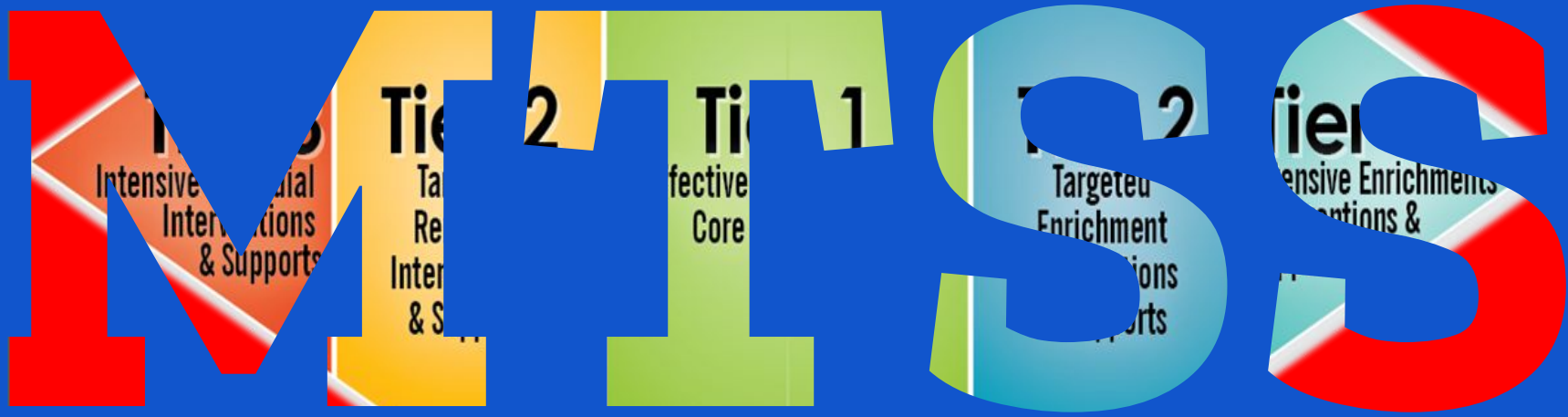
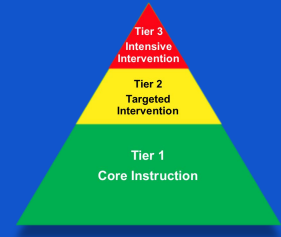
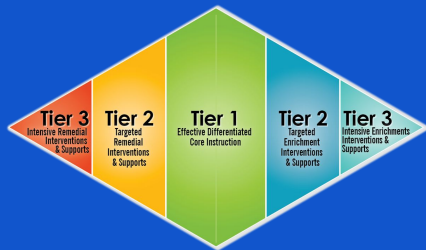


Multi Tiered System of Supports



Presentation by:
Linda Potter – Reading Intervention
Michele Barnett – Math Intervention
at Mercer County Elementary School



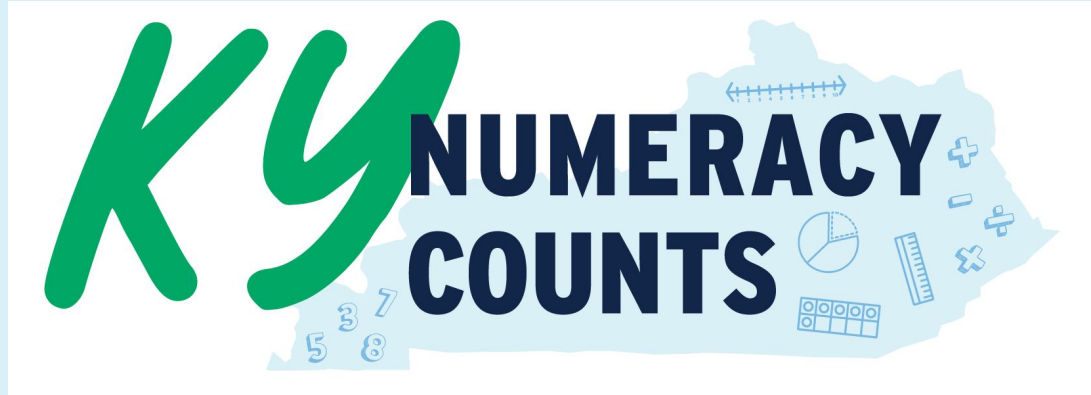
The Laws

Per KRS 158.791, it is the intent of the General Assembly that every elementary school:



- Provide comprehensive schoolwide reading instruction aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education;
- **Provide a multi-tiered system of supports to support and engage all students in learning to read at the proficient level, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade three (3);**
- Ensure quality instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention; and
- Provide high quality library media programs.

Per [KRS 158.791\(2\)\(a\)](#), it is the intent of the General Assembly that every elementary school:



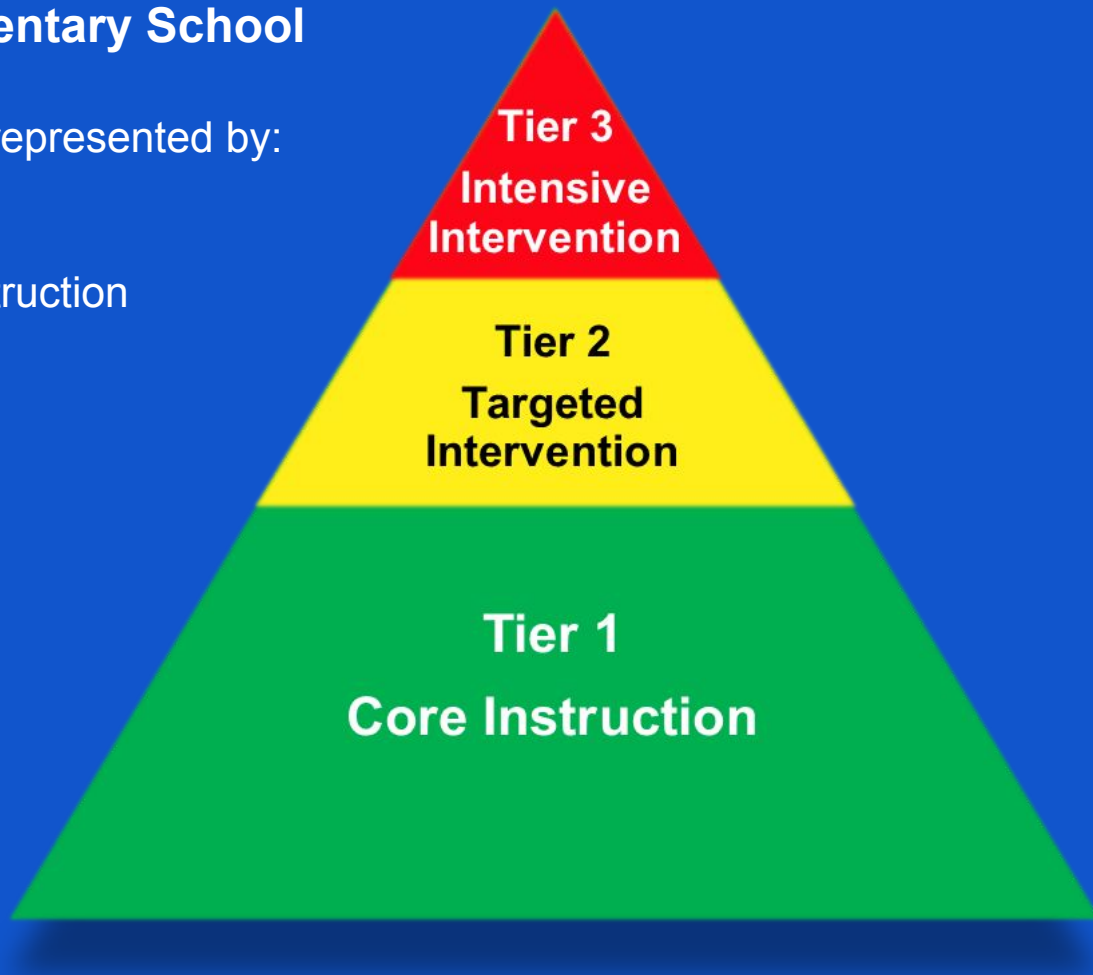
- Provide comprehensive schoolwide reading and mathematics instruction aligned to reading, writing, and mathematics standards required by [KRS 158.6453](#) and outlined in administrative regulation promulgated by the Kentucky Board of Education;
- **Provide a multi-tiered system of supports to support and engage all students in learning to apply mathematical content and practices at a proficient level, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade five (5); and**
- Ensure quality instruction for reading and mathematics by highly trained teachers and intervention by individuals most qualified to provide the intervention.

