

Tipton High School Multi Tiered Support System

Multi Tiered Support System (MTSS) is an approach to the early identification and support of students with learning and behavior needs.

The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

A Pyramid of Interventions has been established for reference in connection with MTSS. While the Pyramid can be thought of as a step by step way to respond to student needs but it can also be referred to and used for students at any level of need.

THS also provides additional time at the end of the school day to provide academic support for all students. This Academic Study Time (AST) and BASIC or Basic Academic Skill Intensive Course are monitored by the high school teaching staff. The purpose of BASIC is to identify students who need additional individualized instruction, skill building, homework help, and assisted study time. There will be a teacher from each core content area and a special education teacher available to assist students during BASIC. Students will remain in BASIC until they have shown improvement over time. BASIC teachers will identify who should participate in BASIC and for what duration.

Teachers at THS also provide opportunities to retake summative assessments. Students who do poorly or score below expectation may, after completing test retake criteria, schedule a time to retake all or a portion of a test. Retake criteria include ensuring all homework is completed properly and handed in and/or the student has met with the teacher to discuss the test or preparation for the test.

Grant Wood AEA staff is consulted when there is evidence that a student may have a skills gap that may require SPED testing. 504 plans can be initiated after meetings are held with parents, teachers and others.