

Monroe County Middle School

Remedial Education Program

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Addressing a Need

- **Early Intervention Program (Elementary Support)**
 - Remediation classes
 - Tracking with flexible grouping interventions (6th grade)
- **Test scores/Gaps**
 - Scoring below Developing learner on the Georgia Milestones
 - Assessment in Reading/Math
- **RTI**
 - Students currently on Tiers 2 and 3

Identification of Students

- **Hierarchy of Determination:**

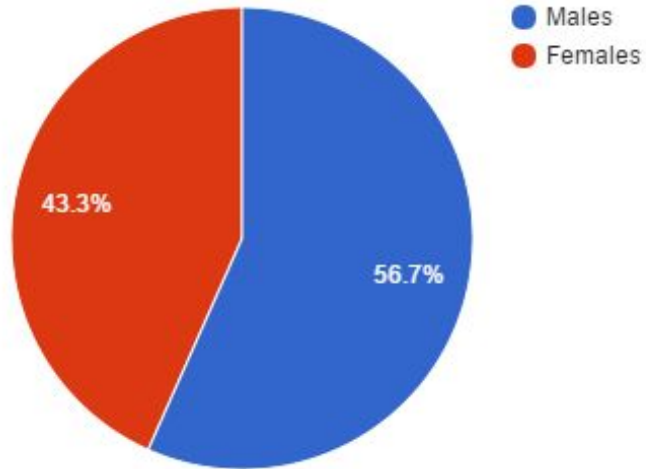
- RTI (Tier II and Tier III)
- ESOL students
- Students already receiving Remediation services
- EIP students who score below Proficiency level on Milestones
- Score range to reach students who are between Beginning and Developing learners

Student Demographics

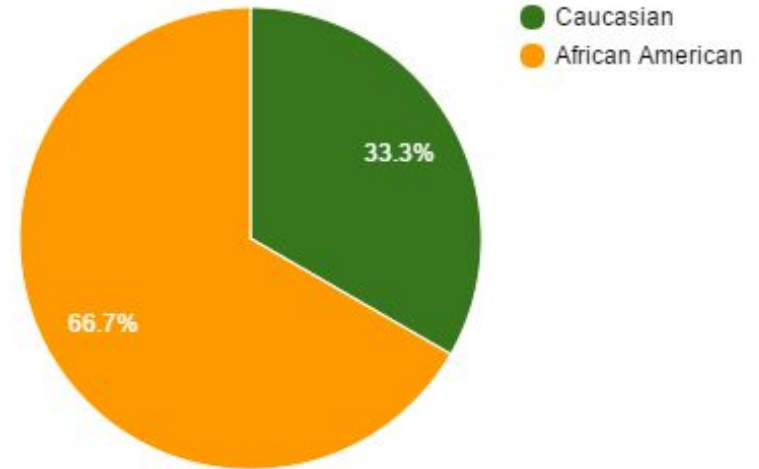
- **Total Enrollment- 92 Students (15 minimum per class)**
 - **6th Grade- 30**
 - **7th Grade- 31**
 - **8th Grade- 31**