Mercer County Elementary School

Multi-Tiered system of support are represented by:

- Tier 1
 - all students receive, core instruction
- Tier 2
 - more needed support
- Tier 3
 - even more support

How do we determine who may not be proficient in reading and math?



Determination of Non-Proficiency in Reading and Math

- Universal Screener:
IREADY reading and math (computer program)
- Diagnostic Screener:
Fastbridge reading and math



* Kindergarten and 1st grade: one on one assessment

*2nd grade: computer based except for a one on one component for reading

**These assessments are administered three times per year:
Fall / Winter / Spring**

Based on IREADY and Fastbridge Screeners

Students are ranked to determine who falls in tier 2 and tier 3 categories requiring extra support to become proficient.

- Bottom 20% of students in their grade level will fall into tier 2
- For example: in 2nd grade if there are 190 students then 38 students would be in tier 2
- Bottom 5% to 10% of students in their grade level will fall into tier 3

*At MCES we go beyond the 20% because we do not count our cognitive special education students into the equation.

Once students
are identified
as falling into the
Tier 2 and/or
Tier 3 categories,
for either area,
parents receive a
notification letter.



Mercer County Elementary School
741 Tapp Road Harrodsburg, Ky 40330
859-733-7040
Nekita Johnson - Principal

Parent Notification Letter

Response to Intervention (RTI) - Tier II or Tier III Entrance Referral

Date:

Dear Parent / Guardian of:

As part of district -wide efforts to improve student achievement, all Mercer County School students are required to take a universal screening assessment three times per school year (fall, winter, and spring) to measure their progress over time. Students who do not meet the expected level of achievement and/or growth in reading and math will be provided with intervention (extra support) based on individual needs. The system of providing intervention is called Response to Intervention (RTI).

There are three tiers in the system: Tier I instruction is grade level standard instruction. Tier II instruction is a level of intervention in which teacher(s) use different instructional strategies for students who are performing below proficiency level. Tier III instruction is designed for students who are not responding to Tier I or Tier II instruction, and whose data indicates a lack of progress in both Tier I and Tier II efforts.

Based on the most recent data, your child did not meet the expected range and/or growth for the grade level. To better meet your child's needs, we will begin providing the following supplemental support:

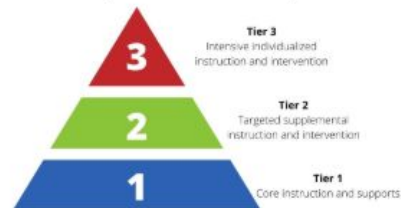
TIER II: ☐ READING ☐ MATH ☐ BEHAVIOR ☐ SOCIAL/EMOTIONAL

TIER III: ☐ READING ☐ MATH ☐ BEHAVIOR ☐ SOCIAL/EMOTIONAL

Progress Monitoring data will be sent home every nine weeks with report cards.
Parents/guardians can contact the school and request to review data at any time.

Sincerely,

Nekita Johnson



NOT ON TRACK

Students whose assessment scores range between “below grade level” and the “bottom 20%” (20% - 40%) are considered as being **“Not on Track”**.

As a school, and based on the law, we make sure that we are not leaving any child behind and we monitor (track) these students as well.

These students receive differentiated instruction in the classroom and their parents are notified by receiving a letter identifying a Reading and/or Math Improvement Plan.



Mercer County Elementary School
741 Tapp Road Harrodsburg, Ky 40330
859-733-7040
Nekita Johnson - Principal

Parent Notification Letter Reading and Math Improvement Plan

Date:

Dear Parent / Guardian of:

As part of district -wide efforts to improve student achievement, all Mercer County School students are required to take a universal screening assessment three times per school year (fall, winter, and spring) to measure their progress over time. Students who do not meet the expected level of achievement and/or growth in reading and math will be provided with an improvement plan (extra support) based on individual needs.

As part of our universal screener and diagnostic assessment, we have identified that your child is not meeting the grade level standards in either math or reading or both at this time. We understand that each student has their unique learning pace, and we are committed to providing the support needed to help your child succeed. Our goal is to ensure that every student has a strong foundation in reading and math, as it is a critical skill for their academic journey and future opportunities.

To address this, we have implemented a plan to help your child improve their reading and/or math skills. This plan includes:

- Additional support: Your child will receive extra assistance during school hours to focus on the specific areas where they need improvement.
- Regular Check-Ins: We will monitor your child's progress regularly to ensure they are making strides and adjust the support as needed.
- Collaboration with Parents: Your involvement is crucial to your child's success. We encourage you to communicate with their reading/math teacher to understand their progress and discuss any challenges or concerns.

Based on the most recent data, your child did not meet the expected range and/or growth for his/her grade level. To better meet your child's needs, we will begin/continue providing the following supplemental support:

Area(s) at risk for not meeting grade -level benchmarks. Check all that apply based on approved reading and math diagnostic assessments.

