

212°

and

INOVA

<http://www.212movie.com/>

<http://www.simpletruths.com>

# INOVA @ Pioneer Heritage Middle School

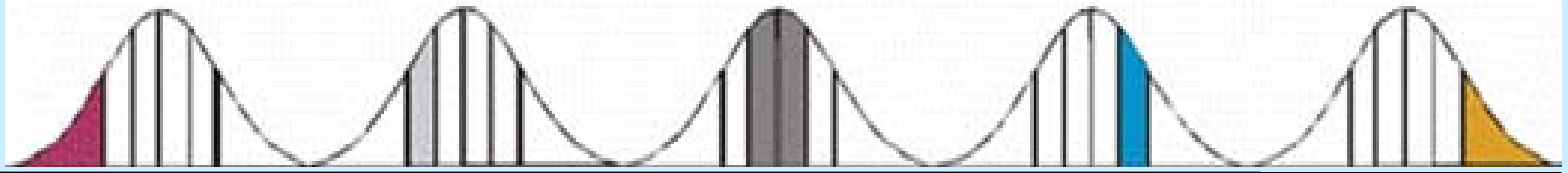
- Training was provided on PHMS Core Summit Days
- Sample Needs Assessment Profiles were used as a training tool
- Learning Lab Teacher attended the original training and will serve as a teacher resource
- Hard copies of the Needs Assessment Profiles are available for teacher access in our Learning Lab
- INOVA CDs are available for check out from Department Chairs and Team Leaders

# How will **INOVA** be used at PHMS ?

- Student Mentor Program – All students in scenarios # 11, 12, 16, 17, 21 and 22 have been paired with a mentor
  - self-esteem
  - connection with existing resources
  - parents as partners
- “Super Green” and “Potential Super Green” students are provided support for commended achievement

# How will **INOVA** be used at PHMS ?

- Information will be used to set up TAKS tutoring groups
- Teachers will set an appropriate goal for each student and work to accomplish that goal
- Information will be utilized as a resource in “name and need” meetings



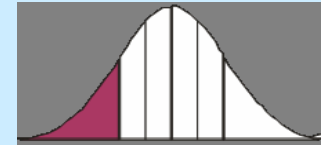
<p><b>Green</b></p>	<p><b>Scenario 1</b> Psycho/Social</p> <p>Scored much lower than they did in the past but likely will still pass. Need to know that we need more from them. They've scored higher before and can do it again. Their effort will result in higher success.</p>	<p><b>Scenario 2</b> Psycho/Social</p> <p>Scored lower than they did in the past. They need to know that we expect success. They've done it before, can do it again. Their effort will result in higher success</p>	<p><b>Scenario 3</b> +</p> <p>These S's have done consistently well. We wish a lot more of our students were in this cell. Don't let new skills throw them off.</p>	<p><b>Scenario 4</b> Instructional</p> <p>These S's did a little better on TAKS this year than was anticipated. Make sure they know all the current TAKS objectives and insure that they don't slip back.</p>	<p><b>Scenario 5</b> Instructional</p> <p>These S's did MUCH better on TAKS this year than was anticipated. Make sure they know all the current TAKS objectives and insure that they don't slip back.</p>
<p><b>Red</b></p>	<p><b>Scenario 21</b> Psycho/Social &amp; Instructional</p> <p>Scored MUCH lower than in previous years. We know who they are. A dedicated effort CAN move them. Start with strike zone and provide constant attention. Of the REDs these have the best chance of passing.</p>	<p><b>Scenario 22</b> Psycho/Social &amp; Instructional</p> <p>Scored lower than they did in previous years. These students have many weak objectives but can do better (they've done it before). Start with strike zone and provide constant attention. Of the REDs these have the next best chance of passing.</p>	<p><b>Scenario 23</b> Very Negative</p> <p>These S's has a very small chance of passing TAKS. They have consistently scored poorly. This child feels unlucky, acts unmotivated and may be a slow learner. Try varied strategies while working on all objectives. Strike zone first.</p>	<p><b>Scenario 24</b> Instructional (Encouragement)</p> <p>These S's did a little better on TAKS this year than was anticipated. However, they have many weak objective areas. Encourage them. Point out their past success. Teach, test, reteach. Don't let them slip back.</p>	<p><b>Scenario 25</b> Instructional (Encouragement)</p> <p>These S's did MUCH better on TAKS this year than was anticipated. However, they have many weak objective areas. Teach, test, reteach. Don't let them slip back. Encourage them. Point out their past success.</p>

# INOVA @ Christie Elementary

- Grade level Identification and Interventions
- Classroom Interventions with the students for each teacher.

