Allen County Intermediate Center

Walkthroughs	Behavior Referrals	POSITIVE REFERRALS
Instructional Staff- 27	**August**- 14 Discipline	**August-** 11 Positive Referrals
Simmons- 25	**September (final)**- 47 discipline	**September (final)-** 24 Positive Referrals
	October (so far)- 13 discipline	**October (so far)-** 12 Positive Referrals

Student Attendance	Staff Attendance
August: 96%	**August**- 99%
September: 95%	**September**- 96%
October: 94%	**October:** 96%

Reading MTSS																
Grade Level:	**Spring 2025-2026**				**Fall 2026-2027**				**Winter 2026-2027**				**Spring 2026-2027**			
4th Grade	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**
	26/1	56	66	42	45/1	45	63	37								
5th Grade	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**
	17/8	64	50	36	17/8	61	51	37								
6th Grade	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**
	7/8	51	65	26	7/8	54	72	25								

Allen County Intermediate Center

Math MTSS																
Grade Level:	**Spring 2025-2026**				**Fall 2026-2027**				**Winter 2026-2027**				**Spring 2026-2027**			
4th Grade	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**
	44/9	102	14	27	47/9	78	37	20								
5th Grade	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**
	32/12	90	33	17	26/10	87	42	21								
6th Grade	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**	**CP/GT**	**T1**	**T2**	**T3**
	11/3	85	56	24	9/6	76	64	24								

The focus this month is to talk about our new MTSS (cross-grade structure). To establish students' initial MTSS tiers at the beginning of the school year, we used FastBridge data from the spring of the previous school year to identify student needs and begin providing timely intervention as early as possible. We intentionally assigned teachers and interventionists to each tier based on their individual skill sets, areas of expertise, and experience to ensure students received targeted, high-quality instruction aligned with their needs. For Tier 2 students, intervention instruction reinforces and supports the grade-level standards currently being taught during core instruction, allowing students to strengthen their understanding while remaining connected to grade-level learning. In math, we also utilize the coherence component of the standards to identify connections between current grade-level content and foundational skills, helping students build the understanding necessary for success with grade-level concepts. After administering the fall FastBridge assessment and gathering additional progress-monitoring data, teachers and interventionists collaborated during MTSS meetings to review individual student performance, evaluate progress, and adjust tier placements based on current data. This ongoing process allows us to make informed decisions about student placement, match instructional support to student needs, and use staff expertise and resources effectively to promote student growth.

This year, we are also providing specific interventions and extensions to students identified on grade-level, College Pathway, and/or GT. When looking at data trends, it is obvious that we are allowing students that are not identified as tier 2 or tier 3 the ability to "slip through the cracks" and to fall categorically without intervening. This year, providing them specific opportunities to engage in extensions and applications beyond classroom subject areas, we feel that these students will continue to receive the rigorous and challenging instruction they specifically need, helping them stay on track and continue to show growth.