Reading <ul style="list-style-type: none"><input type="checkbox"/> Phonemic Awareness<input type="checkbox"/> Phonics<input type="checkbox"/> Fluency<input type="checkbox"/> Vocabulary<input type="checkbox"/> Comprehension	Math <ul style="list-style-type: none"><input type="checkbox"/> Number and Operations<input type="checkbox"/> Algebra/Algebraic Thinking<input type="checkbox"/> Measurement and Data<input type="checkbox"/> Geometry
---	--

Sincerely,

Nekita Johnson

MTSS Forms and Infinite Campus

Once all students have been identified,

- an MTSS form is filled out on each student
- and data information is recorded in Infinite Campus for Intervention

Mercer County Elementary School MTSS Documentation Form

Student:		Date of Birth:		Grade:	1st	School:	MCE
Student Information							
Enrollment History		Tier 1 Supports Provided What, If Anything Are You Doing Differently For This Student?					
Consistent School Enrollment		Schools Attended					
Retention							
Has child been retained		What grade?					
Attendance							
Discipline		Cumulative Attendance					
# of in-school suspensions							
# of out-of-school suspensions							
# of classroom removals							
ELL		Medical Diagnosis or Health Conditions					
Is student receiving ELL services		Other Languages spoken at home					
504		Other Supports or Actions (Involvement with CDP, wrap-around services, counseling, medication, tutoring, LSS, etc.)					
Does student have 504 accommodation plan							
Assessment Information							
Reading							
Date	4/29/24	8/12/24	12/24				
Phonics							
Letter Id (upper)							
Letter Id (Lower)							
Letter Sounds							
Short Vowel Sounds							
Long Vowel Sounds							
ARreading							
Early reading screening	6%	2%	5%				
wpm %		5 wpm 38%					
CBM reading			3%				
Ready	325 Emerging K	337 Emerging K	362 Gr K				
Reading Level							
Common %							
Math							
Date	5/1/24	8/12/24	12/24/24				
Fluency to 5							
to 10							
to 20							
to 100							
Amath							
Early Math screening	10%	17%	13%				
Ready	332 emerging k	327 emerging k	365 grade k				
Common %							

Behavior

Date									
Target Behaviors									
Overall Chart %									

Attendance

Date									
Days Missed									

MTSS Information

Tier 1 Strategies		Tier 2 Evidence-Based Interventions		Tier 3 Evidence Based Interventions	
Date		Date	8/1/24	Date	August 2024
Reading		Reading	UFLI	Reading	EBLI
Writing		Writing		Writing	
Math		Math	Number words	Math	KNP activities
Behavior	PBIS, Second Step, Positive Action	Behavior		Behavior	

Intervention Plan

Date	8/1/24	August 2024	8/12/24	8/12/24				
Targeted area of concern	fluency to 5	fluency to 10	letter sound recognition for decoding and encoding	reading fluency				
Possible cause of delay								
Goal expected to meet and achieved by	80% by may 2025	80% by may 2025	recognize 53 correct letter sounds in a minute by 12/24	read 24 nonsense words in a minute by 5/25				
Research Based Intervention	KNP activities	Number words	UFLI	EBLI				
Implementer	Michelle Barnett	classroom teacher	classroom teacher	Linda Potter				
Frequency and Duration	4 days a week for 30 min	4 days a week for 20 min	4 days a week for 20 min daily	4 days a week for 30 min daily				
Delivery Method	small group	small group	small group	small group				
Progress Monitoring	every week	every 2 weeks	every two weeks	every week				

Parent Contact

Date	8/1/24	8/8/24						
Person Making Contact	Michelle Barnett	Linda Potter						
Discussion	letter sent home to parent for tier 2 and 3 math	letter sent home informing parent of tier 2/tier 3 reading support						

Infinite Campus

Year: NOW 24-25 School: MERCER COUNTY ELEMENTARY SCHOOL Schedule: Kindergarten-Second Section: Reading) 00-2-1 Kindergarten Reading

Index Search

Search Campus Tools

Linda Potter

▼ 504 Module

- 504 Dashboard
- 504 Staff Dashboard

▼ Student Information

- General
- Academic Planning
 - Program Participation
 - English Learners (EL)
 - Gifted & Talented
 - Custom Programs
- Health
 - General
- ILPA
 - General
 - Caseload
 - Blank Forms
- PLP
 - General
 - Caseload
 - Blank Forms
 - KY Reading Improvement
- Response to Intervention
 - General
 - Caseload
- Special Ed
 - General
- Census
 - My Data
 - People
- Behavior
 - Behavior Referral

Summary Team Members Documents Contact L **Intervention**

Save New Status Delete

Custom Status Data List

Date	Time	Custom Data
08/21/2024	07:34 PM	StartDate=08/19/2024, TierStatus=2: Tier 2, InterventionType=5: Other, Content=4: Math, IntMaterials1=5: Vendor Program, InterventionStaff=1: Certified, DeliveryMethod=1: In-Person, ServicePeriod=3: 3-4 days/week, helptext=Select all skill areas that apply, helptext2=Select all that apply
08/21/2024	04:28 PM	StartDate=08/21/2024, TierStatus=3: Tier 3, InterventionType=5: Other, Content=3: Reading & Writing, InterventionStaff=1: Certified, DeliveryMethod=1: In-Person

Intervention

*Status Date: 03/26/2025 Status Time: 12:28 PM

*Start Date: End Date:

Student Service Results: Student Service Results Other:

Tier Status: Total Hours Served:

*Intervention Type: State Course Code:

*Intervention Content Area: Content Area Other:

Intervention Materials 1: Materials Code 1:

Infinite Campus Intervention Section

Now let the fun begin.....

Each tier 2, tier 3 and not on track student have to be set up for monitoring....

- Tier 2 and not on track students are tracked once every two weeks
- Tier 3 students are tracked every week
- Fastbridge is used to monitor the students with probes for reading and math
 - Probes are one on one assessments
 - Examples of some probes are: letter sounds, nonsense words, reading passages, number identification, place value, decomposing and automaticity
 - The probe that is given to the student is based on a student weakness that needs improving

Examples of student monitoring and graph

The screenshot displays the FastBridge Progress Monitoring interface. At the top, there is a navigation bar with tabs for Teacher, Training & Resources, Screening, Progress Monitoring (selected), and Reporting. Below the navigation bar, a message states "Currently, this is only for academic progress monitoring." with a link to "View Behavior Plans".