Student Demographics- 6th Grade

Gender

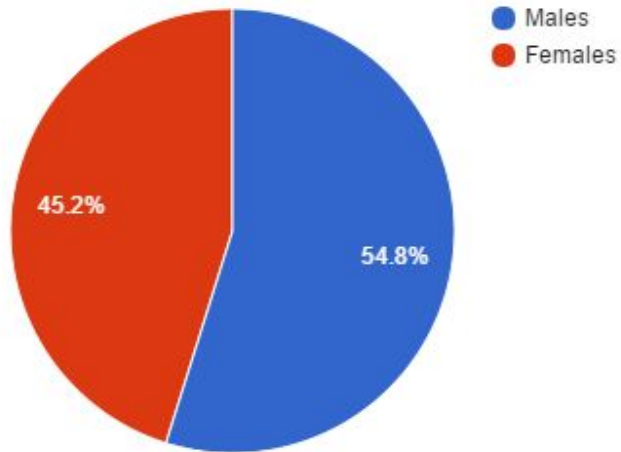


Ethnicity

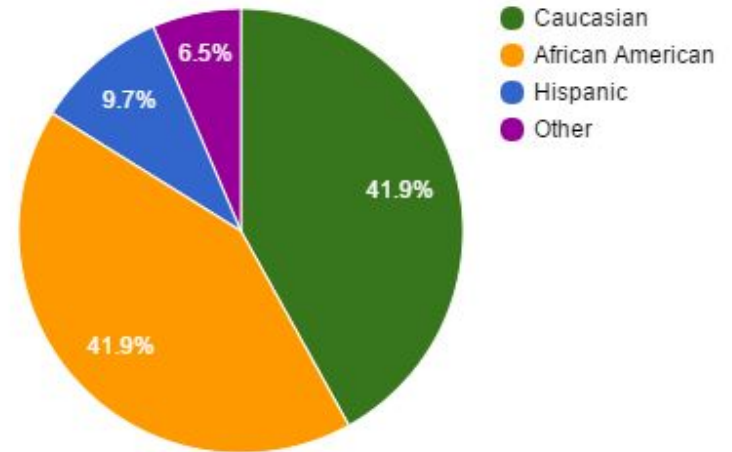


Student Demographics- 7th Grade

Gender

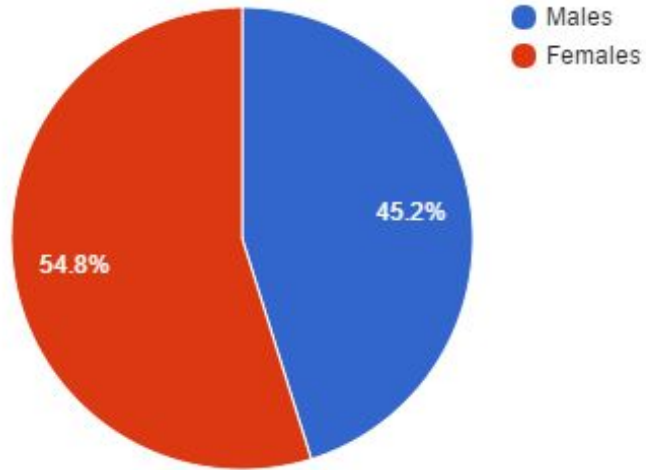


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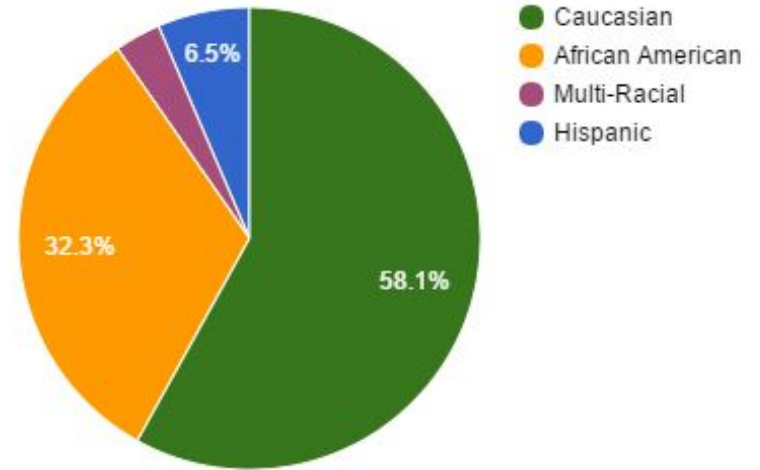


