

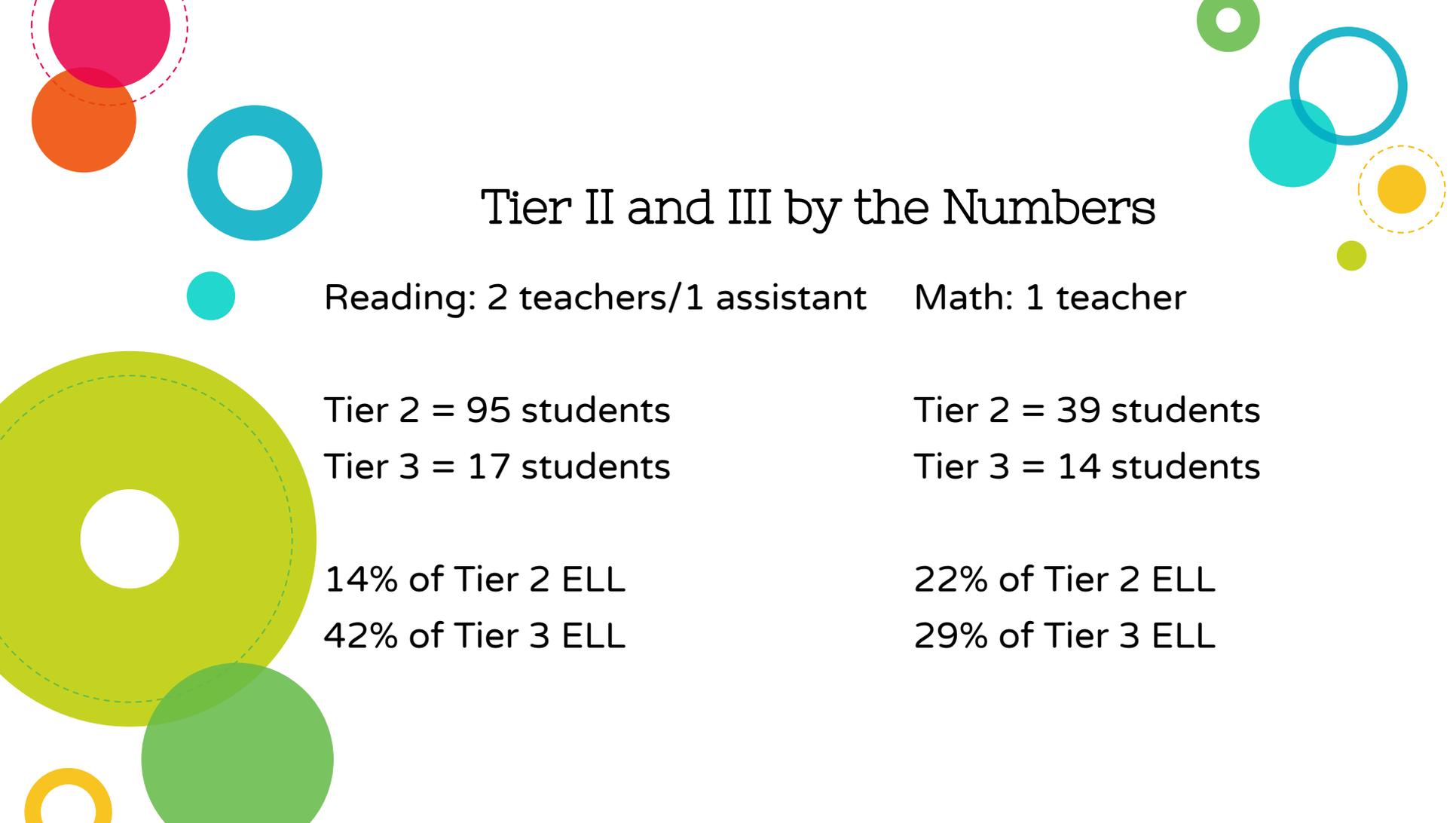
A decorative graphic featuring various colored circles (teal, blue, green, yellow, orange, pink) and dashed lines of different colors (teal, green, yellow) scattered across the white background. The circles vary in size and some are solid while others are dashed or have a white center. The dashed lines are curved and connect some of the circles.