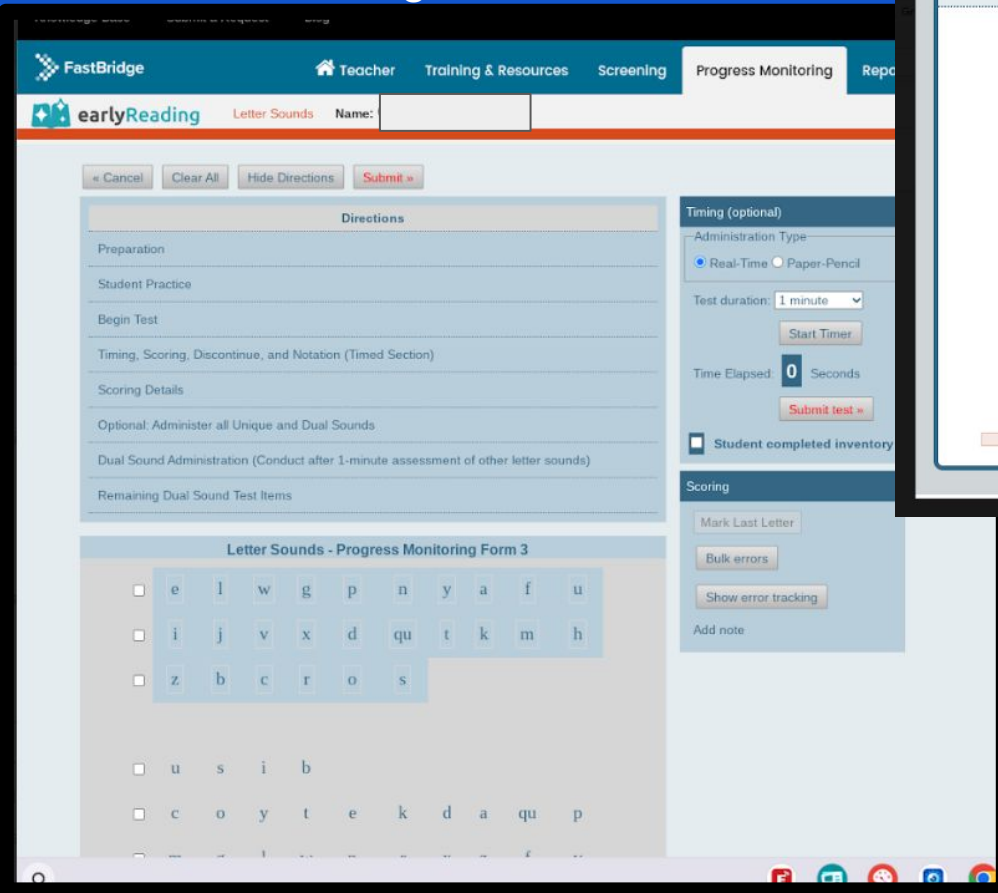
The interface includes several filters: "MERCER COUNTY ELEMENTARY SCHOOL", "Grade", "Subject Area - 2", "Monitoring Assessment", "Monitoring User - 2", "Strategy", and "Intervention Name". There is also a search bar with "Active Only" and a magnifying glass icon.

The main data table has the following columns: Student Name, Monitoring Date, Assessment, Start Score, Monitoring Scores, and Recent Trends. Two rows of data are visible:

Student Name	Monitoring Date	Assessment	Start Score	Monitoring Scores	Recent Trends
[Redacted]	This Week	earlyReading English Letter Sounds	0	60	□□□□□
[Redacted]	This Week	CBMmath AUTO L1 GOM (Gx)	0	12	□□□□□

At the bottom right, there is a pagination control showing "Showing 1 to 2 of 2 records" and "Page 1 of 1".

Reading Letter Sounds



The interface for the FastBridge earlyReading Letter Sounds Progress Monitoring Form 3. It includes a navigation bar with 'Teacher', 'Training & Resources', 'Screening', 'Progress Monitoring', and 'Reporting'. The 'Letter Sounds' section is active, showing a 'Name:' field. Below are buttons for 'Cancel', 'Clear All', 'Hide Directions', and 'Submit'. The 'Directions' section lists steps: Preparation, Student Practice, Begin Test, Timing, Scoring, Discontinue, and Notation (Timed Section), Scoring Details, Optional: Administer all Unique and Dual Sounds, Dual Sound Administration (Conduct after 1-minute assessment of other letter sounds), and Remaining Dual Sound Test Items. The 'Timing (optional)' section has 'Administration Type' (Real-Time selected, Paper-Pencil), 'Test duration' (1 minute), 'Start Timer', 'Time Elapsed' (0 Seconds), and 'Submit test'. The 'Scoring' section has 'Mark Last Letter', 'Bulk errors', 'Show error tracking', and 'Add note'. The 'Letter Sounds - Progress Monitoring Form 3' section displays a grid of letter boxes for selection, with rows: e l w g p n y a f u, i j v x d qu t k m h, z b c r o s, u s i b, c o y t e k d a qu p.

FastBridge

Teacher Training & Resources Screening Progress Monitoring Reporting

earlyReading Letter Sounds Name: []

Cancel Clear All Hide Directions Submit

Directions

Preparation

Student Practice

Begin Test

Timing, Scoring, Discontinue, and Notation (Timed Section)

Scoring Details

Optional: Administer all Unique and Dual Sounds

Dual Sound Administration (Conduct after 1-minute assessment of other letter sounds)

Remaining Dual Sound Test Items

Letter Sounds - Progress Monitoring Form 3

[] e l w g p n y a f u

[] i j v x d qu t k m h

[] z b c r o s

[] u s i b

[] c o y t e k d a qu p

Timing (optional)

Administration Type

☒ Real-Time ☐ Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test

☐ Student completed inventory

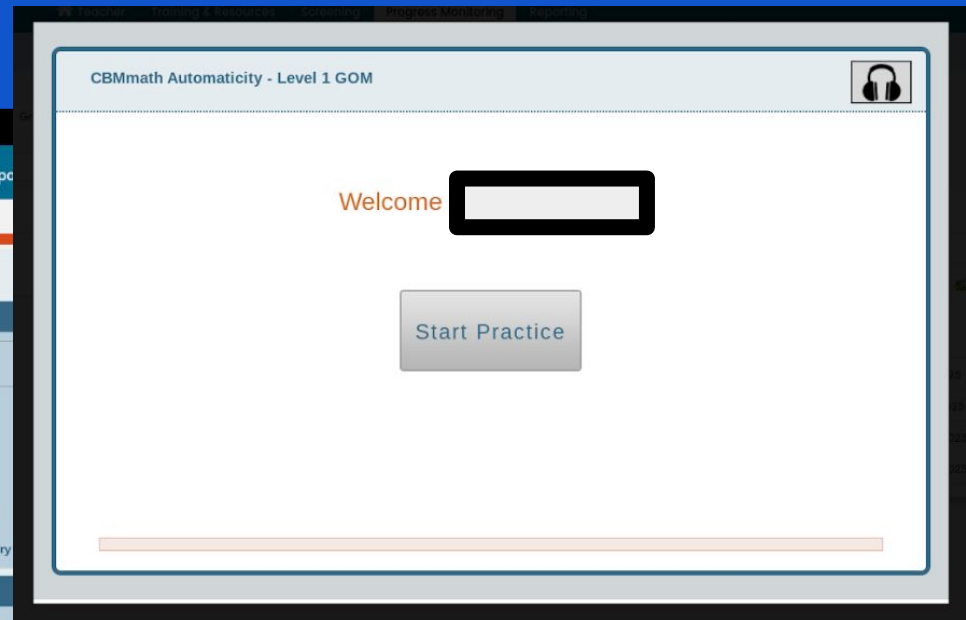
Scoring

Mark Last Letter

Bulk errors

Show error tracking

Add note



The interface for the CBMmath Automaticity - Level 1 GOM. It features a navigation bar with 'Teacher', 'Training & Resources', 'Screening', 'Progress Monitoring', and 'Reporting'. The 'Progress Monitoring' section is active, showing a 'Welcome' message and a 'Start Practice' button. A progress bar is visible at the bottom.