Student Demographics- 8th Grade

Gender

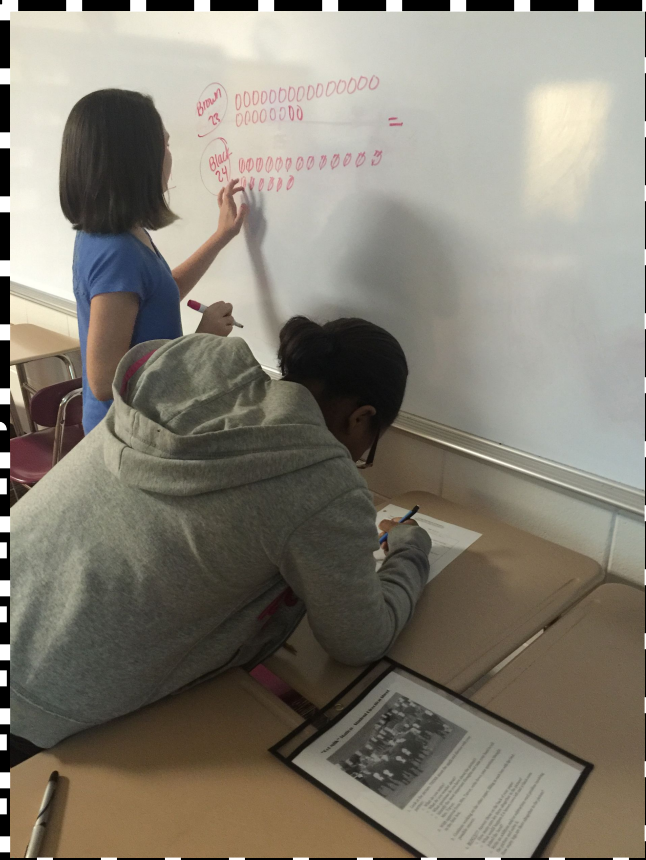
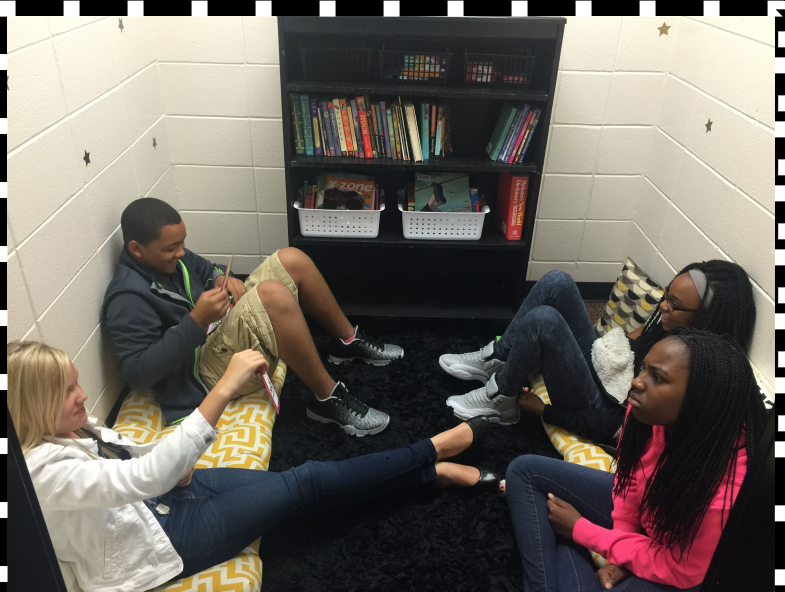


