Math Intervention Strategies

Math Specialists
- Work with individuals and small groups
- Address areas of need based on assessments
- Teach lessons to whole class
- Model campus strategies
  - Problem Solving process
  - Key Actions for problem solving
  - Math Wall
  - Unit lessons for teachers
  - Use of manipulatives
- See copy of collaboration sheet

Intervention Computer Lab
- Small groups of students in grades 4 and 5
- Based on test data or teacher recommendation
- Address areas of need
- Technology component as well as reteaching and paper-pencil practice

After School Academy
- Small groups of students in grades 3,4,5
- Selection based on assessment data or teacher recommendation
- Address areas of need
- Technology component as well as reteaching and paper-pencil practice
- See sample teaching plan for Academy teacher
Technology Implementation

- **Integration/Intervention Lab**-used by kindergarten, 1st, and 2nd grade students AM and intervention teachers PM.
- **26 laptops** used with wireless network for integration projects by 3rd, 4th, 5th grade
- **Rotation Lab**-technology application training for students
- **13 laptops**-purchased as a mini-lab for integration projects by 1st and 2nd grade.
- **McDermott Website**-http://www.nisd.net/mcdermott
  - For Students-contains web lessons that correlate with curriculum
  - For Teachers-contains information and documents to assist teachers in a variety of areas
  - For Parents-links to a variety of sites of interest to parents
  - For the Community-information about McDermott and how the community can be of assistance
- **Teacher Resources**-technology resources in web format provided monthly per timelines. Found on McDermott website in the For Students area.
# TAKS Benchmark Objective Lessons Rotation Schedule

<table>
<thead>
<tr>
<th></th>
<th>LISA</th>
<th>LILLIE</th>
<th>AMY</th>
<th>ANGELA</th>
<th>TIKISHA</th>
<th>IRMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEB.8TH</td>
<td>GRAPHIC ORGANIZERS</td>
<td>SEQUENCE</td>
<td>SUMMARY</td>
<td>MAIN IDEA</td>
<td>CONTEXT CLUES</td>
<td>INFERENCE</td>
</tr>
<tr>
<td>FEB.9TH</td>
<td>INFERENCE</td>
<td>GRAPHIC ORGANIZERS</td>
<td>SEQUENCE</td>
<td>SUMMARY</td>
<td>MAIN IDEA</td>
<td>CONTEXT CLUES</td>
</tr>
<tr>
<td>FEB.10TH</td>
<td>CONTEXT CLUES</td>
<td>INFERENCE</td>
<td>GRAPHIC ORGANIZERS</td>
<td>SEQUENCE</td>
<td>SUMMARY</td>
<td>MAIN IDEA</td>
</tr>
<tr>
<td>FEB.13TH</td>
<td>MAIN IDEA</td>
<td>CONTEXT CLUES</td>
<td>INFERENCE</td>
<td>GRAPHIC ORGANIZERS</td>
<td>SEQUENCE</td>
<td>SUMMARY</td>
</tr>
<tr>
<td>FEB.15TH</td>
<td>SUMMARY</td>
<td>MAIN IDEA</td>
<td>CONTEXT CLUES</td>
<td>INFERENCE</td>
<td>GRAPHIC ORGANIZERS</td>
<td>SEQUENCE</td>
</tr>
<tr>
<td>FEB.16TH</td>
<td>SEQUENCE</td>
<td>SUMMARY</td>
<td>MAIN IDEA</td>
<td>CONTEXT CLUES</td>
<td>INFERENCE</td>
<td>GRAPHIC ORGANIZERS</td>
</tr>
</tbody>
</table>
Robert F. McDermott Elementary School
Student Services 2003-2004

Student_______________________________
Teacher_______________________________
Grade_______________________________

Check the Academic Interventions utilized for this student during the 2003-2004 school year.

___ Additional paraprofessional assigned to classroom
___ Report Card intervention checklist
___ Monitor Progress by classroom teacher
___ Monitor Progress by reading specialist
___ Monitor Progress by math specialist
___ Consult with math specialist for suggestions/materials (Day 6)
___ Consult with reading specialist for suggestions/materials (Day 6)
___ Small group instruction- classroom
___ Small group instruction- with math specialist
___ Small group instruction- with reading specialist
___ Extended day tutorials- Fall
___ Extended day tutorials- Spring
___ After school camps
___ Language Support Program
___ Bilingual Program
___ Abrapalabra
___ Rosetta Stone
___ "Reach Up" tutorial
___ Use of Spanish / ESL intervention materials
   (Language Masters, library books, TAKS materials)
___ Use of ESL methodologies
___ Screened for dyslexia
___ Identified as dyslexic
___ Read 180
___ CEI (math)
___ Destination Math (software)
___ Math Problem Solving (software)
___ Integrated Skills Method (ISM)
___ Herman
___ CHILD Level 1
___ CHILD Level 2
___ CHILD Level 3
___ CHILD Level 4 (PAT)
___ Referral for Special Education services
___ Advisory / Class meetings
___ Maintenance of Acceleration Plan
   (Purple Folder)
___ Attended STEPS / Bilingual summer
   programs – 2003
___ Individual TAKS talk (conference
   regarding prior performance)
___ Flexible TAKS groups
___ Teach specific strategies for problem solving
___ Summarization corral, 5 W's (all)
___ Daytime tutorials
___ Review performance on practice tests,
   release tests, Kamico, and benchmark
   assessments – team planning to set
   goals / address needs
___ Receives Special Education services
___ Receives Speech services
___ Learning Lab

Additional Interventions
___ Consult with counselor
___ Assign a mentor
___ Behavior Plan / Contract
___ Referral to the Behavior Consultant
___ *Increased parent contact
___ Consultation with other district
   professionals (Bilingual Dept., NCC)
___ Counselor referrals to outside agencies or services
___ Homebound services
___ Small group counseling
___ Individual counseling
___ Referral to Connections
___ Other (Explain__________________________)

*Conference Dates: __________ __________ __________ __________ __________
Check the Academic Interventions utilized for this student during the 2005-2006 school year.