CBMmath Automaticity - Level 1 GOM

Welcome []

Start Practice

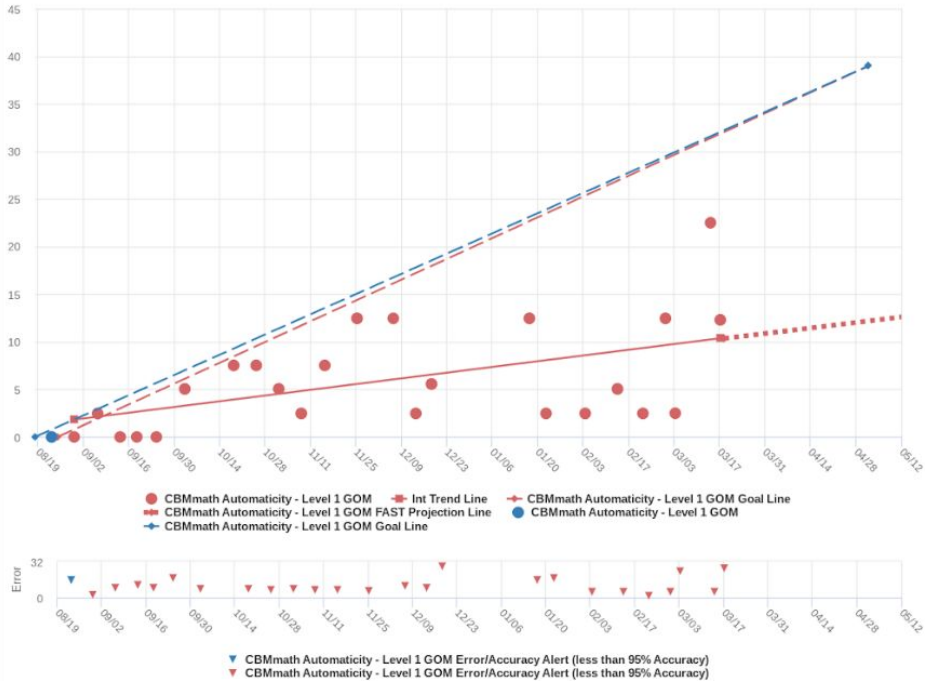
[]

Math Automaticity

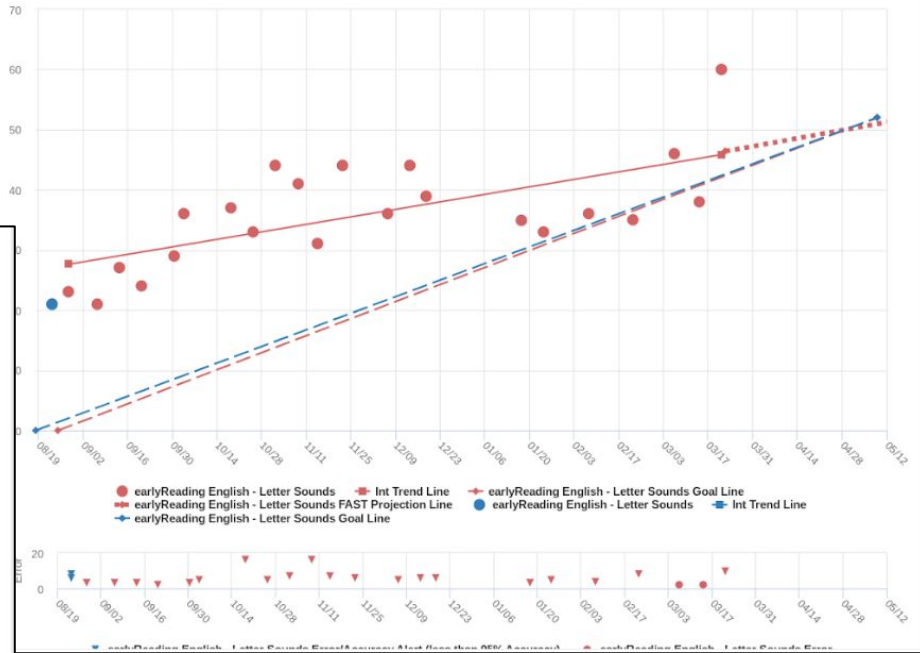
Monitoring

Progress Graphs

CBMmath Automaticity - Level 1 GOM Progress Monitoring Report



earlyReading English - Letter Sounds Progress Monitoring Report



of Students Monitored by Grade Level

Interventionist	Grade Level	Tier 3	Tier 2	Not on grade level
Linda Potter	2nd Grade	10	38	51
	1st Grade	13	35	69
	Kindergarten	10	39	70

Michele Barnett	2nd Grade	7	32	34
	1st Grade	11	25	38
	Kindergarten	6	33	39

How are all students seen for instruction?

Tier 3 students

- Mrs. Potter and Mrs. Barnett pull students into small groups throughout the day (so as not to interfere with core and tier 2 instruction) using a research and evidenced based program for 20-30 minutes daily four days a week

Tier 2 students

- The student's teacher pulls them into small groups within the classroom for additional instruction using a program that is researched and evidenced based for approximately 15 minutes daily four days a week

Not on grade level students

- The students are placed in a flex group within their unit that supports information that they need help with
- Flex groups are determined by the screeners based on their ranking and placed in the correct group (students are placed in flex groups by Linda Potter and Michele Barnett)

How do you know if a student is making progress or what to do next?

- Monthly meetings with teachers to discuss tier 2 / tier 3 and Not on Track students
- Discussions include: students not making progress, what can be done differently for those students, or if something is working
- The last resort for tier 3 students if they are still not making progress after 6 to 8 weeks is look into further evaluation required for SPED determination
- Data review sheets are filled out on each student

DATA REVIEW SHEET

Mercer County Schools Tier 2/3 Intervention Data Review Form

Student: DOB: Grade: 1st School: MCES Teacher: Howard Parent

Team Members in attendance:

Reading X Tier 2 X Tier 3 X Math x Tier 2 x Tier 3 x Behavior Tier 2 Tier 3

*This team may be an existing MTSS Student Problem Solving Team. However to meet the requirement of SB 9 reading improvement team members must include: parent/guardian, a rep of the LEA who is knowledgeable about the reading curriculum and availability of the evidence-based literacy resources, and any specialized certified school employees for students receiving language instruction educational programming or special education services.

Progress Review: To obtain a reliable estimate of the student's response to the intervention, progress monitoring data should be collected for a minimum of eight data points. Every time the progress monitoring probe is administered, ensure the score is recorded and graphed.

