



Interventions Provide Additional Supports for Students

Screenings, assessments and focused instruction help students meet academic and social/emotional goals.

The Kirkwood School District (KSD) promotes student success through collaborative teamwork that enables each student to learn at their full potential. The MTSS (Multi-Tiered Systems of Support) uses information gathered through classroom observation and assessments to determine how our staff can work toward meeting each individual child’s needs. The MTSS process provides multi-tiered levels of support around academic, behavioral and social/emotional goals that include:

- High-quality classroom instruction (Tier I)

- Regular universal screenings
- Curriculum-based and diagnostic assessments
- Frequent progress monitoring
- Interventions that support student needs (Tier II and III)
- Ongoing communication with families about student progress toward goals

Each student’s academic achievement is consistently monitored by the teacher and, as necessary, the MTSS Team. If a student requires additional intervention, the team supports the student using Tier II and/or Tier III instruction. The MTSS

Team and the classroom teacher closely monitor the child’s progress.

All students are engaged in high-quality instruction in the general education classroom. In addition, the multi-level intervention is a dynamic process which allows a student to receive Tier I, Tier II and Tier III instructional supports as necessary.

Our MTSS data-based decision making model leads to increased collaboration and improved student outcomes for each individual learner.

TIER III	TIER II	TIER I	TIER II	TIER III
<p>In addition to Tier I instruction, a student participates in supplementary small group instruction in areas where improvement is needed.</p>	<p>Classroom/school assessments and daily observations suggest a student would benefit from additional assistant in specific areas.</p>	<p>Classroom/school assessments and daily observations suggest a student is making grade level progress toward academic, behavioral and social/emotional goals.</p>	<p>Classroom/school assessments and daily observations suggest the student is exceeding grade level benchmarks and needs more differentiated or accelerated instruction.</p>	<p>Student demonstrates gifted intelligence and character traits that far exceed grade level skills.</p>
<p>In addition to Tier I and Tier II instruction, the student receives intensive, targeted instruction in areas of concern. Progress is monitored and adjustments are made accordingly.</p>	<p>In addition to Tier I instruction, the student may participate in supplementary small group instruction in areas where additional support is needed. Progress is monitored and adjustments are made to help the student reach benchmark goals.</p>	<p>Tier I classroom instruction is meeting a student’s needs, and the student is mastering content and reaching benchmark goals.</p>	<p>In addition to Tier I instruction, the student may participate in supplementary small group instruction. Student demonstrates gifted intelligence and character traits that exceed grade level skills.</p>	<p>In addition to Tier I and Tier II instruction, the student’s success is supported through in-depth exploration in area of giftedness. The student and parents are guided to resources that help ensure that the student is meeting personal goals.</p>

Childfind notice: If at any time you believe your child has a need for special education or Section 504 services, please contact your school counselor.