- Additional paraprofessional assigned to classroom
- Report Card intervention checklist
- Monitor Progress by classroom teacher
- Monitor Progress by reading specialist
- Monitor Progress by math specialist
- Consult with math specialist for suggestions/materials (Day 6)
- Consult with reading specialist for suggestions/materials (Day 6)
- Small group instruction - classroom
- Small group instruction - with math specialist
- Small group instruction - with reading specialist
- Extended day tutorials - Fall
- Extended day tutorials - Spring
- After school camps
- Language Support Program
- Bilingual Program
- Abrapalabra
- Rosetta Stone
- "Reach Up" tutorial
- Use of Spanish / ESL intervention materials
  (Language Masters, library books, TAKS materials)
- Use of ESL methodologies
- Screened for dyslexia
- Identified as dyslexic
- Read 180
- CEI (math)
- Destination Math (software)
- Math Problem Solving (software)
- Integrated Skills Method (ISM)
- Herman
- CHILD Level 1
- CHILD Level 2
- CHILD Level 3
- CHILD Level 4 (PAT)
- Referral for Special Education services
- Advisory / Class meetings
- Maintenance of Acceleration Plan
  (Purple Folder)
- Attended STEPS / Bilingual summer programs - 2004
- Individual TAKS talk (conference)
  regarding prior performance
- Flexible TAKS groups
- Teach specific strategies for problem solving
- Summarization corral, 5 W's (all)
- Daytime tutorials
- Review performance on practice tests,
  release tests, Kamico, and benchmark
  assessments - team planning to set
  goals / address needs
- Receives Special Education services
- Receives Speech services
- Learning Lab

**Additional Interventions**

- Consult with counselor
- Assign a mentor
- Behavior Plan / Contract
- Referral to the Behavior Consultant
- Increased parent contact
- Consultation with other district professionals (Bilingual Dept., NCC)
- Counselor referrals to outside agencies or services
- Homebound services
- Small group counseling
- Individual counseling
- Referral to Connections
- Other (Explain)

*Conference Dates:  ___________________________  ___________________________  ___________________________  ___________________________  ___________________________  ___________________________
Robert F. McDermott Elementary School
Student Services 2006-2007

Student__________________________
Teacher__________________________
Grade__________________________

Check the Academic Interventions utilized for this student during the 2005-2006 school year.

- Additional paraprofessional assigned to classroom
- Report Card intervention checklist
- Monitor Progress by classroom teacher
- Monitor Progress by reading specialist
- Monitor Progress by math specialist
- Consult with math specialist for suggestions/materials (Day 6)
- Consult with reading specialist for suggestions/materials (Day 6)
- Small group instruction - classroom
- Small group instruction - with math specialist
- Small group instruction - with reading specialist
- Extended day tutorials - Fall
- Extended day tutorials - Spring
- After school camps
- Language Support Program
- Bilingual Program
- Abrapalabra
- Rosetta Stone
- "Reach Up" tutorial
- Use of Spanish / ESL intervention materials
  (Language Masters, library books, TAKS materials)
- Use of ESL methodologies
- Screened for dyslexia
- Identified as dyslexic
- Read 180
- CEI (math)
- Destination Math (software)
- Math Problem Solving (software)
- Integrated Skills Method (ISM)
- Herman
- CHILD Level 1
- CHILD Level 2
- CHILD Level 3
- CHILD Level 4 (PAT)
- Referral for Special Education services
- Advisory / Class meetings
- Maintenance of Acceleration Plan
  (Purple Folder)
- Attended STEPS / Bilingual summer programs - 2006
- Individual TAKS talk (conference regarding prior performance)
- Flexible TAKS groups
- Teach specific strategies for problem solving
- Summarization Cornell, 5 W's (all)
- Daytime tutorials
- Review performance on practice tests, release tests, Kamico, and benchmark assessments - team planning to set goals / address needs
- Receives Special Education services
- Receives Speech services
- Learning Lab

Additional Interventions
- Consult with counselor
- Assign a mentor
- Behavior Plan / Contract
- Referral to the Behavior Consultant
- *Increased parent contact
- Consultation with other district professionals (Bilingual Dept., NCC)
- Counselor referrals to outside agencies or services
- Homebound services
- Small group counseling
- Individual counseling
- Referral to Connections
- Other (Explain)

*Conference Dates: ___________ ___________ ___________ ___________ ___________
## Fall Math Academy '04  4th grade

### Week 1

<table>
<thead>
<tr>
<th>Skill Focus for the Day</th>
<th>TAKS Coach pages</th>
<th>Facts Practice</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tues., Sept. 21</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Place Value</em></td>
<td>p.7-9</td>
<td>Multiples of 6</td>
<td>number cards pv pockets</td>
</tr>
<tr>
<td><em>Read and write whole numbers through 7 digits.</em></td>
<td></td>
<td>6's facts</td>
<td>multiplication tape</td>
</tr>
<tr>
<td><em>Word form &amp; standard form</em></td>
<td></td>
<td>Related fact families</td>
<td>multiplication chart</td>
</tr>
<tr>
<td><strong>Wed., Sept. 22</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Place Value</em></td>
<td>p.10-12</td>
<td>Multiples of 7</td>
<td>multiplication tape</td>
</tr>
<tr>
<td><em>Compare and order numbers.</em></td>
<td></td>
<td>7's facts</td>
<td>multiplication chart</td>
</tr>
<tr>
<td><em>Include - What # comes between these two?</em></td>
<td></td>
<td>Related fact families</td>
<td>&quot;Between&quot; WS</td>
</tr>
<tr>
<td><strong>Thurs., Sept 23</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Multiplication/Division</em></td>
<td>p.16-22</td>
<td>Multiples of 8</td>
<td>color tiles;rulers</td>
</tr>
<tr>
<td><em>Use array models</em></td>
<td></td>
<td>8's facts</td>
<td>multiplication tape</td>
</tr>
<tr>
<td><em>Area of rectangle</em></td>
<td></td>
<td>Related fact families</td>
<td>multiplication chart</td>
</tr>
<tr>
<td><strong>MATH WALL MUSTS!</strong></td>
<td></td>
<td>WS Practice 54</td>
<td>WS Practice 54</td>
</tr>
</tbody>
</table>

One or two questions per topic each day during snack

- Measurement Estimates
- Standard and Word Form
- Elapsed Time
- Geometric Attributes
- Fractional parts of sets and regions
- Fact Families
### Week 2

<table>
<thead>
<tr>
<th>Skill Focus for the Day</th>
<th>TAKS Coach</th>
<th>Facts Practice</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tues., Sept. 28</strong></td>
<td>p. 69-71</td>
<td>Multiples of 9</td>
<td>Multiplication tape</td>
</tr>
<tr>
<td>Relating Multi to Div</td>
<td></td>
<td>9's facts</td>
<td>Multiplication chart</td>
</tr>
<tr>
<td>*Fact families</td>
<td></td>
<td>Related fact families</td>
<td>WS Nines</td>
</tr>
<tr>
<td>* Arrays</td>
<td></td>
<td>Teach the &quot;9's tricks&quot;</td>
<td>WS Fact Families</td>
</tr>
<tr>
<td>___ x 9 = 72</td>
<td>WS Nines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ divided by 8 = 56</td>
<td>WS Fact Families</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Wed., Sept. 29**     | p. 56-59   | Multiples of 6 | Multiplication tape |
| Round numbers          |            | 6's facts      | Multiplication chart |
| * To 10, 100, and 1,000|            | Related fact families | "Rounding Helps" |
| "Rounding Helps"       |            |                |           |

| **Thurs., Sept. 30**   | p. 32-35   | Multiples of 7 | Pattern blocks |
| Identifying fractional parts of a set or region |            | 7's facts      | Multiplication tape |
|                       |            | Related fact families | Multiplication chart |