Intervention Data Review:

Date	Intervention Response Based on Data (Positive, Questionable, Poor)	Action Based on Student Response
	Positive: <ul style="list-style-type: none"> On track to meet goal Met or exceeded goal If Questionable consider: <ul style="list-style-type: none"> Delivery Quality Student engagement and/or /behavior Attendance Scheduling conflicts Other If Poor consider: <ul style="list-style-type: none"> fidelity-was intervention implemented as intended? fit- is the intervention and/or assessment aligned to the identified targeted need? 	<ul style="list-style-type: none"> Continue instruction with current goal. Continue instruction with increased goal. Gradually fade intervention to determine if the student has acquired functional independence. Modify/intensify intervention for a short period of time and assess impact. If the rate improves, continue. If the rate does not improve, return to problem solving. Change to intervention : duration, interventionist, group size, delivery , type of intervention Change tier Strategies to improve implementation integrity. Is progress monitoring tool appropriate for intervention, student and is sensitive to change?

Mercer County Schools Tier 2/3 Intervention Data Review Form

Student: Grade: 1st School: MCES Teacher: Howard Parent

Team Members in attendance:

Reading X Tier 2 X Tier 3 X Math x Tier 2 x Tier 3 x Behavior Tier 2 Tier 3

*This team may be an existing MTSS Student Problem Solving Team. However to meet the requirement of SB 9 reading improvement team members must include: parent/guardian, a rep of the LEA who is knowledgeable about the reading curriculum and availability of the evidence-based literacy resources, and any specialized certified school employees for students receiving language instruction educational programming or special education services.

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	Positive: <ul style="list-style-type: none"> On track to meet goal Met or exceeded goal If Questionable consider: <ul style="list-style-type: none"> Delivery Quality Student engagement and/or /behavior Attendance Scheduling conflicts Other If Poor consider: <ul style="list-style-type: none"> fidelity-was intervention implemented as intended? fit- is the intervention and/or assessment aligned to the identified targeted need? 	<ul style="list-style-type: none"> Continue instruction with current goal. Continue instruction with increased goal. Gradually fade intervention to determine if the student has acquired functional independence. Modify/intensify intervention for a short period of time and assess impact. If the rate improves, continue. If the rate does not improve, return to problem solving. Change to intervention : duration, interventionist, group size, delivery , type of intervention Change tier Strategies to improve implementation integrity. Is progress monitoring tool appropriate for intervention, student and is sensitive to change?

5/12/25	math- questionable reading- questionable	group day to day, one day she is alert and engaged and other days she is laying her head on the table not engaged, acting very tired and lethargic. Math <input type="text"/> es for math automaticity are 5,3,13, and 3. She will not meet the end of the year goal of 39. Question: Is she in the referral process? reading: <input type="text"/> cent scores on Letter sound fluency are 35, 46, 38. She is just now recouping the progress she made prior to winter break. She is close to reaching the goal of 53 sounds in a minute if she could maintain her current rate of progress. She is very inconsistent with her scores from week to week, as of now her graphed data says she will not reach her goal by the end of the school year.

Instructional Fidelity Checks completed by: Date: Date: Date:

Progress Monitoring Fidelity Checks completed by: Date: Date: Date:

Written Quarterly Report Provided to Parent by: Method on

Date: Date: Date: Date:

Reporting to Parents

- When a student enters Tier 2, Tier 3 or Not on grade level, a letter is sent home to the parent
- At the end of each nine weeks when report cards are sent they also receive an RTI progress report
 - It lets the parent know how they are doing and if they have exited a tier or entering a new tier
 - Lets them know how they are doing in the area they are being monitored on

RTI Progress Report

RESPONSE TO INTERVENTION (RTI) PROGRESS REPORT



Dear Parent / Guardian _____

Your Student is in:

- ☒ **READING INTERVENTION**
☒ **MATH INTERVENTION**
☒ Tier 2 - small group instruction
 ☒ Tier 2 - small group instruction
☒ Tier 3 - small group instruction
 ☒ Tier 3 - small group instruction

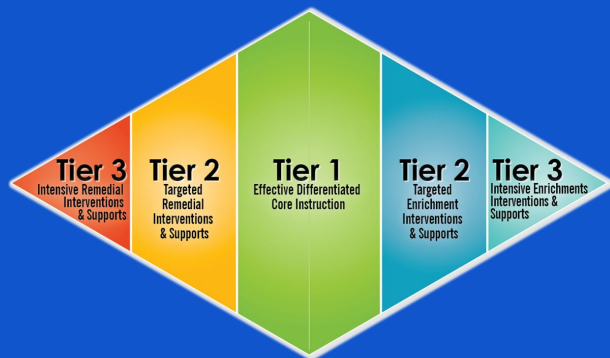
1st Nine Weeks	Targeted Areas	Progress
READING	Phonemic Awareness and Phonics 1. Letter Sound fluency	<input type="checkbox"/> Concerning <input type="checkbox"/> Having Some Difficulty <input checked="" type="checkbox"/> Steady Progress (Slow) <input type="checkbox"/> Exceeding Expectations
MATH	Number sense and operations: math automaticity (adding and subtracting within 20 without regrouping)	<input checked="" type="checkbox"/> Concerning <input type="checkbox"/> Having Some Difficulty <input type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
Comments: Math: _____ the beginning of school got a zero on math automaticity and has taken it several times for progress monitoring over the past several weeks. Her scores are as follows 0, 0, 3, and 0. The fall goal is a 10 and needs to met for three times in a row to be out of risk. Reading: _____ is being progress monitored every week on letter sound fluency. She began the year being able to read 21 letter sounds in a minute, her most recent score was 29 letter sounds a minute, so she is making a little progress toward this goal. The goal is to be able to read 53 letter sound correctly in a minute.		
2nd Nine Weeks	Targeted Areas	Progress
READING	Phonemic Awareness and Phonics 1. Letter Sound fluency	<input type="checkbox"/> Concerning <input type="checkbox"/> Having Some Difficulty <input checked="" type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
MATH	Number sense and operations: math automaticity (adding and subtracting within 20 without regrouping)	<input type="checkbox"/> Concerning <input checked="" type="checkbox"/> Having Some Difficulty <input type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
Comments: Math: _____ second nine weeks scores for math automaticity are 8,8,5,3,8,13,13,3 and 6. She has made some progress from the first nine weeks with earning only 0's and a 3 but the progress is just not consistent enough at this point. The goal for fall is 11 and the winter is 29. She has now met her fall goal of 11 twice but is still not consistent. She will stay in tier 3 math for now. Reading: _____ in Tier 2 ad tier 3 reading, she is being progress monitored on Letter sound fluency. She is making good progress and is on target to meet her goal (53 sounds a minute) by the end of the year. Her most recent scores after the last reported score of 29 in Oct, are 36,37,33,44,41,31,44,36,44,39.		

