

HPMS Raider Hour FAQ



The time is built around an intervention (“Prep Time”) / activity schedule that allows teachers time during the school day to work with students on skills they’re missing. We have been setting up students in their activities the last two weeks. Beginning next week, we will be pulling students for both ELA & Math interventions. Below is an FAQ section that may help you understand more about the Raider Hour program.

What is Raider Hour?

It is a one hour block of time where students will eat lunch and then attend intervention / activity time. See the schedule below for how each grade level is scheduled:

8th Grade Lunch (7th grade activity/intervention) 11:48-12:18	7th Grade Lunch (8th grade activity/intervention) 12:18-12:48
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How are activities assigned?

Activities were chosen by the student the first week of school. Over 90% of students were placed in their first choice activity, but some students were given their second choice if the activity did not make (less than 25 students requested). Each student selected two activities to attend for two days each week. On Wednesdays, all students report to their advisory or 3rd period for a study hall (see the schedule below).

There were various activities and clubs students could choose from like: archery, art, coloring, chess, engineering, e-sports, study hall, gym, walking the track, etc. Activities are chosen by semester and students will select new Activities for the Spring semester in December.

Monday	Tuesday	Wednesday	Thursday	Friday
Activity 1	Activity 1	ADVISORY (Study Hall)	Activity 2	Activity 2

Why are we having intervention time at HPMS?

There are several reasons why intervention time can be effective for all students. Intervention time is a way for a teacher to focus on a skill when the student needs the remediation on it and not waiting until the skill comes up in the scope and sequence of curriculum. For instance, if MAP testing data shows a student struggles in poetry analysis, the student may have to wait until Spring until that unit occurs in the classroom and even then he will not have the skills to be successful. Interventions allow us to target skills outside the normal sequence of curriculum and address those skills immediately while building the skills prior to instruction. Intervention’s philosophy: If we have data that a student struggles with a skill, why would we want to wait until the unit is covered in class to act?

While interventions are typically used to remediate students who struggle in several skill areas, they are also useful for students who are successful, but still may be missing a skill. For instance, if a student is consistently making an 86 or an 88 on math assessments, she would not be considered struggling, but we might not consider her as having mastered the content either. Sometimes, it is just one skill that needs remediation to push that student to the next level. Many students this year may only be pulled in one subject area for one or two sessions.

How are students being pulled for interventions?

To begin the school year, we are pulling students for ELA and Math intervention which we refer as “ELA and Math Prep” because we are preparing students with remediation prior to instruction. Currently, the intervention lists target students that showed a need for skill remediation based on the End of Year MAP testing (last April). As we move through the year, we will use the recent MAP and other assessment data to pull groups together. These intervention groups will meet for 3-4 weeks on a skill and then the teacher will pull new groups together by a different skill need.

Sometimes, the assessment data is not always the best reflection of a student's knowledge. Teachers will be using pre-screener for the skills they are covering to ensure that students are in need of the skills they are covering. If a student demonstrates the proper knowledge on the pre-screener, the teacher will release them back to their activity. We do not want students attending interventions who do not need it.

Aren't interventions and tutorials the same?

Tutorials occur before and after school to make up/ retake assessments or receive reteaching on the current topics in class. These are by teacher invitation or student walk in as needed. [HPMS Tutorial Schedule](#)

Interventions are targeted instruction by skill based on a comprehensive assessment such as MAP testing that shows a weakness in that skill. Interventions will occur weekly for a period of 3-4 weeks.

If they are always in interventions, will they ever have time for their clubs or activities?

After each 3-4 week rotations, students return to activities or clubs. Throughout the semester there will be several “intervention gap” weeks where teachers are assessing new data and pulling new groups together based on different skills. These gaps will provide time for all students to experience the activity or club. While activities or clubs are great ways for our students to connect, intervention time to close gaps is the first priority for all of our students.

Are clubs just a time for students to hang out and play?

Yes and no. Some activities are just that, activities that allow students to have some exercise in the gym or track. Clubs are fun, but clubs are student led and provide opportunities for student leadership in an area of interest for each student.