**MATH WALL MUSTS!**

One or two questions per topic each day during snack

Measurement Estimates
Standard and Word Form
Elapsed Time
Geometric Attributes
Fractional parts of sets and regions
Fact Families
### Week 3

<table>
<thead>
<tr>
<th>Skill Focus for the Day</th>
<th>TAKS Coach pages</th>
<th>Facts Practice</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., Oct. 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns of Ordered Pairs</td>
<td>p. 72-76</td>
<td>Multiples of 8</td>
<td>multiplication tape</td>
</tr>
<tr>
<td>*Tables</td>
<td></td>
<td>8's facts</td>
<td>multiplication chart</td>
</tr>
<tr>
<td>*Ordered Pairs</td>
<td>Patterns template</td>
<td>Related fact families</td>
<td></td>
</tr>
<tr>
<td>Wed., Oct. 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a number line</td>
<td>Number line WS</td>
<td>Multiples of 9</td>
<td>multiplication tape</td>
</tr>
<tr>
<td>*Whole number</td>
<td></td>
<td>9's facts</td>
<td>multiplication chart</td>
</tr>
<tr>
<td>*Fractions</td>
<td></td>
<td>Related fact families</td>
<td></td>
</tr>
<tr>
<td>Thurs., Oct. 7</td>
<td>Elapsed time</td>
<td>Work on facts that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p.104-107 (copied from</td>
<td>are most difficult</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd grade TAKS Coach)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MATH WALL MUSTS!** One or two questions per topic each day during snack

- Measurement Estimates
- Standard and Word Form
- Elapsed Time
- Geometric Attributes
- Fractional parts of sets and regions
- Fact Families
Reading Intervention Programs

Best Practices in Reading - This book is used for grades 3 through 5 for additional small group pullouts and After School Academy.

• Teaches comprehension, vocabulary and critical thinking skills using nonfiction reading selections
• Embedded test preparation

Keep on Reading! - This booklet is used for grades 3 through 5 for additional small group pullouts and After School Academy.

• Helps students learn eight key comprehension skills and successfully apply each to reading passages in fiction, science, social studies, and math

Rigby PM Readers - This is another resource book used for grades 3 through 5 for additional small group pullouts and After School Academy.

• Connect reading and writing at all levels.
• Support struggling, on-level, and accelerated learners
• Provide systematic, effective instruction for reading success

Fast Track Reading - A resource book used for grades 3 through 5 for additional small group pullouts and After School Academy.

• For students who are reading below grade level
• Provides instruction in three strands: Word Work, Comprehension, and Fluency
• Enables rapid acceleration of student progress
**InfoQuest**- A resource book used for grades 3 through 5 for additional small group pullouts and After School Academy.

- Nonfiction series of resources for enhancing literacy development and learning across the curriculum
- Enables students to develop visual literacy and critical thinking skills in addition to the decoding and text processing skills associated with learning to read
Dear Parent:

Your child is eligible for enrollment in the Grades 3-5 After School Academy.

To register your child, complete this form and return it to your child’s teacher by Friday, September 10th.

Students will attend nine after school sessions and will participate in a variety of instructional activities designed to target NISD/State criteria for reading, writing and/or math. No grades will be given.

If you have any questions about this program, please contact Karen Stewart, Program Coordinator or an administrator at 561-5105.
What is the goal?
The goal of this program is to give instructional support in the areas of reading, writing and/or math to eligible students (based on NISD/State criteria) in Grades 3, 4 and 5. This goal is to be accomplished through after school student sessions. Students will be actively engaged in a variety of reading, writing and/or math activities. Students will be assigned to work in small groups.

What is the cost?
The program is free of charge to all students who attend. In addition, each student will receive a snack free of charge, and school bus transportation will be provided at 4:45 p.m. each day.

Who is eligible?
Students who are not currently meeting NISD/State criteria in Grades 3-5 Reading, Writing and/or Math are invited to this Academy.

What is the parent's responsibility?
We ask that you assure that your child attend each day of the Academy, as there are only nine sessions. Regular daily attendance and satisfactory behavior are required of all students. Two absences will result in your child being withdrawn from the program.

When?
Tuesday, Wednesday, Thursday
September 21st — October 7th
3:00-4:45 p.m.
Mark your calendars now!!!

REGISTRATION FORM
Space is limited. Students will be placed in classes in the order that they are registered.

Student’s Name __________________
Teacher ________________________
Grade _________________
Parent’s Name ___________________
Address ________________________
Home Telephone __________________
Daytime Telephone ________________

How will your child leave the Academy?
_____ After School Kare
( in the cafeteria: must be currently enrolled in the program)
_____ School bus
_____ Parent pickup (at 4:45 p.m.) or another adult__________________________

PARENT SIGNATURE

******RETURN THIS REGISTRATION FORM BY FRIDAY, SEPTEMBER 10th.******
Regreses el registro el viernes, 10 de septiembre

Estimado padre:

Su niño es elegible para participar en la Academia de Después de Escuela. Para registrar a su niño, complete esta forma y devuélvala al profesor de su niño el viernes, 10 de septiembre.

Estudiantes asistirán a nueve sesiones después de la escuela y participarán en una variedad de actividades de instrucción diseñadas a lograr los criterios de NISD/Estado en lectura, escritura y/o matemáticas. No se darán calificaciones.

Si usted tiene cualquier pregunta sobre este programa, por favor póngase en contacto con Karen Stewart, la Coordinadora del Programa o Maggie Peña al número 561-5105.
¿Cuál es el objetivo?

.........El objetivo de este programa es de dar el apoyo de instrucción en las áreas de lectura, escritura y/o matemáticas a estudiantes elegibles (basado en los criterios de NISD/Estado) en 3°, 4° y 5°. Esté objetivo debe ser logrado durante las sesiones después de escuela. Los estudiantes participarán en una variedad de actividades de lectura, escritura y/o matemáticas. Los estudiantes serán asignados a trabajar en grupos pequeños.

*Estudiantes en 3° tendrán que pasar el exámen de TAKS en Lectura para poder ser promovidos a 4° grado.
*Estudiantes en 5° tendrán que pasar el exámen de TAKS en Lectura y Matemáticas para poder ser promovidos a 6° grado.

¿Cuándo?

martes, miércoles, jueves
21 de septiembre — 7 de octubre
3:00-4:45 p.m.
Marque su calendario!!!