RESPONSE TO INTERVENTION (RTI) PROGRESS REPORT

3rd Nine Weeks	Targeted Areas	Progress
READING	Phonemic Awareness and Phonics 1. Letter Sound fluency	<input type="checkbox"/> Concerning <input checked="" type="checkbox"/> Having Some Difficulty <input type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
MATH	Number sense and operations: math automaticity (adding and subtracting within 20 without regrouping)	<input checked="" type="checkbox"/> Concerning <input type="checkbox"/> Having Some Difficulty <input type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
Comments: Math- Based on winter screenings on Iready and fastbridge _____ will continue in tier 3 math for extra support. Her scores on her progress monitoring for third nine weeks for addition and subtraction problems within 20 are 13, 3, 3, 5, 3, 13, and 3. Her graph _____ lined and at this rate she will not meet her end of the year goal of 30 problems correct in three minutes. reading: _____ is recent scores on Letter sound fluency are 35, 46, 38. She is just now recouping the progress she made prior to winter break. She is close to reaching the goal of 53 sounds in a minute if she could maintain her current rate of progress. She is very inconsistent with her scores from week to week , as of now her graphed data says she will not reach her goal by the end of the school year.		
4th Nine Weeks	Targeted Areas	Progress
READING		<input type="checkbox"/> Concerning <input type="checkbox"/> Having Some Difficulty <input type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
MATH		<input type="checkbox"/> Concerning <input type="checkbox"/> Having Some Difficulty <input type="checkbox"/> Steady Progress <input type="checkbox"/> Exceeding Expectations
Comments:		
<p style="text-align: center;"> Mercer County Elementary School 741 Tapp Road Harrodsburg, KY 40330 859-733-7040 Nekita Johnson - Principal </p>		

Summarization of Assessments

- Every student, regardless of Tier Status, On or Not On Track.
- Tracks IReady and Fastbridge Scores for Fall, Winter and Spring, in both Reading and Math.
- Tracks Individual Intervention or Enrichment Plan for Fall, Winter and Spring, in both Reading and Math.



I-Ready and Fastbridge Assessment Information Mercer County Elementary School										
Student:		Howard			Dates:		8/21/24		12/20/24	
Teacher:		Howard			Grade:		First			
ASSESSMENTS										
I-Ready Reading					I-Ready Math					
Em K: 100-346 / Grade K: 347-433 / Early 1: 434-457 / Mid 1: 458-479 / Late 1: 480-436 / Grade 2: 537-560					Em K: 100-346 / Grade K: 347-401 / Early 1: 402-412 / Mid 1: 413-448 / Late 1: 449-472 / Grade 2: 473-498					
	FALL	WINTER	SPRING			FALL	WINTER	SPRING		
SCORE	337	369			SCORE	327	365			
	<input checked="" type="checkbox"/> Emerging K <input type="checkbox"/> Kindergarten <input type="checkbox"/> Early 1 <input type="checkbox"/> Mid 1 <input type="checkbox"/> Late 1 <input type="checkbox"/> Grade 2	<input type="checkbox"/> Emerging K <input checked="" type="checkbox"/> Kindergarten <input type="checkbox"/> Early 1 <input type="checkbox"/> Mid 1 <input type="checkbox"/> Late 1 <input type="checkbox"/> Grade 2	<input type="checkbox"/> Emerging K <input type="checkbox"/> Kindergarten <input type="checkbox"/> Early 1 <input type="checkbox"/> Mid 1 <input type="checkbox"/> Late 1 <input type="checkbox"/> Grade 2			<input checked="" type="checkbox"/> Emerging K <input type="checkbox"/> Kindergarten <input type="checkbox"/> Early 1 <input type="checkbox"/> Mid 1 <input type="checkbox"/> Late 1 <input type="checkbox"/> Grade 2	<input type="checkbox"/> Emerging K <input checked="" type="checkbox"/> Kindergarten <input type="checkbox"/> Early 1 <input type="checkbox"/> Mid 1 <input type="checkbox"/> Late 1 <input type="checkbox"/> Grade 2	<input type="checkbox"/> Emerging K <input type="checkbox"/> Kindergarten <input type="checkbox"/> Early 1 <input type="checkbox"/> Mid 1 <input type="checkbox"/> Late 1 <input type="checkbox"/> Grade 2		
RANKING					RANKING					
Fastbridge Early Reading					Fastbridge Early Math					
High Risk: 0% - 19% / Some Risk: 20% - 39% / On Track: 40% - 100%					High Risk: 0% - 19% / Some Risk: 20% - 39% / On Track: 40% - 100%					
	FALL	WINTER	SPRING			FALL	WINTER	SPRING		
NATIONAL PERCENTILE	2%	5%			NATIONAL PERCENTILE	17%	13%			
	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk			<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk		
RANKING					RANKING					
Fastbridge CBM Reading - High Risk: 0% - 19% / Some Risk: 20% - 39% / On Track: 40% - 100%										
	FALL	WINTER		SPRING						
NATIONAL PERCENTILE	N/A			3%						
	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk	<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk		<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk		<input type="checkbox"/> On Track <input type="checkbox"/> Some Risk <input checked="" type="checkbox"/> High Risk				
RANKING										
Please see Interventions / Enrichments on reverse										
INTERVENTIONS / ENRICHMENTS										
READING / FALL					MATH / FALL					
<input checked="" type="checkbox"/>	Phonemic Awareness (blend/segment sounds in words)				<input checked="" type="checkbox"/>	Number and Operations				
<input checked="" type="checkbox"/>	Phonics (sound symbol relationship)				<input type="checkbox"/>	Algebra/Algebraic Thinking				
<input type="checkbox"/>	Fluency				<input type="checkbox"/>	Measurement and Data				
<input type="checkbox"/>	Vocabulary				<input type="checkbox"/>	Geometry				
<input type="checkbox"/>	Comprehension				<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:									
READING / WINTER					MATH / WINTER					
<input checked="" type="checkbox"/>	Phonemic Awareness				<input checked="" type="checkbox"/>	Number and Operations				
<input checked="" type="checkbox"/>	Phonics				<input checked="" type="checkbox"/>	Algebra/Algebraic Thinking				
<input checked="" type="checkbox"/>	Fluency				<input type="checkbox"/>	Measurement and Data				
<input type="checkbox"/>	Vocabulary				<input type="checkbox"/>	Geometry				
<input type="checkbox"/>	Comprehension				<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:									
READING / SPRING					MATH / SPRING					
<input type="checkbox"/>	Phonemic Awareness				<input type="checkbox"/>	Number and Operations				
<input type="checkbox"/>	Phonics				<input type="checkbox"/>	Algebra/Algebraic Thinking				
<input type="checkbox"/>	Fluency				<input type="checkbox"/>	Measurement and Data				
<input type="checkbox"/>	Vocabulary				<input type="checkbox"/>	Geometry				
<input type="checkbox"/>	Comprehension				<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:									