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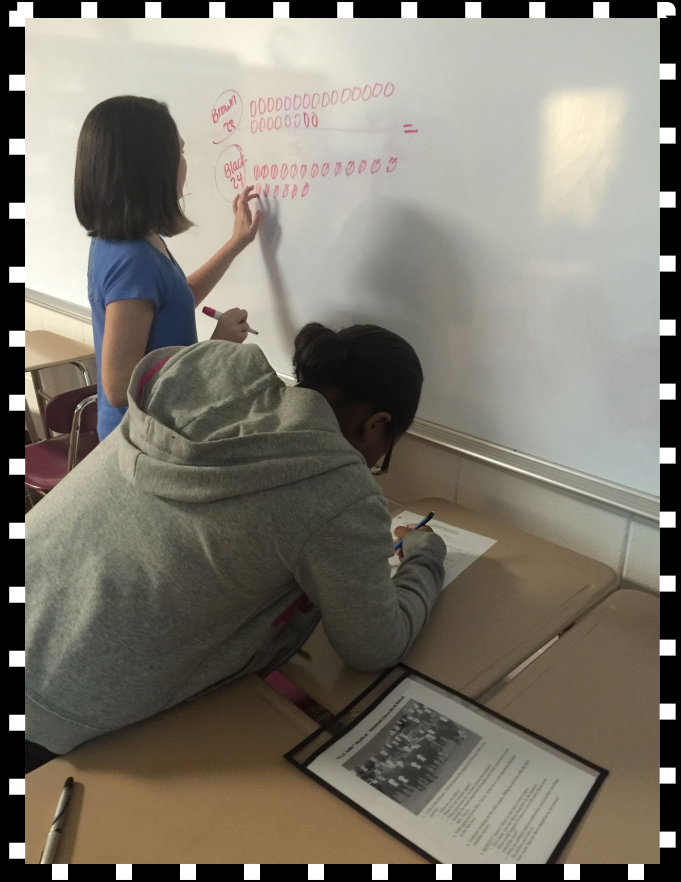
Instruction

- Workshop Model
 - Warm-Up/Activation
 - Mini-Lesson
 - Stations
 - Summary



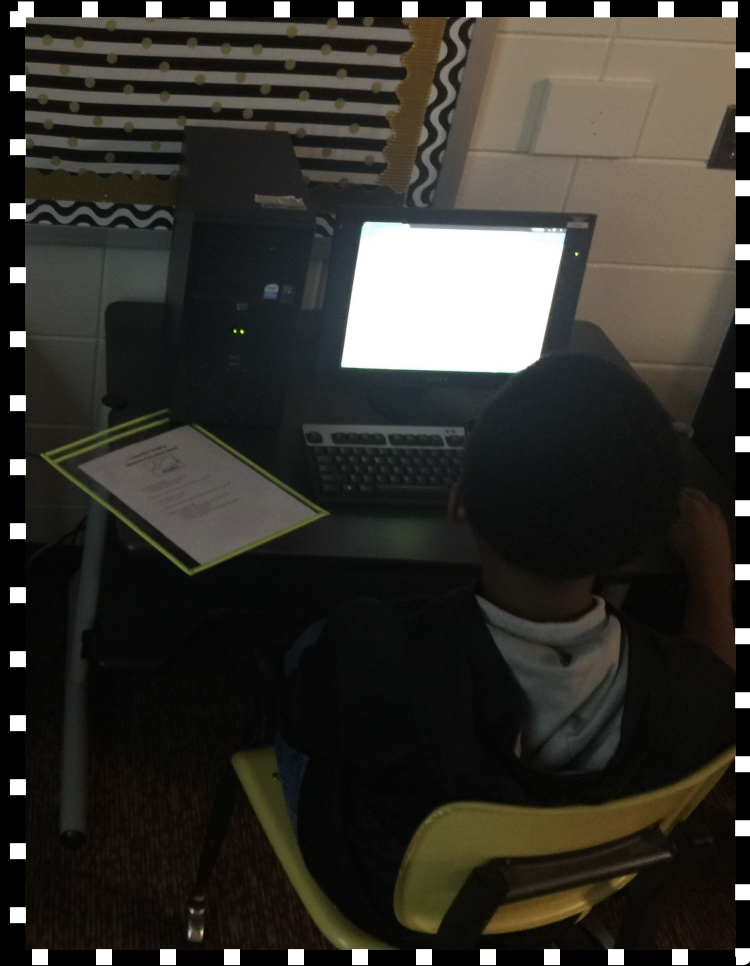
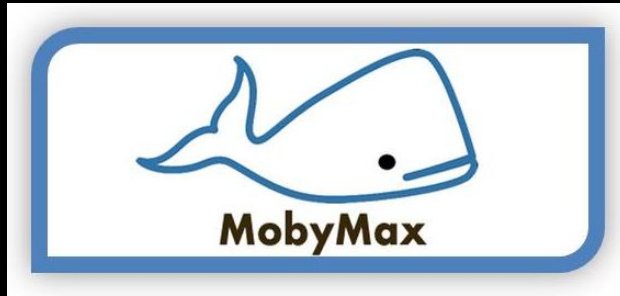
Instruction

