A decorative graphic featuring various colored circles (teal, blue, green, yellow, orange, pink) and dashed lines of different colors (teal, green, yellow, orange) arranged in a circular pattern around the central text.

# Spotlight on Schools Mount Comfort Elementary

Reading and Math Specialists  
March 28, 2022



## Tier II and III by the Numbers

Reading: 2 teachers/1 assistant    Math: 1 teacher

Tier 2 = 95 students

Tier 2 = 39 students

Tier 3 = 17 students

Tier 3 = 14 students

14% of Tier 2 ELL

22% of Tier 2 ELL

42% of Tier 3 ELL

29% of Tier 3 ELL



## MATH Approach

## 2 Different Approaches: Remediation & Acceleration

Remediation is catching up what students missed last year and what they need to redo.

Acceleration focuses on the present: what students need right now to excel this year.

# Remediation Example

Quarter 1 of Kindergarten

EL #3 = “I can recognize and write numbers”

EL #2 says “I can count and represent a number of objects up to 20.”

Remediate these ELs BUT the students who attend varies and numbers continue to expand.

Ongoing progress monitoring and data team meetings allows myself and the teachers to make sure I am seeing the students with most need.

These ELs are foundational to all other math skills so will continue to remediate using a wide variety of strategies until the skills are mastered.

Starting at 0, what is the highest number you can count to?

Number Formation 0-10 10 /10 *with reversals*

2	5	11
1	3	4
6	7	8
9	10	

Number Recognition 0-10 10 /10 (Second row optional 11-20) 17/20

4 ✓	0 ✓	2 ✓	3 ✓	5 ✓	1 ✓
7 ✓	10 ✓	8 ✓	9 ✓	6 ✓	
15 ✓	11 ✓	17 ✓	14 ✓	18 ✓	
12 ✗	19 90	13 ✗	16 ✓	20 100	

One to one correspondence 5 /5 (put bears into the circle)

2 ✓	5 ✓	3 ✓	7 ✓	9 ✓
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Number Formation 0-15 11 /16

2	3 <sup>x</sup> <sub>5</sub>	0	7
1	8	3	6
4	10	9	11
21 <sup>x</sup> <sub>12</sub>	31 <sup>x</sup> <sub>13</sub>	41 <sup>x</sup> <sub>14</sub>	51 <sup>x</sup> <sub>15</sub>

Number Recognition 0-20 20 /21

4 ✓	0 ✓	2 ✓	3 ✓	5 ✓	1 ✓
7 ✓	10 ✓	8 ✓	9 ✓	6 ✓	
15 ✓	11 ✓	17 ✓	14 ✓	18 ✓	
12 ✗	19 ✓	13 ✓	16 ✓	20 ✓	

One to one correspondence 3 /4 (put counters into the bowl)

9 ✓	12 ✓	15 ✓	20 <sup>13, 15, 20</sup>
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ENL student progress over five months.

A decorative background featuring various colored circles (green, yellow, orange, pink, blue) and a large dashed light-blue circle that frames the central text. A blue circle containing a white double quote is positioned above the text.