¿Cuál es el costo?

El programa es gratis para todos los estudiantes que asistan. Además, cada estudiante recibirá una merienda y se proveerá el transporte en el autobús escolar a las 4:45 p.m.

¿Quién es elegible?

Estudiantes que no están logrando los criterios de NISD/Estado en lectura, escritura y/o matemáticas están invitados a estar Academia.

¿Cuál es la responsabilidad del padre?

Pedimos que usted asegure que su niño asista a la Academia cada día, porque sólo habrá nueve sesiones. Se requiere la asistencia diaria y el comportamiento satisfactorio de todos los estudiantes. Dos ausencias causarán que su hijo sea retirado del programa.

¿Cómo se irá su niño a casa después de la Academia?

_____ After School Kare
(en la cafetería: actualmente debe estar matriculado en el programa)
_____ Autobús Escolar
_____ Recogidos por padre (4:45 p.m.) o otro adulto______________________

FORMA DE REGISTRO

El espacio es limitado. Los estudiantes serán colocados en clases en el orden que sean registrados.

Nombre del estudiante:____________
Maestra:________________________
Grado:____________
Nombre del padre_________________
Dirección:_______________________
Teléfono: _________________
Teléfono de día:__________________

¿Cómo se irá su niño a casa después de la Academia?

_____ After School Kare
(en la cafetería: actualmente debe estar matriculado en el programa)
_____ Autobús Escolar
_____ Recogidos por padre (4:45 p.m.) o otro adulto______________________

FIRMA DEL PADRE

******REGRESE LA FORMA PARA EL VIERNES, SEPTIEMBRE 10.*******
<table>
<thead>
<tr>
<th>Name</th>
<th>Rd. Level</th>
<th>Place Value</th>
<th>Multiplication</th>
<th>Problem Solving</th>
<th>Writing</th>
<th>Rd. TAKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber A</td>
<td>3.2</td>
<td>92</td>
<td>88</td>
<td>92</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Adrian A</td>
<td>1.1</td>
<td>62</td>
<td>84</td>
<td>75</td>
<td>1</td>
<td>passed</td>
</tr>
<tr>
<td>Omar A</td>
<td>2.1</td>
<td>85</td>
<td>92</td>
<td>75</td>
<td>2</td>
<td>SDAA</td>
</tr>
<tr>
<td>Jasmine</td>
<td>3.2</td>
<td>100</td>
<td>90</td>
<td>100</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Alex B</td>
<td>3.2</td>
<td>100</td>
<td>86</td>
<td>92</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Tyriece</td>
<td>3.2</td>
<td>85</td>
<td>98</td>
<td>100</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Matthew</td>
<td>3.2</td>
<td>100</td>
<td>88</td>
<td>92</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Shania</td>
<td>3.2</td>
<td>85</td>
<td>96</td>
<td>75</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Amber G</td>
<td>3.2</td>
<td>92</td>
<td>88</td>
<td>92</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Kirstin G</td>
<td>3.2</td>
<td>85</td>
<td>88</td>
<td>100</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Michael G</td>
<td>3.2</td>
<td>85</td>
<td>88</td>
<td>92</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Michael H</td>
<td>3.2</td>
<td>92</td>
<td>98</td>
<td>92</td>
<td>4</td>
<td>passed</td>
</tr>
<tr>
<td>John H</td>
<td>3.2</td>
<td>100</td>
<td>94</td>
<td>100</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Samuel H</td>
<td>3.2</td>
<td>100</td>
<td>98</td>
<td>100</td>
<td>3</td>
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</tr>
<tr>
<td>Nathaline K</td>
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<td>60</td>
<td>36</td>
<td>33</td>
<td>1</td>
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</tr>
<tr>
<td>Jocelyn M</td>
<td>3.2</td>
<td>92</td>
<td>88</td>
<td>100</td>
<td>3</td>
<td>passed</td>
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<tr>
<td>Brianna P</td>
<td>P2</td>
<td>13</td>
<td>10</td>
<td>33</td>
<td>1</td>
<td>SDAA</td>
</tr>
<tr>
<td>Aaron Q</td>
<td>3.2</td>
<td>85</td>
<td>86</td>
<td>100</td>
<td>3</td>
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</tr>
<tr>
<td>Laureana R</td>
<td>3.2</td>
<td>100</td>
<td>88</td>
<td>100</td>
<td>4</td>
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<tr>
<td>Nicole S</td>
<td>3.2</td>
<td>100</td>
<td>98</td>
<td>100</td>
<td>4</td>
<td>passed</td>
</tr>
<tr>
<td>Alana T</td>
<td>3.2</td>
<td>85</td>
<td>80</td>
<td>83</td>
<td>3</td>
<td>passed</td>
</tr>
<tr>
<td>Emily Sanchez</td>
<td>3.2</td>
<td>92</td>
<td>100</td>
<td>100</td>
<td>3</td>
<td>passed</td>
</tr>
</tbody>
</table>

**Parent Contacts**
- Adrian Amador 9/20 11/29 2/8 2/11 2/24 2/25
- Omar Arreola 2/24 2/21 (no show) 3/22 (no show) 3 notices home no response
- Nathaline Kobbah 9/20 2/24 3/17 5/10
TO: Teachers and Support Staff  
(Grades 3-5)  
FROM: Debra  
DATE: September 15, 2005  
SUBJECT: Power Lunches for Math / Science

The Science IST, Lillian Guzman, enjoyed the Power Lunches last week. We have scheduled the remaining lunches or planning meetings for science. It was not necessary to have lunches each time therefore, planning times must be utilized for some meetings. The math specialists and I also planned a Power Lunch for Math.

The first grade level listed should call the substitutes, inform the substitute that they will be in your class in the morning and provide the name of your partner. Your partner is the teacher in the grade level listed next to your name. Please make sure you call for a substitute prior to your meetings, there will be no one to cover classes if a substitute is not secured.

**Power Lunches – Science**

**Dates: October 13, October 25, November 8**

Fifth Grade (a.m.) 8:00 a.m. – 11:30 a.m.  
Fourth Grade (p.m.) 12:00 p.m. – 2:30 p.m.

- Hunt  
- Young – Wolf  
- Lolatte  
- D. Sanchez  
- E. Smith  
- Frederick

Carmona (call for a half day substitute)

**Date: January 10**

Third Grade (a.m.) 8:00 a.m. – 11:30 a.m.  
Fifth Grade (p.m.) 11:30 a.m. – 2:30 p.m.