- Stations
 - Students often rotate through stations that are arranged by student ability.
 - Assignments are tiered by product, process, and content levels.
- Guided Reading/Math Groups
 - One station is always a guided math/reading station to address remedial skills or grade-level skills.
 - Guided math/reading groups are determined by formative assessments, benchmarks, and screeners on Moby Max.



Instruction

- Moby Max
 - Moby Max is an online educational program that identifies learning gaps and automatically assigns lessons to address missing skills (based on their individual learning paths).



Best Practices

- Visible Learning
 - Moby Max encourages this by allowing the teacher to see learning through the eyes of the student.
 - Students are given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way.
- Flexible Grouping
 - Flexible grouping is a temporary way for students to work together in a variety of ways and configurations depending upon activity and learning outcomes.
 - Flexible groups are seen in the remediation program through guided reading/math groups, partner activities, and collaborative group activities.

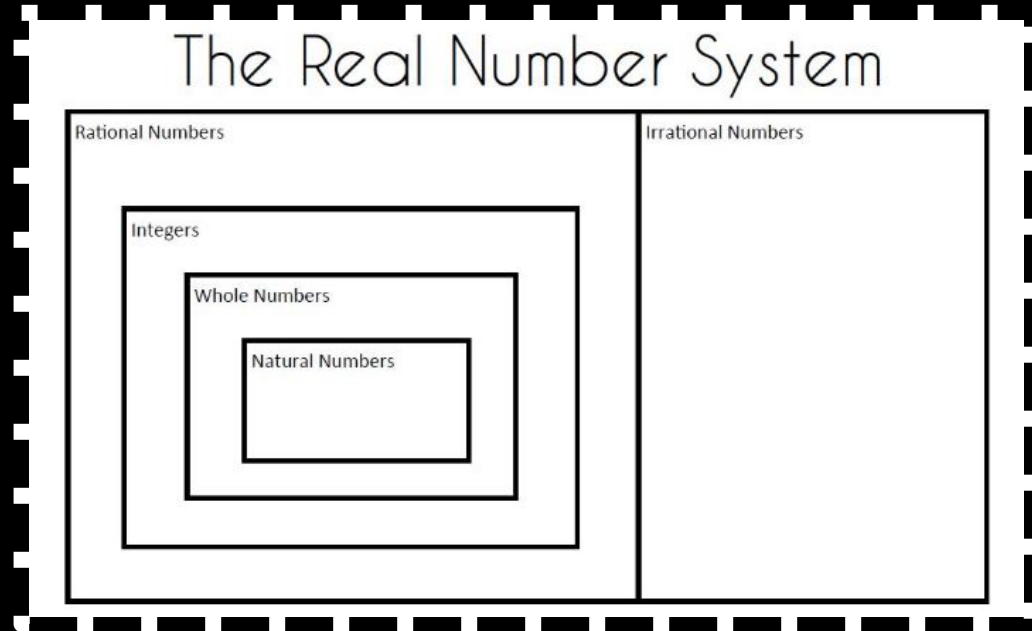
Best Practices

- Concrete-Representational-Abstract
 - CRA is a sequence of instruction is to ensure students have a thorough understanding of the skills they are learning.
 - When students who have math learning problems are allowed to develop a concrete understanding, then they are much more likely to perform and understand math concepts at the abstract level.