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

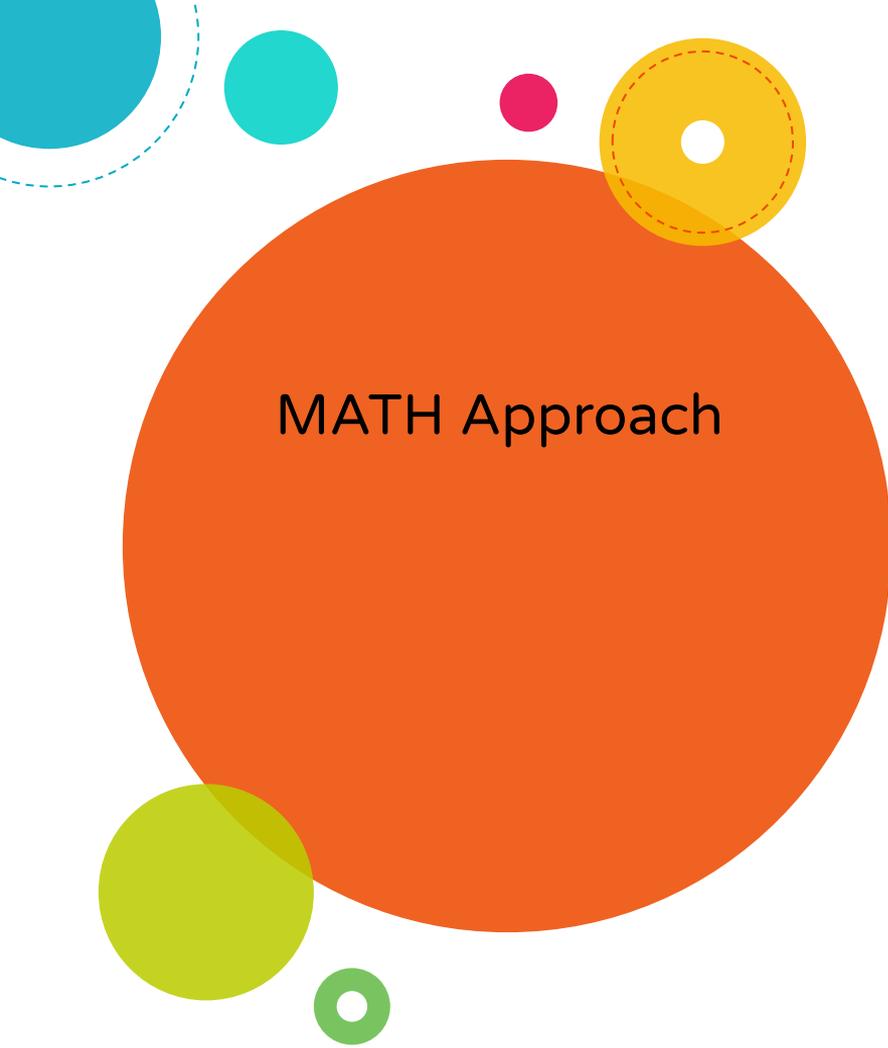
Tier 3 = 14 students

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?