- Aguirre  
- Hopper  
- T. Smith  
- Villarreal  
- Gurgiolo  
- Mitchell & Gray (each should call a half day substitute)

**Date: January 17, 2006**

Fourth Grade - Lillian Guzman will meet with you during your planning time.
Date: February 7, 2006  
Fifth Grade (a.m.) 8:00 a.m. - 11:30 a.m.  Third Grade (p.m.) 11:30 a.m. - 2:30 p.m.  
Hunt ------------------------------------------Aguirre  
Young-Wolf -------------------------------------Hopper  
Lolatte -----------------------------------------T. Smith  
D. Sanchez -------------------------------------Villarreal  
E. Smith ---------------------------------------Gurgiolo  

Mithcell & Gray (each call a half day sub)  

Date: March 8, 2006  
Third and Fourth Grades – Lillian Guzman will meet with you during your planning times.  

Date: March 28, 2006  
Fifth Grade – Lillian Guzman will meet with you during your planning time.  

Power Lunch – Math  
Date: October 25  
Fifth Grade (a.m.) 8:30 a.m. - 11:30 a.m.  Fourth Grade (p.m.) 12:00 p.m. - 2:30 p.m.  
Hunt ------------------------------------------Cohen  
Young-Wolf -------------------------------------R. Sanchez  
Lolatte -----------------------------------------Oliver  
D. Sanchez -------------------------------------Sanz  
E. Smith ---------------------------------------Frederick  

Carmona (call a half day substitute)
Other Spanish Intervention Programs

**Bilingual Tutor - Individual/Small Group Instruction:** Provides tutoring for assigned individuals and small groups on a regular basis (5 days per week). The Language Support teacher and the classroom teacher assign the students the tutor will be working with.

- **Reach for Reading en Español Program (K-3rd):** A tutor-based program that targets below grade level readers. The bilingual tutor works with 9 individual students (one-on-one) for 30 minutes for 10-week sessions. Throughout the year she tutors 27 students.
  - Increases academic skills & awareness
  - Provides enrichment activities

- **Math Instruction (3rd-5th):** The bilingual tutor meets with teachers for lesson planning
  - Tutors small group of students in Math for 30 minutes everyday
  - Teaches skills/concepts for the grade level in Spanish

**Estrellita Accelerated Beginning Spanish Reading Program** - An accelerated, systematic, explicit phonics program used not only with PreK, Kinder, and 1st grade bilingual students but also with students who have been identified with dyslexia. Estrellita lends itself well to the at-risk child due to the structured nature of the program and the multitude of kinesthetic activities it provides.

**Abrapalabras** – A software program that attracts the attention of children with its colors, sounds, music and personages. Through its diverse activities students learn to recognize vowels and consonants, becoming more familiar with oral and written text.

**Si Puedo** - This program uses designed materials and effective strategies to build a solid reading foundation for struggling readers, with an emphasis on building reading fluency and applying phonics skills.
  - Provides the additional support some children need to become proficient, grade-level readers.
  - Provides 30 minutes of daily instruction for small groups of 5-7 students.

**Elefonetica** – An intervention program that can be used with students who have been diagnose with dyslexia and/or are reading below grade level.
  - Provides immediate application of phonics skills in literature for each syllable set
  - 72 Phonics Storybooks (6 each of 12 titles) in each (Green, Orange, and Blue) of the collections

**Coleccion: Viva Chivito** – a delightful series of six chapter books that follow the adventures of a goat named Chivito and his family and friends.
  - Six chapter books that contain five chapter in each
  - Designed for students that are ready for longer literature
  - Builds fluency and reading comprehension skills
  - Excellent for students reading below grade level
Voz del Lector — A literature program that motivates students to read for meaning and purpose.
- Teaches and reinforces the lesson’s key reading strategy
- Helps students who are reading below grade level
- Provides the teachers with a variety of activities

Saludos — This is a comprehensive-based leveled book series with a multicultural focus to improve students’ comprehension skills through thematic cultural literature. Consists of a variety of genres including fiction, nonfiction, folktales, and poetry.

Navigators: Benchmark — Leveled Spanish Non-Fiction chapter books that can be used for interventions for the purpose of reinforcing vocabulary, fluency, comprehension, and writing. Each set of books comes with a lesson plan that includes higher order thinking questions, and wonderful ideas that teachers can incorporate into the guided reading lesson.
- Improves reading comprehension through reading, writing, and test practice

Better Test Scores / Practicar para aprender / Northside ISD Spanish Reading Passages / TAKS Master — support ELL students with:
- Help students to practice reading strategies/objectives such as:
  - Graphic organizers
  - Main idea
  - Facts and details
  - Sequence
  - Cause and effect
  - Predicting
  - Inferences
  - Etc
- Ensures that students understand how to answer strategy-based questions using the reading process
MATH IDEAS

Destination Success and HeartBeeps for Math are available in both English and Spanish. A number of other interventions are available on every computer on campus.

Math Problem Solver
Math Problem Solver is a network based program that can be used by first to fifth graders. The program reads the problem to first grade students. The student clicks the icon on the desktop, finds their teacher and then their name. They will take a pretest to determine areas of need. Stars will indicate areas where more practice is needed. Students are coached through problems when they experience difficulty.

Fast Facts
Fast Facts is a drill and practice program for addition, subtraction, multiplication, and division facts. It is a great way to help students reach promotion standards in fact recall.

TEKS Workshop 3-4 and 5-6
TEKS Workshop comes in two levels, 3-4 and 5-6. The levels correspond to those grade levels. It contains pretests, lessons and quizzes, and skills practice. The lessons cover each math objective and target. The Skills area practices basic facts and computation.

Student Center
A number of excellent practice resources can be found under the Student Center shortcut. Carnival Countdown and Zoo Zillions are appropriate for students working on a kindergarten to second grade level. Calculating Crew and Number Heroes are appropriate for students working on a third to fifth grade level. Topic lists are attached.

Internet Resources
Math and reading resources are available by the month on the McDermott For Students website.
**Reading Ideas**

**Destination Success**

Destination Success is an Internet based program that can be found by going to the McDermott For Students website, clicking on the letter D and finding the web link. Currently there are links to activities students working at kindergarten to third grade levels. The content is very appropriate for that group of students or for fourth and fifth grade students who are experiencing difficulties. Assignments should be made by the teacher prior to students accessing the website. Please ask for login information specific to your grade level.

**Wiggle Works**

WiggleWorks is a network based literature program that includes reading, writing and spelling for kindergarten to beginning third grade students. A shortcut for the program can be found on all kindergarten to third grade computers under the student login. The program is available in both

**English and Spanish.** Books and tapes are available for checkout in the Guided Reading Room.

**HeartBeeps**

HeartBeeps is also a networked based program but it varies from other interventions because it is a test based format. HeartBeeps is found in both **English and Spanish.** This intervention is appropriate for second to fifth grade students. To access the program, go to the McDermott For Students website, click on H and then click on the HeartBeeps link. Students will login using their first and last names and initials. The middle name or initial is not needed. When the program opens students will see a variety of levels in English and in Spanish, Reading, Writing and Math. The levels are as follows:

- 1A-Second grade
- 1B-Third grade
- 2A-Fourth grade
- 2B-Fifth grade

There are two components to each level, a practice area and a test area. The practice area is divided into student expectations. Each expectation is practiced in a question-answer format with support given for incorrect answers. The testing area provides a pretest and posttest. The pretest will show areas of weakness that need to be addressed.

