



# CHS Response to Intervention

## COVID-19: Interrupts Regular School Schedule

CHS and Cook County Schools care about the health and wellness of our students and their families, and because of that the decision was made to move to a hybrid schedule for a short period of time in order to lessen the number of positive Covid-19 cases and exposure.

Students have been assigned work that they can work on during the days that they are not in school, and other resources are available for parents and students on the [Cook High School Website](#).

If you have any questions, you can email Mrs. Phillips.

*Talk about this with your students!*

# NEWSLETTER

## RTI Quarterly Update

October 12, 2021



*CHS Teachers welcome students for the 2021-2022 school year!*



Meet your RTI Coordinator:  
Shelli Phillips

Mrs. Shelli Phillips is the CHS English Department Head, CHS RTI Interventionist, and Current Teacher of the Year. She has been teaching for twenty-one years, and she loves helping students discover new information.

**An investment in KNOWLEDGE pays the best interest!**

# 76%

76% RTI Students Passing ALL Classes

One of the main areas of focus for Mrs. Phillips is to make sure RTI students are passing all of their courses to earn the maximum number of credits. Out of 46 possible classes, RTI students are currently passing 35 classes.

# 47%

47% Deficit in Math

The quantile range is a measure showing a snapshot of a student's progress toward college and career readiness. Your student should be at a 1070Q on the quantile range; however, our RTI students average a 566Q currently.

# 35%

35% Deficit in Reading

The lexile range is a measure showing a snapshot of a student's progress toward college and career readiness in Reading. Your student should be at a 1050L on the lexile range; however, our RTI students average a 688L currently.

## Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

**There are different types of context clues.**

<b>I</b>	<b>Inference</b> – the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
<b>D</b>	<b>Definition</b> – the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
<b>E</b>	<b>Example</b> – an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
<b>A</b>	<b>Antonym</b> – a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
<b>S</b>	<b>Synonym</b> – words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

## Focus Skills for English in RTI

For the beginning of the school year, students will begin by focusing on context clues and plot structure to help boost reading comprehension. By focusing on these skills, students are building not only their comprehension skills but also their vocabulary, reading fluency, and lexile.

You can help your student use these context clues skills daily by talking about words with them. Use more difficult words in text messages with them. Talk about words they don't know on products you buy in the grocery store. When you are talking at home, use more difficult words and talk about their meanings. Maybe even have a new "word of the day" at home that everyone learns and uses. If you make it fun, they will want to do it!

*Context Clues: Hints an author gives to help you figure out the meaning!*

# Focus Skills for Math in RTI

For the beginning of the school year, students will begin by focusing on getting the fundamentals of upper level math concepts. Knowing your times tables is a great start. Students need to transition to using the technology that is available to them, such as calculators and graphing websites like Desmos. Furthermore, all of the skills involved in solving multi-step equations are building blocks that these students will be using for years to come.

You can help your student at home by randomly quizzing them about their times tables. If they want dessert, they have to tell you what eight times seven is! Have them show you their calculator and explain what some of the buttons do. Go to Desmos together and graph some functions. Try creating an equation to solve and see if you can solve each other's equation. Have them explain to you the steps involved. If you show interest in it, they will be excited to show you what they know how to do!

**SOLVING EQUATIONS**

Step 1: find the = sign (and circle it!)

Step 2: find the + or - sign. Which side is it on?

2 or more + or - on the same side	+ or - on the left side only	+ or - on the right side only	+ or - on both sides
combine like terms on that side	circle it	circle it	circle it
Examples: $2x + 4x \rightarrow 6x$ $-6x - 8x \rightarrow -14x$ $3x - 4 + 2x \rightarrow 5x - 4$	Which term on the left is a like term to the term on the right?	Which term on the right is a like term to the term on the left?	Which is your least favorite term? Let's eliminate it!
	circle it	circle it	circle it
	subtract it from both sides of +	subtract it from both sides of +	subtract it from both sides of +
	add it to both sides of -	add it to both sides of -	add it to both sides of -
	multiply	multiply	multiply
	divide	divide	divide
	divide both sides	divide both sides	divide both sides
	multiply both sides	multiply both sides	multiply both sides
Go back to Step 1	Go back to Step 1	Go back to Step 1	Go back to Step 1

YOU SOLVED IT!

**MULTIPLICATION STRATEGIES**

**PARTIAL PRODUCT**

$$\begin{array}{r} 14 \\ \times 12 \\ \hline 28 \\ 280 \\ \hline 168 \end{array}$$

**OPEN AREA MODEL**

	10	4
10	$10 \times 10 = 100$	$10 \times 4 = 40$
2	$2 \times 10 = 20$	$2 \times 4 = 8$

$(10 \times 10) + (10 \times 4) + (2 \times 10) + (2 \times 4) = 100 + 40 + 20 + 8 = 168$

**EXPANDED FORM**

$$(10 + 4) \times (10 + 2)$$

**DISTRIBUTIVE PROPERTY**

$$14 \times 12 = 14 \times (10 + 2) = (14 \times 10) + (14 \times 2) = 140 + 28 = 168$$

**ARRAY**

3 rows with equal amounts in each row

**REPEATED ADDITION**

$$3 \times 4 = 12$$

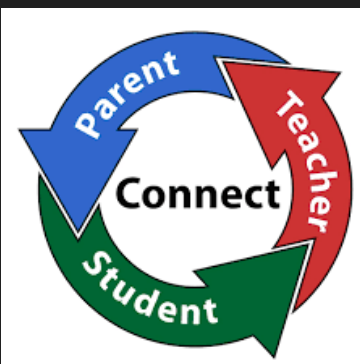
$4 + 4 + 4 = 12$

**EQUAL GROUPS**

3 groups with 4 in each group

$$3 \times 4 = 12$$

## Parent/Teacher Teamwork ALWAYS Improves Student Achievement



When parents and students work together, students ALWAYS benefit. According to the National Center for Educational Technology, “parental involvement in education has been shown to be positively correlated with children’s academic motivation and achievement, attitudes toward school work, self-efficacy, behavioral functioning, and social competence (El Nokali, Bachman, & Votruba-Drzal, 2010; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004; Reynolds, Weissberg, & Kaspro, 1992).” By communicating with one another regularly and discussing what helps your child most, we can be a team for improving your child’s school performance.

*Multi-step Equations: Building Blocks for Math Comprehension!*

tel: 229.896.2213

Mrs. Phillips Email: [shelliphillips@cook.k12.ga.us](mailto:shelliphillips@cook.k12.ga.us)

[chs.cook.k12.ga.us](http://chs.cook.k12.ga.us)

[9th English Google Classroom](#)

[10th English Google Classroom](#)

[9th Math Google Classroom](#)

[10th Math Google Classroom](#)

