



Spotlight on Schools McCordsville Elementary Reading & Math Specialists

May 16th, 2022



Tier III Reading & Math by the Numbers

***Tier III defines as intensive, targeted, individualized instruction**

Reading - 1 Specialist

Kdg- 4 students

1st - 7 students

2nd - 13 students (divided into 2 smaller groups)

3rd - 13 students (divided into 2 smaller groups)
+ 1 individual

4th- 5 students + 1 individual

5th- 6 students (divided into 2 smaller groups)

Total = 50 students

Math - 1 Specialist

K- 6 students

1st- 5 students (1 ELL)

2nd- 10 students (Divided into 2 smaller groups)

3rd- 5 students

4th- 6 students (1 ELL)

5th- 10 students (Divided into 2 smaller groups)

Total = 42 students



Reading Specialist - Tier III intervention

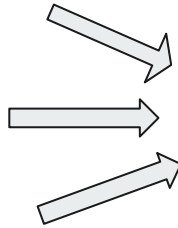
Who receives Tier III reading intervention

- Heggerty Phonemic Awareness Screener
- NWEA scores
- MAP fluency results
- Teacher recommendations and previous years performance/concerns
- Universal Dyslexia Screener (flagged)
- IEP's/504 ????

Reading Specialist - Tier III intervention

What does Tier III reading intervention look like?

- Intensive, targeted instruction
- Systematic instruction
- Explicit or direct instruction
- Immediate corrective feedback
- Frequent review/consistent



= Orton Gillingham -a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy.

*** Goal is that all K-2 teachers are trained in Orton Gillingham to provide consistent Phonics/phonemic awareness instruction.



Reading Specialist - Tier III intervention

Progress Monitoring and Fluid Groups

- Dibels
- Heggerty
- Group assessment
- Orton Gillingham
- Dyslexia Screener

****Assess and monitor progress of the five core components of reading (i.e., phonemic awareness, phonics and word study, reading comprehension, vocabulary, fluency) with a focus on phonemic awareness and foundational skills

****Groups are fluid and students move in and out depending on needs and success with targeted skills.



Math Approach - Tier III Remediation

- **How do we decide what students to pull out for Tier 3?**
 - NWEA scores - 20% or below in the classroom
 - Classroom assessments
 - Teacher recommendation
- **What does Tier 3 pull out look like? (Use Reinforce somewhere)**
 - 1st nine weeks - basic foundational skills
 - 2nd nine weeks- foundational skills, along with some Essential Learnings
 - 3rd nine weeks- foundational skills, with more focus on Essential Learnings
 - 4th nine weeks- Essential Learnings, with higher focus on ILEARN related skills in the upper grades



Math Approach Tier III Remediation

- **Why do Tier III pull out of the classroom?**
 - Students are more focused
 - Students are more likely to ask questions in smaller setting, rather than whole group
 - Students are more interactive/engaged in their learning
- **What resources are used for targeted Tier III instruction?**
 - Materials from our Everyday Math program (same verbiage as teachers, vocabulary, and journal pages)
 - Materials from approved PTO websites (task cards, games, charts, posters, hands on activities, etc)



Math Approach Tier III Remediation

- **How do we know when to exit students from Tier III?**
 - Weekly data meetings - teachers, specialists, and administrators discuss student progress
 - Student shows more confidence, and able to perform practiced skills at a higher level
 - Student shows higher scores in their progress monitoring & classroom proficiency scales