

# Implementation Strategies

**Pecan Grove Primary School, Ascension Parish School Board**  
Gonzales, LA

**Grade(s):** K – 5

**Scenario:** Computer Lab, Computers in Classroom, Home Access

**Purpose:** Intervention, Enrichment/Gifted and Talented, Special Education, Improve State Test Scores

**ALEKS Portion of Curriculum:** 80%

**Time Spent in ALEKS:** 3 hours per week, 27 hours per term

**ALEKS Course:** Mathematics – LV 3 (with QuickTables), Mathematics – LV 4 (with QuickTables), Mathematics – LV 5 (with QuickTables)

## **Kristin Magee, Instructional Coach**

As the instructional coach at my school, I set up classes for the teachers. I also set up a student account for me to see what students in various grades would see. Doing this has taught me the program, and I can answer questions that teachers and students have. Students like the pie; they know the purpose is to increase their pie because that means they are learning. Students are more confident with solving mathematics problems. I have seen students working at home for extra practice. I have also seen students who want to work on math, instead of shying away from it.

## **Scenario**

**How many days per week is class time dedicated to ALEKS?**

5 days per week.

**What is the average length of a class period when ALEKS is used?**

15–30 minutes.

## **Implementation**

**How do you implement ALEKS?**

We implemented it in third through fifth grades during the 30 minute extra math block. Students use it for enrichment or as an intervention while the teacher monitors the students. It is also used for students to practice math facts in QuickTables.

**Do you cover ALEKS concepts in a particular order?**

It coincides with the curriculum.

**How do you structure your class period with ALEKS?**

There is a 30 minute enrichment and intervention time added on to each 60 minute math class. ALEKS is used during that 30 minute block of time and during computer lab time.

**How did you modify your regular teaching approach as a result of ALEKS?**

ALEKS is a part of center and small group instruction during the math block. Students rotate in and out of the computer center where they work on ALEKS.

**How often are students required or encouraged to work on ALEKS at home?**

They are encouraged to every night.

**How do you cultivate parental involvement and support for ALEKS?**

We cultivate parental involvement by creating messages in parent newsletters, and discussing it during conferences.

## **Grading**

**Is ALEKS assigned to your students as all or part of their homework responsibilities? If so, what part of the total homework load is it?**

No, it is not because not all students have Internet access at home.

**How do you incorporate ALEKS into your grading system?**

It is not a part of grading, yet.

**Learning Outcomes**

**Since using ALEKS, please describe the learning outcomes or progress you have seen.**

Students like the pie; they know the purpose is to increase their pie because that means they are learning. Students are more confident with solving mathematics problems. I have seen students working at home for extra practice. I have also seen students who want to work on math, instead of shying away from it.

**Best Practices**

**Are there any best practices you would like to share with other teachers implementing ALEKS?**

If you choose to implement this program, do it with consistency and fidelity.