, 3rd Grade Student: "I love to play count around backwards counting by twos."