0-10

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

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 <i>90</i>	13 ✗	16 ✓	20 <i>100</i>	

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

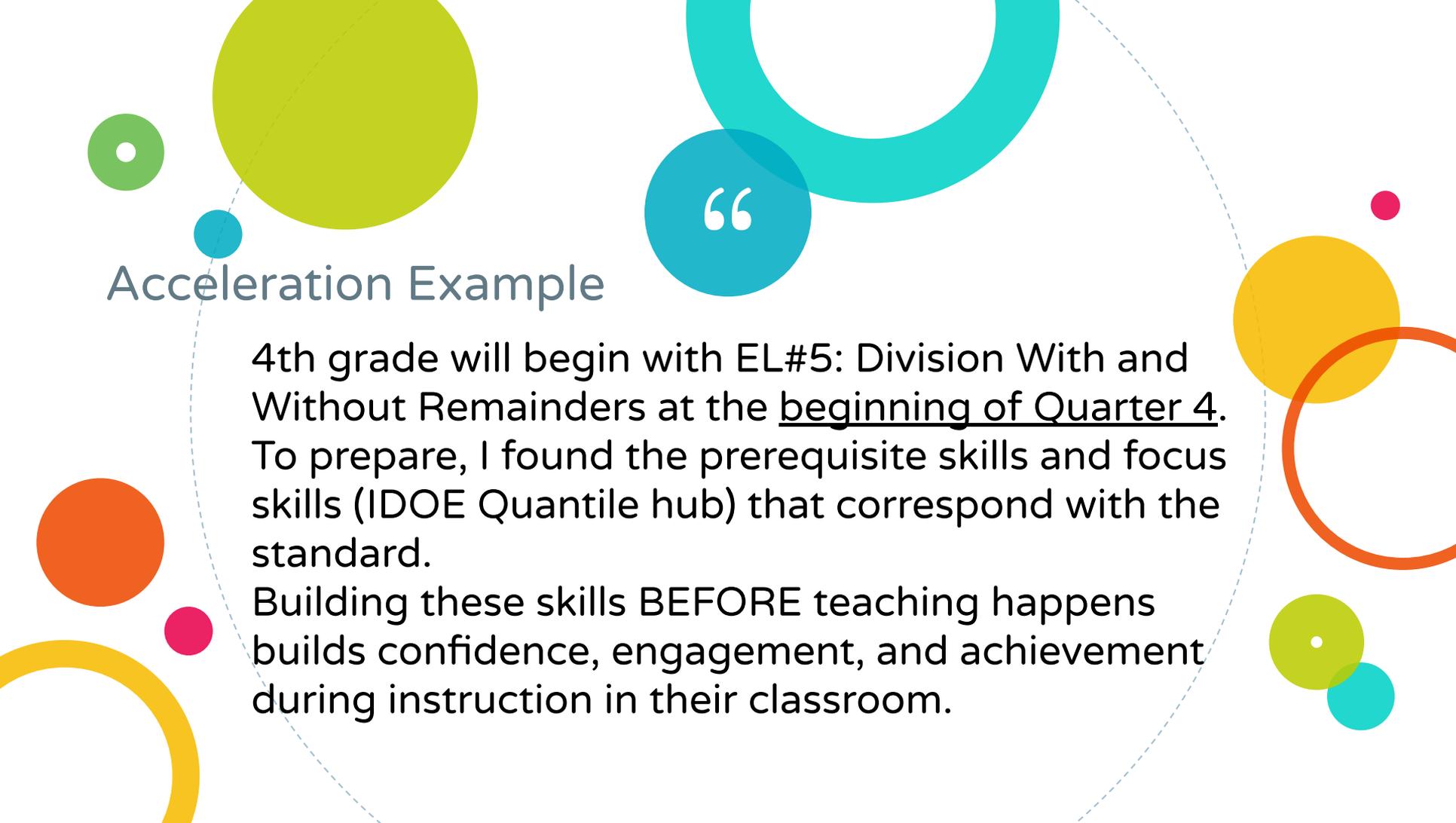
Number Recognition 0-20 20 /21

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

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

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

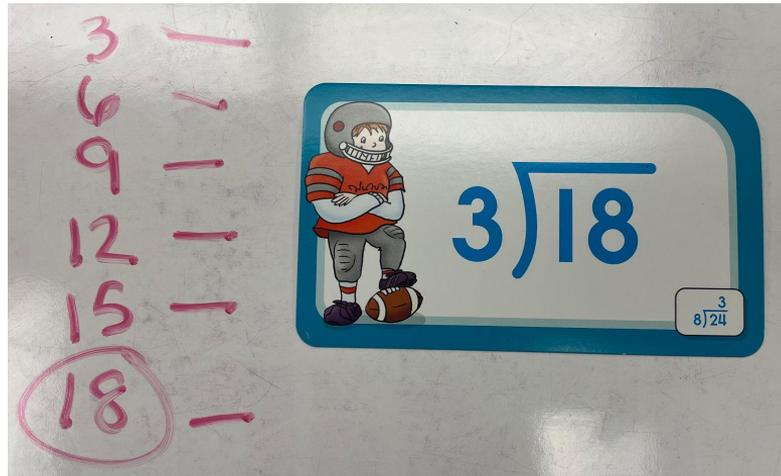