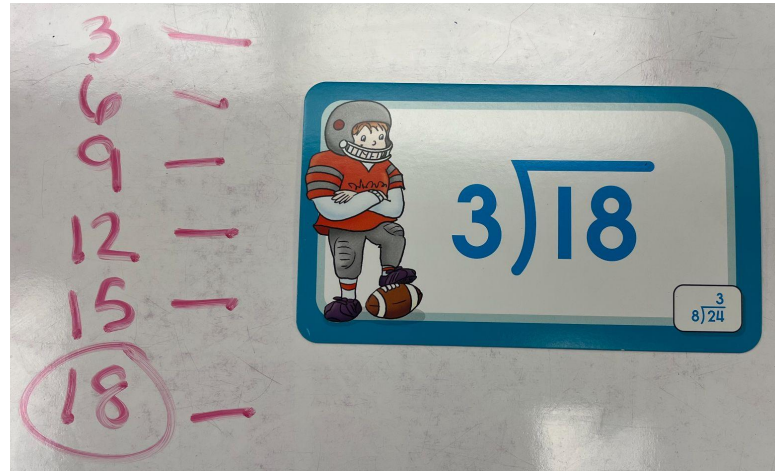
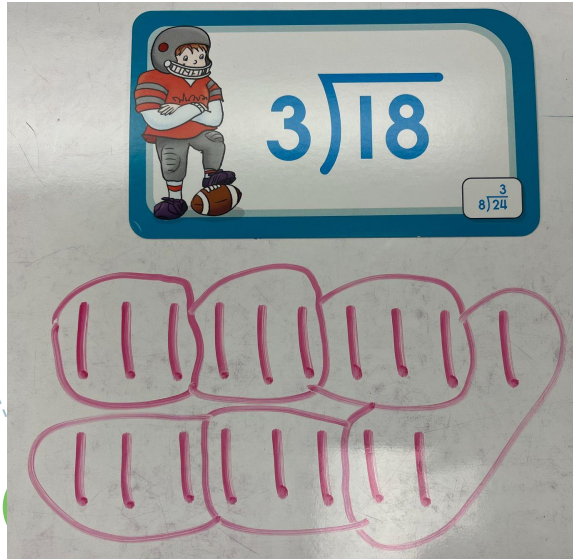
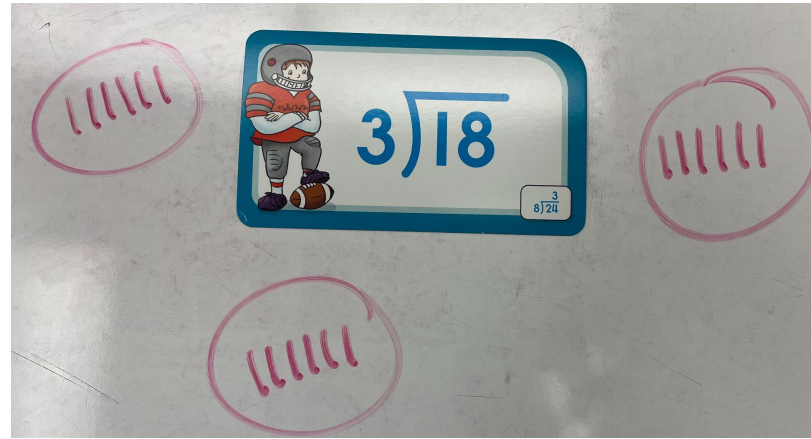
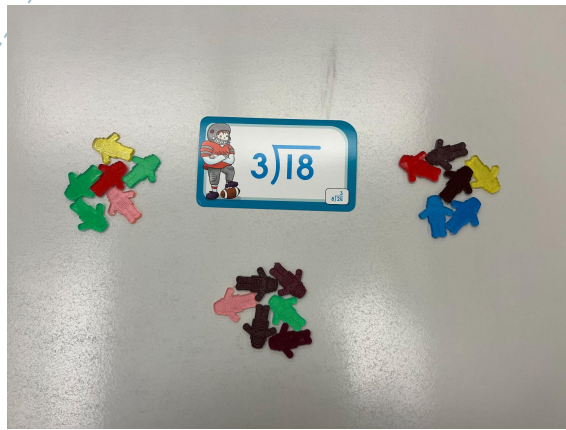
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## Acceleration Example

4th grade will begin with EL#5: Division With and Without Remainders at the beginning of Quarter 4. To prepare, I found the prerequisite skills and focus skills (IDOE Quantile hub) that correspond with the standard.

Building these skills BEFORE teaching happens builds confidence, engagement, and achievement during instruction in their classroom.





# Universal Dyslexia Screener

Results from 2019–2020

- Foundational Skills
- Phonemic Awareness

Focus on Tier I instruction

- Heggerty Phonemic Awareness Program
- Orton–Gillingham—a highly structured literacy approach that breaks reading and spelling down into smaller skills involving letters and sounds and then builds on those skills.



# Reading Tier II and Tier III at MCE

<u>Type of Learner</u>	<u>Number of repetitions</u>
Most Able	1 or 2
Average	4-14
Least Able	20 or more

Because we have focused on implementing both Heggerty and OG instruction in Tier I instruction, we can now divide our 3 RTI groups by student need. This allows us to give more repetitions to the students who truly need it.



## MCE Plan:

To have all primary (K-2) teachers trained in the Orton Gillingham literacy approach.

Tier II and Tier III interventions have been and will continue to be more effective because...

We are reinforcing and connecting what is now being taught in every classroom.