



## ASSIST 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. This process ASSIST (Achieving Success through Supports and Interventions for Students and Teachers) uses information gathered through classroom observation and assessments to determine how our staff can work toward meeting each individual child's needs. The ASSIST 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 ASSIST Team. If a student requires additional intervention, the team supports the student using Tier II and /or Tier III instruction. The ASSIST 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 ASSIST 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 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 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.</p> <p>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 areas of giftedness.</p> <p>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.*