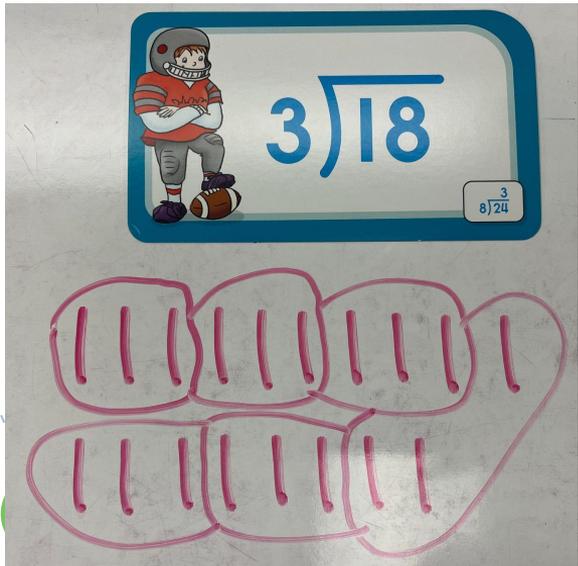
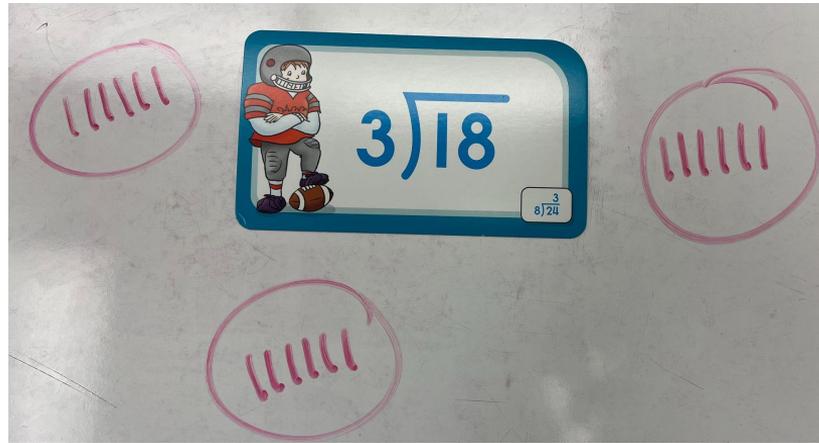
A decorative graphic featuring a large, light blue dashed circle that frames the text. Various colored circles and arcs are scattered around the page: a large lime green circle at the top left, a teal circle with a white quote mark in the top center, a yellow circle at the top right, an orange circle at the bottom left, and several smaller circles in green, blue, orange, and pink. A large teal arc is also visible at the top center.