If you need to have a student added to any of these programs, please let Mr. Wise or Mrs. Yard know.

**Read 180**

Read 180 is a high interest, low vocabulary program that has books, tapes, and network supported software aimed at fourth and fifth grade students. McDermott has 30 licenses. The materials are currently housed in Mr. Spongberg’s office. It would be difficult to implement the entire program as it was originally intended but components could be used effectively.

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**WHAT ELSE CAN I TRY?**

5111 USAA Boulevard
San Antonio, Texas 78240
rebeccayard@nisd.net
Robert F. McDermott Elementary School
NORTHSIDE INDEPENDENT SCHOOL DISTRICT
Intervention Strategies

STUDENT: ___________________________ GRADE: ___________________________

The strategies marked for the grading period were utilized to enhance opportunities for success and increased understanding.

<table>
<thead>
<tr>
<th>ACADEMICS</th>
<th>Grade Period 1</th>
<th>Grade Period 2</th>
<th>Grade Period 3</th>
<th>Grade Period 4</th>
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<tbody>
<tr>
<td>Reteach</td>
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<tr>
<td>Small group assistance with teacher</td>
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<tr>
<td>Small group assistance with Reading teacher</td>
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<tr>
<td>Small group assistance with math teacher</td>
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<td>Shortened assignments</td>
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<td>Peer tutoring</td>
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<td>Extended use of manipulatives</td>
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<tr>
<td>Extra drill</td>
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<tr>
<td>Extended time for assignment completion</td>
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<tr>
<td>Timer</td>
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<td>Cooperative learning groups</td>
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<tr>
<td>Special seating</td>
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<tr>
<td>Repetition/rewording of instructions</td>
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<tr>
<td>Substitution of pictures/graphics for text</td>
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<tr>
<td>Reduced copying</td>
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<tr>
<td>Additional time in Jostens Lab</td>
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<tr>
<td>Mentor assistance</td>
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<tr>
<td>Alternate demonstration of mastery</td>
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<tr>
<td>Taped texts</td>
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<tr>
<td>Study sheets/summaries</td>
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<tr>
<td>Highlighted texts/study materials</td>
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<tr>
<td>Frequent monitoring</td>
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<td>Open book tests</td>
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<td>Assignment notebook</td>
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<tr>
<td></td>
<td>Attention to learning style</td>
<td>Small group math problem solving</td>
<td>Small group Spalding instruction</td>
<td>Reading Recovery strategies</td>
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<tr>
<td></td>
<td>Oral tests</td>
<td>Reading Recovery (first grade only)</td>
<td>Connections after school tutorial</td>
<td>Use of computer for writing</td>
</tr>
<tr>
<td></td>
<td>Below grade level texts</td>
<td>BEHAVIOR</td>
<td>Teacher proximity</td>
<td>Selective ignoring</td>
</tr>
<tr>
<td></td>
<td>Use of study carrel</td>
<td>Preferential seating</td>
<td>Removal from group to reduce distractions</td>
<td>Frequent reminders of rules</td>
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<tr>
<td></td>
<td>Time out</td>
<td>Redirection to task</td>
<td>Contract</td>
<td>Physical adaptation of environment</td>
</tr>
<tr>
<td></td>
<td>Positive reinforcers</td>
<td>Limit number of tasks to be done at once</td>
<td>Social skills instruction</td>
<td>Extra adult supervision/assistance</td>
</tr>
</tbody>
</table>

A SUMMER SCHOOL PROGRAM WAS RECOMMENDED FOR YOUR CHILD.
Identification / Monitoring of struggling students from previous year and present:

- Teachers are asked to review Permanent Record Card (PRC), Student Portfolio, Administrivia folders and Purple folders to gather information on students entering their classrooms for the upcoming year. Information includes how student entered present grade, Support Services Eligibility, TAKS (passing / failure), and NISD Standards (see forms).

- Report cards are reviewed by an administrator to identify students passing / failing subjects and recommendations are made to proceed with other interventions if necessary. (see form)

- Administrators schedule mid-year conferences with teachers to discuss students, individual student data, and interventions (see form). Teachers provide data for specific students not meeting promotion criteria at that time. Meetings are usually held in February and conclude with interventions noted for students and a follow-up letter (district letter) notifying parents of child’s status.

- Placement / retention conferences are scheduled and held at the end of the year with an administrator and each classroom teacher. Other resource staff attends if they have worked with that teacher / students during the year. Teachers share progress to date about those students not meeting promotion criteria and committee recommendations are made in regards to grade placement for the next year.
Please follow the directions for each piece of software. Check each box as you finish the assignment. Put a grade in the box when you are given one.

**Destination Math** – Complete Lessons Assigned

<table>
<thead>
<tr>
<th>Multiplication Practice</th>
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</thead>
<tbody>
<tr>
<td>2-Digit Multiplication</td>
<td></td>
</tr>
<tr>
<td>Divide by 1-digit</td>
<td></td>
</tr>
</tbody>
</table>

**TEKS Workshop 3-4**
Sign in - Student – Individually- Name
Skills 4th
Multiplication of Whole Numbers
Multiply 2-digit numbers by 1-digit numbers (Do at least 5 problems)
Complete each section. Check the box after you complete that part.

| 2 x 1  (5 problems) |   |
| 2 x 2  (5 problems) |   |
| Quiz Part 3 1.11 X  |   |

You can take another quiz if you are not happy with the score you receive on the first quiz. Record both scores.