- *Concrete.* The “doing” stage using concrete objects to model problems
- *Representational.* The “seeing” stage using representations of the objects to model problems
- *Abstract.* The “symbolic” stage using abstract symbols to model problems

Best Practices

- Graphic Organizers
 - When students can see and organize information, their ability to learn and comprehend increases significantly.
 - By integrating text and visual imagery, the graphic organizers actively engage a wide variety of learners, especially students with learning challenges and English language learners.



Student Motivation

- Individual Student Goals
 - Goals are decided by the student with teacher direction and encouragement based on previous and current data.
- Self-efficacy is fostered through encouragement to reach goals and to master past skills.
- Incentives
- Celebrations

Class: 7th Grade Reading

WE ARE BECOMING STRONGER STUDENTS
BY SETTING GOALS FOR OURSELVES!

Name: <u>Alden</u> Language 80 or higher on two lessons	Name: <u>Cristian</u> A 50 or higher on 3 lessons	Name: <u>Madison</u> 70 or higher on 5 or more lessons Madison	Name: <u>Kaiden</u> 80 or higher on 5 lessons
Name: <u>Briceton</u> Reading - Score 70 or higher on 4 lessons. Reading strong	Name: <u>Angela</u> 70 or higher on 5 lessons 40 or lower on 5 lessons	Name: <u>Elijah</u> 70 or higher on 5 lessons	Name: <u>Raul</u> 70 or higher on 5 lessons
Name: <u>Ezar</u> Reading - 70 or higher on 4 lessons	Name: <u>Dawson</u> Level 1.1	Name: <u>Laila</u> 70 or higher on 5 lessons	Name: <u>Divya</u> 70 or higher on 5 lessons
Name: <u>Ashley</u> Level 2.4	Name: <u>Genna</u> 70 or higher on 5 lessons	Name: <u>Mackenzie</u> 70 or higher on 5 lessons	Name: <u>Ajayiah</u> Reading - 70 or higher on 5 lessons
Name: <u>Alexis</u> 80 or higher on 6 lessons	Name: <u>Nyla</u> 80 or higher on 5 lessons		