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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

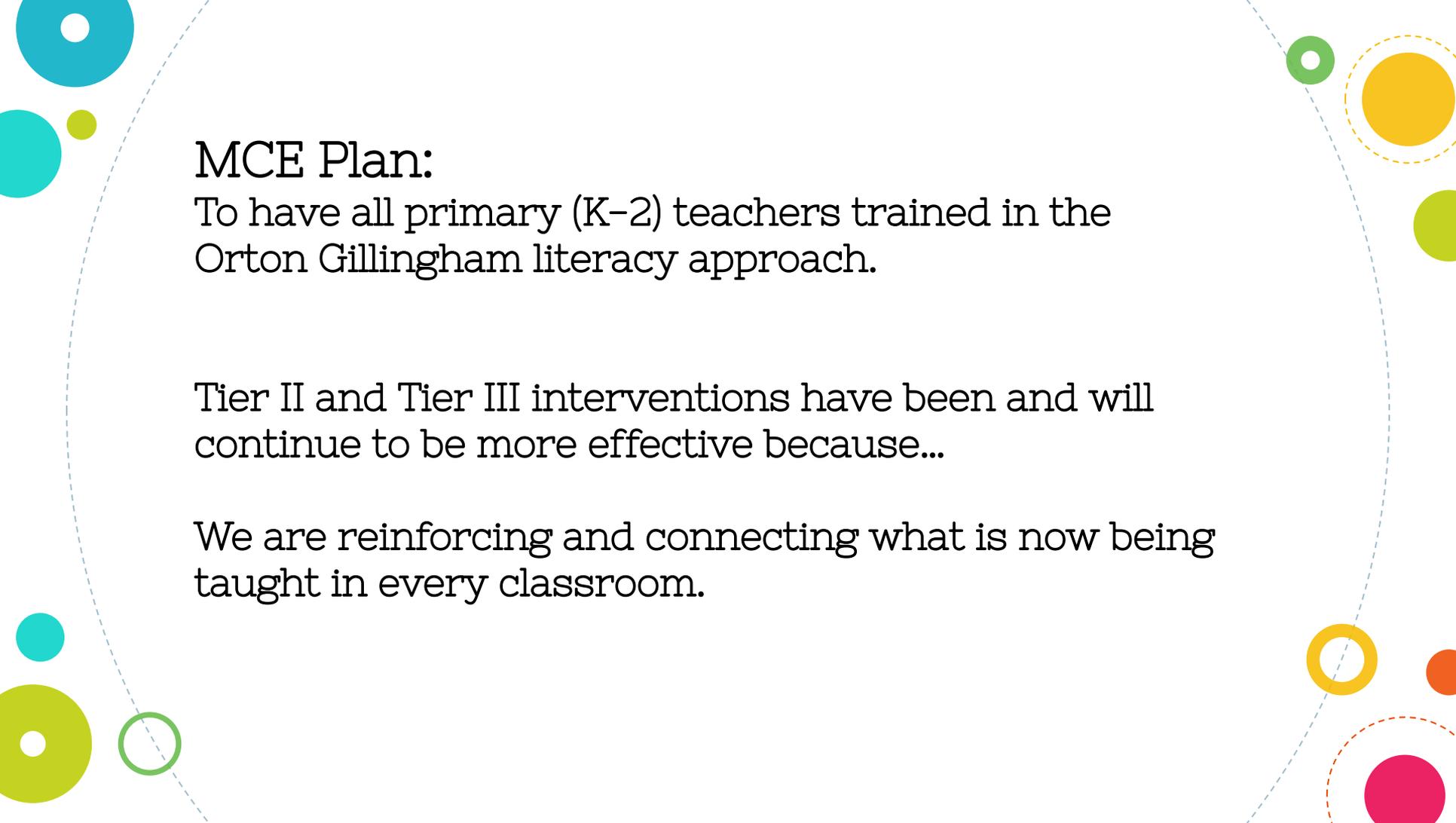
Focus on Tier I instruction

- 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.

A decorative graphic consisting of a large, light blue dashed circle that frames the text. Various colored circles (solid and hollow) in shades of teal, green, yellow, orange, and pink are scattered around the perimeter of the dashed circle.

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.