**TEKS Workshop 5-6**
Sign in - Student – Individually- Name
Skills 5th
Division

Divide by 1-digit numbers (Do at least 5 problems)
Complete each section. Check the box after you complete that part.

| Divide by 1 digit |   |
| (5 problems)      |   |
| Quiz Part 3 1.11 X |   |

**TEKS Workshop 3-4**
Sign in - Student – Individually- Name
Quiz 4th
Division

<table>
<thead>
<tr>
<th>Quiz Part 3 1.12</th>
<th>Division</th>
</tr>
</thead>
</table>

You can take another quiz if you are not happy with the score you receive on the first quiz. Record both scores.
The Problem Solver
Click on your teacher’s name – find your name

Operations
  Multiplication and Division
    You can have the walk through read to you. Click on the sound symbol.
    You will need to enter your own question at the end of the session. Your
    partner, or teacher, will answer your question.

| Multiplication & Division |

Heartbeeps
McDermott – For Students- April- Fifth Grade
Math- HeartBeeps
Sign In:
  First Name
  Last name
  Password: Initials (use capital letters)
  Campus: McDermott - Log In

HeartBeeps 2A (not 2A Tests)– OK- Select an Objective

Computational Math – OK

| Multiplication, Models          |
| Multiplication, Numerical       |
| Multiplication, Application     |
| Division, Numerical             |
| Division, Application           |
Falcon Friends – Mentor Program

Robert F. McDermott Elementary School is fortunate to have established mentoring partnerships with volunteers from Costco®, the Madison House Retirement Community, and Big Brothers & Sisters. Our mentoring program focuses on elevating student’s reading and math skills, and enriching their social competence. We offer 2nd, 3rd, 4th and 5th grade at-risk students this additional tutoring time during the school day at no cost.

Prospective mentors attend training through their organizations and specialized training on our campus which includes a criminal background check. Once trained and cleared, they spend one hour weekly working with students. Their time can be spent reading or listening to children read, working on school assignments, tutoring math, or just spending special time together. Mentors may also share any special talents that they may have.

Our dedicated mentors become special friends and role models for our students. We appreciate their commitment and rely on the important, positive roles they play in our children's lives.
Dear Parents,

We are excited to announce the grand opening of our school bookstore

“The Falcon Book Nest”

Time:  7:10-7:40 a.m.
Place:  Library
Cost:  Paperback Books Cost only $1.50
       Hardback Books Cost $3.00
Payment:  Cash only
When:  The store will open every Friday, beginning this Friday, January 31st, from 7:10-7:40 am.

We encourage you to visit the bookstore with your child and to become an active participant in your child’s literary development. Scientific research emphasizes that parental involvement is critical to a child’s literary success. In addition, research shows that access to a variety of books (such as through the Falcon Book Nest) effects a child’s reading motivation and achievement. The more your child reads, the better his/her vocabulary, reading skills and knowledge will be.

We have great titles at great prices. We look forward to seeing you and your children at the student-run bookstore, The Falcon Book Nest this year.

Sincerely,
The Language Arts Committee

Buy a book from Falcon Book Nest!
Dyslexia Programs used at McDermott

ISM (Integrated Skills Method)

We are using the Linguistic Pattern Series which has two instructional objectives whose specific objectives are a) automatic integrated decoding; b) reading fluency; c) reading comprehension; d) vocabulary development; e) automatic spelling by sound patterns; f) automatic spelling of function words and g) automatic spelling in writing and composition.

In English, we have the following levels: Preschool, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade and Fifth Grade.

In Spanish, we have the following levels: First Grade, Second Grade and Third Grade.

Herman Method

This program teaches reading a multi-sensory, language based, structured and flexible approach. Materials used are filmstrips that teach sounds, words and phrases. Games, word and sentence cards, story reading, oral and written spelling lessons are all part of this program. Students progress is recorded on charts and skill mastery tests are administered in order to monitor their progress.

Earobics

This is a software program that teaches auditory processing, phonemic awareness, phonics, auditory processing and language comprehension skills for speech and language development and academic success.
Destination Success for Reading and Math

- Began 2003; fully implemented 2005
- K-5
- Destination Success –can be used for whole class instruction or interactive assignments based on individual learning objectives. Assignments can be made to individual students or groups.
(e)CHILD Process/PAT

The CHILD (Consultative Help for Individual Learning Decisions) process is an intervention documentation process to help identify students with academic, behavior, communication, physical and/or social needs in order to be able to address those needs effectively and appropriately. In some cases this process leads to a Special Ed. referral, but that is not the purpose of the process, just one possible outcome. The process has traditionally utilized paper forms and NISD is moving toward electronic documentation, utilizing the eCHILD application accessed via the Internet 24/7.

McDermott Elementary School will fully implement eCHILD beginning in the 2007-08 school year.

The Process involves four levels:

- **CHILD Level I - Classroom Interventions** - The classroom teacher uses effective teaching practices and makes modifications in the classroom to respond to the child’s special needs and to better insure that he/she makes educational progress.

- **CHILD Level II - Grade-Level Consultation** - If Level I interventions are ineffective in meeting a child’s needs the teacher initiates Level II by asking the grade-level team leader to schedule a time to discuss the student. Grade level teachers use their combined knowledge and experience to recommend other strategies.

- **CHILD Level III - Campus Level Consultation/PAT (Peer Assistance Team)** - If interventions at Levels I and II are ineffective the teacher makes a referral to PAT. The PAT team consists of the classroom teacher and other school wide professionals, who review the information regarding the students problem and the intervention strategies recommended and used. The team further defines the student’s needs and makes additional recommendations. These recommendations are stated as concrete goals and objectives for the student to achieve.

The PAT committee at McDermott meets once a week after school to allow specialists to attend. (Specialist include: principal, counselors, behavior specialist, nurse, speech therapist, special education coordinator, school psychologist, reading specialist, math specialist and the classroom teacher).

- **CHILD Level IV Referral and Follow-up interventions** - The PAT committee, in a follow-up staffing, decides that referral is necessary and recommends referral to specialist/programs in or outside of the district. Referral may include a special education assessment.
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<thead>
<tr>
<th>Date</th>
<th>Math Benchmark</th>
<th>Reading Benchmark</th>
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</table>
**Accelerated Instruction Plans**

Accelerated Instruction Plans (AIP) are used after the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> administrations of the TAKS Reading and Math tests. They are written by the classroom teachers and reading and/or math specialists for each student that does not pass the TAKS tests. They are used by the classroom teacher to guide instruction for those particular students. The AIP identifies the focus, strategies and programs for each of the objectives on the TAKS Reading and Math test. Progress is then documented at the end of the assessment period.