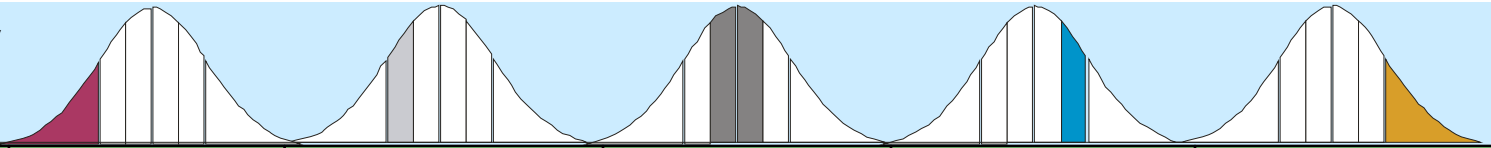
Tail Left Interventions for Christie Elementary  
in preparation for 2008 TAKS

**\*21 tail lefts in Math 4th and 5th grade.**  
**\*31 tail lefts in Reading for 4th and 5th grade.**



	<b>Green</b> Administrators and Teachers will conference with each student and encourage to raise performance to prior or better (move back to where they were); let students know their effort will make the difference, Motivate students to go for the GOLD!	<b>Blue</b> Administrators and Teachers will conference with each student and encourage to raise performance to prior or better (move back to where they were); let students know their effort will make the difference, Motivate students to go for the GOLD!	<b>Grey</b> AMI/ARI, TEKS targeted tutoring across the grade level, 2 <sup>nd</sup> Semester Saturday School reconceptualizing (starting anew with major gaps), identify weak objectives and teach, test, and reteach as necessary, clarify to students which objectives will make the most difference for them (strike zone) and address those objectives first, work with partners, small groups (with & without teacher); hands-on lessons; (MORE).	<b>Yellow</b> AMI/ARI, TEKS targeted tutoring across the grade level, 2 <sup>nd</sup> Semester Saturday School, identify and master strike zone objectives, identify all weak objectives/concepts and teach, test, and reteach as necessary, daily student/teacher conferencing regarding new learning, hands-on lessons; small groups (with & without teacher), one-on-one with teacher to ensure connection with teacher; cooperative learning; reconceptualizing (starting anew); change teaching strategies, multiple modes of teacher presentation; graphic organizers; assign homework targeted to student's needs at key points; (MORE).	<b>Red</b> Determine AMI/ARI, TEKS targeted tutoring across the grade level, 2 <sup>nd</sup> Semester Saturday School, identify and master strike zone objectives, identify all weak objectives/concepts and teach, test, and reteach as necessary, identify all weak objectives and teach, test, and reteach as necessary, daily student/teacher conferencing regarding new learning to help make that important connection with teacher; hands-on; small groups with the teacher - reconceptualize (start anew); rebuild concepts from aberrant objectives; change teaching strategies, multiple modes of teacher presentation; team teach; differentiated instruction; graphic organizers; assign homework targeted to student's needs at key points; (MORE)
4 <sup>th</sup> Reading	8	4	6	1	2
4 <sup>th</sup> Math	2	2	0	1	0
5 <sup>th</sup> Reading	4	1	1	1	3
5 <sup>th</sup> Math	3	6	2	5	0

**Christie Teacher Scenario**



<b>Green</b>			<b>10 students</b>	<b>3 students</b>	<b>3 students</b>
			Tell student: "Good job"; encourage	Likely inner directed; Tell student: "Good job"; encourage; work with partners; cooperative learning; use expert groups to help teach key concepts	
<b>Gray</b> 1-on-1 mentor		<b>2 students</b>			
	Consider reconceptualizing (starting anew); mentoring; work with partners; small groups (with or without teacher); hands-on lessons; graphic organizers; vocabulary building activities; tutorials				
<b>Red</b> 1-on-1 mentor	<b>2 students</b>				
	Hands-on; small groups with the teacher; pull-outs; one-on-one with teacher; needs to connect with teacher; reconceptualize (start anew); rebuild concepts from aberrant objectives; teaching strategies must change; multiple modes of teacher presentation; team teach; differentiated instruction; graphic organizers; assign homework targeted to student's needs at key points; learning/homework contracts; one-on-one mentor; vocabulary building activities				

Underperforming when compared to student group most like them

Banding Groups

Outperforming when compared to student group most like them