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https://docs.google.com/spreadsheets/d/1yI_S1nZZixDM7VpSoViY51GNbJMw8LbETA4wZXMx_O4/edit?gid=0#gid=0

Teacher Tier 2/3 students	2024-2025			Data Review Link	On Track Student Data
Unit 7					
Teater	Shotts	Vaughn	Mollett		
Teacher Reading Tier 2/3 students	Shotts Reading Tier 2/3 students	Vaughn Reading Tier 2/3 students	Mollett Reading Tier 2/3 students		
Teacher Math Tier 2/3 students	Shotts Math Tier 2/3 Students	Vaughn Math Tier 2/3 students	Mollett Math Tier 2/3 students		
Teacher MTSS Forms	Shotts MTSS Forms	Vaughn MTSS Forms	Mollett MTSS Forms		
Teacher RTI Progress Reports	Shotts RTI Progress Reports	Vaughn RTI Progress Reports	Mollett RTI Progress Reports		
Teacher READY/Fastbridge Data	Shotts READY/Fastbridge Data	Vaughn READY/Fastbridge Data	Mollett READY/Fastbridge Data		
Teacher Ready Growth Quadrants	Shotts Ready Growth Quadrants	Vaughn Ready Growth Quadrants	Mollett Ready Growth Quadrants		
Unit 6					
Keller	Bartleson	Sherrow	Jackson		
Keller Reading Tier 2/3 Students	Bartleson Reading Tier 2/3 students	Sherrow Reading Tier 2/3 students	Jackson Reading Tier 2/3 students		
Keller Math Tier 2/3 students	Bartleson Math Tier 2/3 students	Sherrow Math Tier 2/3 students	Jackson Math Tier 2/3 students		
Keller MTSS Forms	Bartleson MTSS Forms	Sherrow MTSS Forms	Jackson MTSS Forms 2024-2025		
Keller RTI Progress Reports	Bartleson RTI Progress Reports	Sherrow RTI Progress Reports	Jackson RTI Progress Reports		
Keller READY/Fastbridge Data	Bartleson READY/Fastbridge Data	Sherrow READY/Fastbridge Data	Jackson READY/Fastbridge Data		
Keller Ready Growth Data	Bartleson Ready Growth Data	Sherrow Ready Growth Data	Jackson Ready Growth Data		
Unit 3					
Plummer	Howard	Munger	Spurr/Cecil		
Plummer Reading Tier 2/3 Students	Howard Reading Tier 2/3 students	Munger Reading Tier 2/3 Students	Spurr Reading Tier 2/3 Students		
Plummer Math Tier 2/3 students	Howard Math Tier 2/3 students	Munger Math Tier 2/3 students	Spurr Math Tier 2/3 students		
Plummer MTSS Forms	Howard MTSS Forms	Munger MTSS Forms	Spurr MTSS Forms		
Plummer RTI Progress Reports	Howard RTI Progress Reports	Munger RTI Progress Reports	Spurr RTI Progress Reports		
Plummer READY/Fastbridge Data	Howard READY/Fastbridge data assessment info	Munger READY/Fastbridge Data assessment info	Spurr READY/Fastbridge Data assessment		
Plummer Ready Growth Data	Howard Ready Growth Data	Munger Ready Growth Data	Spurr Ready Growth Data		
Unit 4					
Sanders	Vance	Freeman	Froelich		
Sanders Reading Tier 2/3 Students	Vance Reading Tier 2/3 Students	Freeman Reading Tier 2/3 Students	Froelich Reading Tier 2/3 Students		
Sanders Math Tier 2/3 students	Vance Math Tier 2/3 Students	Freeman Math Tier 2/3 students	Froelich Math Tier 2/3 students		
Sanders MTSS Forms	Vance MTSS Forms	Freeman MTSS Forms	Froelich MTSS Forms		
Sanders RTI Progress Reports	Vance RTI Progress Reports	Freeman RTI Progress Reports	Froelich RTI Progress Reports		
Sanders READY/Fastbridge Data	Vance READY/Fastbridge Assessment	Freeman READY/Fastbridge Assessment	Froelich READY/Fastbridge Assessment		
Sanders Ready Growth Data	Vance Ready Growth Data	Freeman Ready Growth Data	Froelich Ready Growth Data		

Unit 4			
Sanders	Vance	Freeman	Froelich
Sanders Reading Tier 2/3 Students	Vance Reading Tier 2/3 Students	Freeman Reading Tier 2/3 Students	Froelich Reading Tier 2/3 Students
Sanders Math Tier 2/3 students	Vance Math Tier 2/3 Students	Freeman Math Tier 2/3 students	Froelich Math Tier 2/3 students
Sanders MTSS Forms	Vance MTSS Forms	Freeman MTSS Forms	Froelich MTSS Forms
Sanders RTI Progress Reports	Vance RTI Progress Reports	Freeman RTI Progress Reports	Froelich RTI Progress Reports
Sanders READY/Fastbridge Data	Vance READY/Fastbridge Assessment	Freeman READY/Fastbridge Assessment	Froelich READY/Fastbridge Assessment
Sanders Ready Growth Data	Vance Ready Growth Data	Freeman Ready Growth Data	Froelich Ready Growth Data
Unit 9			
Robinson	Lawson	Craft	Custer
Robinson MTSS Forms	Lawson MTSS Forms	Craft MTSS Forms	Custer MTSS Forms
Robinson Math Tier 2/3 students	Lawson Math Tier 2/3 students	Craft Math Tier 2/3 students	Custer Math Tier 2/3 students
Robinson Reading Tier 2/3 students	Lawson Reading Tier 2/3 students	Craft Reading Tier 2/3 Students	Custer Reading Tier 2/3 Students
Robinson RTI Progress Reports	Lawson RTI Progress Reports	Craft RTI Progress Reports	Custer RTI Progress Reports
Robinson READY/Fastbridge Data	Lawson READY/Fastbridge Data	Craft READY/Fastbridge Data	Custer READY/Fastbridge Data
Robinson Ready Growth Data	Lawson Ready Growth Data	Craft Ready Growth Data	Custer Ready Growth Data
Unit 8			
Clark	Whittle	Owens	King
Clark MTSS Forms	Whittle MTSS Forms	Owens MTSS Forms	King MTSS Forms
Clark Math Tier 2/3 students	Whittle Math Tier 2/3 students	Owens Math Tier 2/3 students	King Math Tier 2/3 students
Clark Reading Tier 2/3 Students	Whittle Reading Tier 2/3 Students	Owens Reading Tier 2/3 students	King Reading Tier 2/3 students
Clark RTI Progress Reports	Whittle RTI Progress Reports	Owens RTI Progress Reports	King RTI Progress Reports
Clark READY/Fastbridge Data	Whittle READY/Fastbridge Data	Owens READY/Fastbridge Data	King READY/Fastbridge Data
Clark Ready Growth Data	Whittle Ready Growth Data	Owens Ready Growth Data	King Ready Growth Data