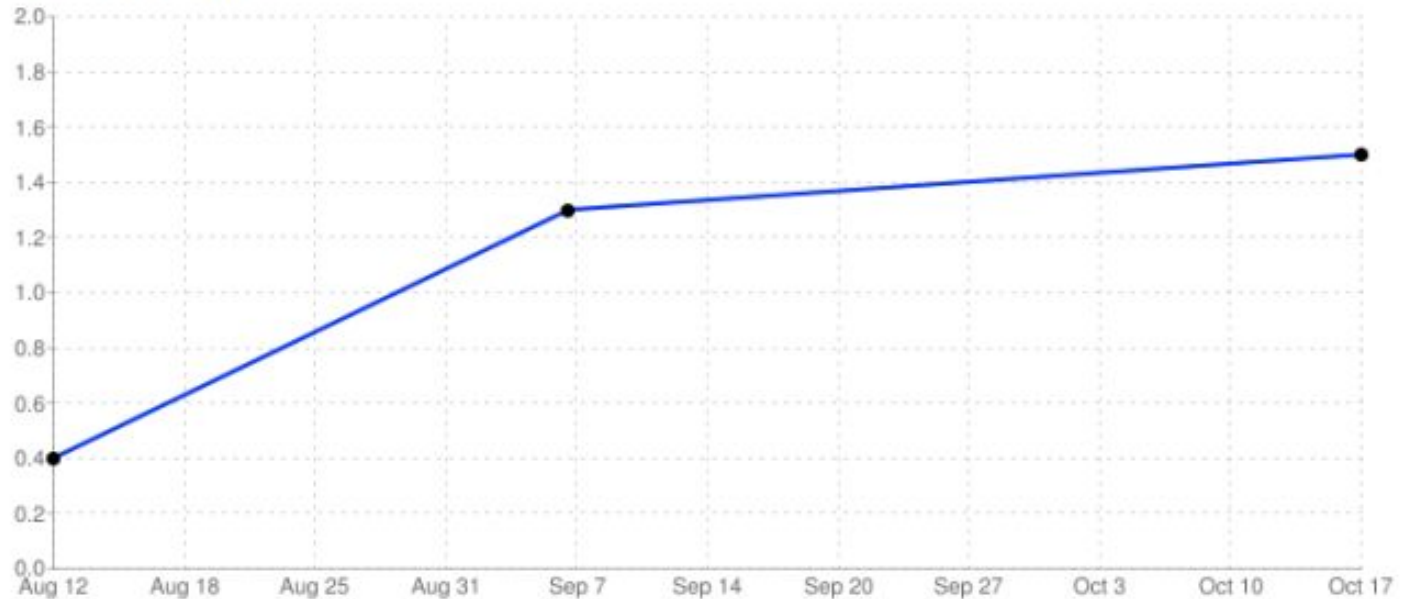
Current Data- Moby Max Progress

- Reading
 - 91% of reading students have demonstrated growth since the beginning of school.
 - Largest growth in reading is 1.1
- Math
 - 92% of math students have demonstrated growth since the beginning of school.
 - Largest growth in math is .6

Moby Max Progress Report

<u>Ending</u>	<u>Beginning</u>	<u>Increase</u>	<u>Standards</u>	<u>Learning</u>	<u>Avg Time</u>	<u>Focus</u>
<u>Grade Level</u>	<u>Grade Level</u>	<u><Decrease></u>	<u>Passed</u>	<u>Velocity</u>	<u>Spent</u>	<u>%</u>
1.5	0.4	1.1	7	4.0	10	98%

Continual Progress



Current Data- Progress in General Education

- 6th grade
 - Reading- 73% passing
 - Math- 67% passing
- 7th grade
 - Reading- 81% passing, 63% have 80 or higher
 - Math- 40% passing
- 8th grade
 - Reading- 50% passing
 - Math- 87% passing

Progress Monitoring

- Moby Max- Analysis of bi-weekly reports
- GRASP-Pre/Post GRASP assessment to measure yearly growth
- Anecdotal notes/conferences- bi-weekly to measure student progress
- Benchmark Assessment Results- three times a year (cumulative)
- Georgia Milestones Assessment will be used as a summative report.

***All data will be housed in the Data Notebook.

Collaboration with Teachers

- General Classroom Push-In
 - For 1 ½ hours a day, the push-in model is utilized in general education reading and math classrooms (mirrors EIP's Augmented framework).
- RTI Meetings
 - Substitute coverage is provided in order to allow the Remediation teacher to facilitate RTI meetings, along with the counselors.
- The Remediation teacher will attend ELA and Math Curriculum meetings (Wednesdays after school).

Collaboration

- The Remediation teacher will meet monthly with teachers (during planning) to discuss student progress, goals, and next steps. In class data will be compared to the Remediation class data.
- Monthly Moby Max progress reports will be distributed to Reading and Math core teachers.
- Data notebooks will be shared.

Parent Communication

- Parents will receive a MobyMax score report and letter of progress each 9 weeks.
- Parents are invited to meet with the Remediation teacher during Conference nights or any other scheduled time.
- Students on Tier II and Tier III will have 3 scheduled conferences throughout the year (October, January, and April).
- Remediation teacher and IC will host two Parent Nights a year (one each semester) to highlight student progress and student work samples.

Exiting Criteria

- Students who reach grade-level proficiency may exit the Remediation program.
- If students in the program have not met grade-level proficiency by the end of 8th grade, they will be referred to enter in the 9th grade Remedial class.