



Interventions Provide Additional Instruction 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 (Universal)

- Regular universal screenings
- Curriculum-based and diagnostic assessments
- Frequent progress monitoring
- Interventions that support student needs (Supplemental and Intensive)
- 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 instruction, the team supports the student by providing Supplemental and/or Intensive

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 Universal, Supplemental and Intensive instructional supports as necessary.

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

| Intensive | Supplemental | Universal | Supplemental | Intensive |
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| <p>In addition to Universal 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 assistance 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 Universal and Supplemental instruction, the student receives intensive, targeted instruction in areas of concern. Progress is monitored and adjustments are made accordingly.</p> | <p>In addition to Universal 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>Universal classroom instruction is meeting a student’s needs, and the student is mastering content and reaching benchmark goals.</p> | <p>In addition to Universal 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 Universal and Supplemental 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.