Accelerated Instruction Plans are also written by classroom teachers for each student who is enrolled for the STEP summer school program.
### Fifth Grade Mathematics Accelerated Instruction Plan

**Date:** 4-19-07  
**Scale Score:** 1978

<table>
<thead>
<tr>
<th>Objective</th>
<th>Correct out</th>
<th>Focus</th>
<th>Strategies/Interventions</th>
<th>Progress</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>6</td>
<td>Numbers, Operations, Quantitative Reasoning</td>
<td>Review and Reteach using Measuring Up.</td>
<td>Excellent</td>
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<tr>
<td><strong>2</strong></td>
<td>3</td>
<td>Patterns, Relationships, Algebraic Reasoning</td>
<td>Review and Reteach using Measuring Up.</td>
<td>Excellent</td>
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<tr>
<td><strong>3</strong></td>
<td>6</td>
<td>Geometry, Spatial Reasoning</td>
<td>Review and Reteach using Measuring Up.</td>
<td>Excellent</td>
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<td>Measurement</td>
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<td><strong>5</strong></td>
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<td>Probability, Statistics</td>
<td>Review and Reteach using Measuring Up.</td>
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<tr>
<td><strong>6</strong></td>
<td>3</td>
<td>Mathematical Process &amp; Tools</td>
<td>Review and Reteach using Measuring Up.</td>
<td>Excellent</td>
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</table>

**Persons Developing Plan:** Alyce Robbins and Diane Foster

**End of Year Promotion Status (June 2nd):**
- [ ] Promoted  
- [ ] Placed  
- [ ] Retained

**NISD 5th Grade Promotion Standards:**
- [ ] 70% grade averages  
- [ ] Reading level  
- [ ] Writing  
- [ ] Timed mixed facts  
- [ ] Math operations  
- [ ] Problem solving

**STEP Information:**
- Took summer administration of Math TAKS  
- Did not take summer administration of Math TAKS

**Before STEP:** Attach most current assessment for any standard not met. **After STEP:** Attach assessments for standards met and not met.

**Distribution during year:**
- Attach to GPC minutes  
- Copy in purple folder  
- Copy to parent

**Distribution after STEP:**
- Original to STEP cluster coordinator  
- Copy to STEP teacher  
- Completed original to Principal for placement decisions  

*Upload completed form into CMS*
## 5th Grade Math Academy Invitees  September 2005

<table>
<thead>
<tr>
<th>Invitees</th>
<th>D. Hunt</th>
<th>D. Sanchez</th>
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<tbody>
<tr>
<td>E. Smith</td>
<td>D. Hunt</td>
<td>D. Sanchez</td>
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<tr>
<td>Kanittra Augillard SE</td>
<td>Emily Harrington</td>
<td>Sarah Vasquez</td>
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<td>Trae Thomas</td>
<td>Bryan Vega SE</td>
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<td>Julian Davila</td>
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<td>Jose Hernandez</td>
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<td>Miguel Torres</td>
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<td>Jonathan Arriaga</td>
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<td>Mercedes Gomez</td>
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<td>Alyssa Pratt</td>
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<tr>
<td>SE - Kelly Culler Nestor Samame</td>
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<td></td>
<td>SE - Nicholas Cioffi</td>
<td>SE – David Esparza</td>
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<td>Emily Harrington</td>
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<td>Ben Hernandez</td>
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<td>J. Lolatte</td>
<td>P. Young-Wolf</td>
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<td>Janelle Moreno</td>
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<td>Lee Rodgers</td>
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**Retainees – 4**

**4th TAKS failures – 13 (1 bil)**

**Total 37**

Students below the dotted line No info – 20 (about 7 bil)
<table>
<thead>
<tr>
<th>4th Grade Math Academy Invitees</th>
<th>September 2005</th>
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<tbody>
<tr>
<td><strong>M. Carmona</strong></td>
<td><strong>J. Oliver</strong></td>
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<td>Alexis Martinez</td>
<td>Destiny Garcia</td>
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<td>Francesca Harrington</td>
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<td>Alexandria Duarte</td>
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<td>Mark Reyes</td>
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<td>Estefania Cruz-Rubio</td>
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<td>Humberto Ornelas</td>
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<td>Adrian Alvarez</td>
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<td>Ricardo Bonilla</td>
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<td>Mason Wilson</td>
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<td><strong>S. Frederick</strong></td>
<td><strong>M. Cohen</strong></td>
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<td>Noor Alsaleh</td>
<td>Hector Guereca</td>
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<td>Michael Tonne</td>
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<td>Bianka Vargas</td>
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<td><strong>R. Sanchez</strong></td>
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<td>Sheila Martinez</td>
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<td>Jeremy Navarijo</td>
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<td>Shaylin Pratt</td>
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<td></td>
<td>Alyssa Rodriguez</td>
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</tbody>
</table>

Retainees – 1
3rd grade TAKS failures – 16 (4 BIL)

Students below the dotted line No info – 21 (about 5bil)

**Total** 35
Student: __________________________
Teacher: __________________________
Campus: McDermott Elementary

# Third Grade Reading Accelerated Instruction Plan

**Date:** _________________________
**Scale Score:** ___________________
**IRI Level:** _____________________

## Between 1st and 2nd assessment
- Between 2nd and 3rd assessment (summer)
- 2006 – 2007 nine-weeks

### Objective 1 – Basic Understandings

**Focus:** Word Study/Vocabulary/Literal Comprehension

**Strategies/Interventions:** Repeated exposure to vocabulary through read-alouds; use context to support vocabulary acquisition; use word structure analysis to create meaning; build on prior word knowledge using KWL.

**Progress:**
- Excellent
- Adequate
- Minimal
- None

### Objective 2 – Literary Elements

**Focus:** Character/Setting/Story Problems

**Strategies/Interventions:** Use story maps; use summarization corral (plot relationships chart); use character trait webs; use narrative text organizations; use of 5 w’s.

**Progress:**
- Excellent
- Adequate
- Minimal
- None

### Objective 3 – Analysis of Text

**Focus:** Sequence/Graphic Representation/Text Formats And Features

**Strategies/Interventions:** Use graphic organizers to plot sequences of events in story; put important events of story in correct order; use of thinking maps to organize information.

**Progress:**
- Excellent
- Adequate
- Minimal
- None

### Objective 4 – Critical Thinking

**Focus:** Use Of Text To Support Inferences, Cause And Effect, Prediction, Conclusions

**Strategies/Interventions:** Use Reading Process completely and correctly to support answers with evidence from text; think-alouds for critical thinking; thinking maps for cause and effect.

**Progress:**
- Excellent
- Adequate
- Minimal
- None

### Persons Developing Plan:

**End of Year Promotion Status (June 2nd)**

<table>
<thead>
<tr>
<th>Promoted</th>
<th>Placed</th>
<th>Retained</th>
</tr>
</thead>
</table>

### NISD 3rd Grade Promotion Standards

**met during year**
- 70% grade averages
- reading level
- writing
- place value
- timed multiplication facts
- math operations

**met in summer**
- 70% grade averages
- reading level
- writing
- place value
- timed multiplication facts
- math operations

### STEP Information

- STEP teacher: __________________________
- took summer administration of Reading TAKS
- did not take summer administration of Reading TAKS

### Distribution during year

- Attach to GPC minutes
- Copy in purple folder
- Copy to parent

### Distribution - STEP

- Original to STEP cluster coordinator
- Copy to STEP teacher
- Completed original to Principal for placement decisions

### Before STEP:

Attach most current assessment for any standard not met.

### After STEP:

Attach assessments for standards met and not met.

### Upload completed form into CMS

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ELM 168-3R
04-05