



Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS) Implementation within the Michigan Continuous School Improvement Process:

RtI-MTSS is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. In Michigan, eleven elements have been defined as essential when implementing a system of RtI-MTSS:

1. Implement effective instruction for all learners
2. Intervene early
3. Provide a multi-tiered model of instruction and intervention
4. Utilize a collaborative problem solving model
5. Assure a research-based Core Curriculum (aligned with Michigan's state standards)
6. Implement research/evidence-based, scientifically validated, instruction/interventions
7. Monitor student progress to inform instruction
8. Use data to make instructional decisions
9. Use assessments for three purposes: universal screening, diagnostics, and progress monitoring
10. Implement with fidelity
11. Engage parents and community

Providing a Multi-Tiered System of Supports is foundational to an effective system of RtI-MTSS. In such a system, levels of intervention will be used to meet the learning needs of all learners. Level/Tier 1 is the research-based core curriculum and classroom interventions that will be available to all learners to effectively meet 80-85% of their needs. Level/Tier 2 is targeted group interventions serving approximately 15% of the learners. These students will receive this support in addition to the continuation of Level/Tier 1. Learners will move fluidly between Level/Tier 1 and Level/Tier 2. Level/Tier 3 interventions serve approximately 5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Level/Tier 1 instruction. Based on their performance, learners move fluidly between this Level/Tier and Level/Tier 1 and 2.

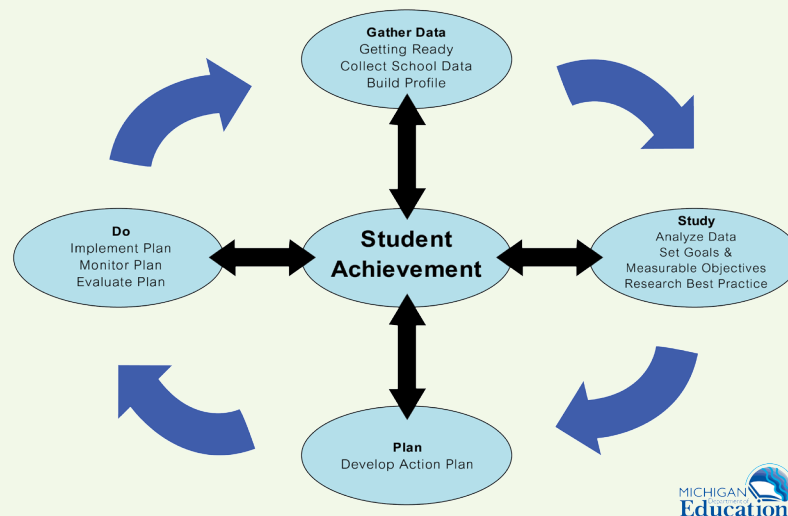




Rtl-MTSS is a system of improving instruction with many components. It would be adopted during the study phase of MI-CSI and implemented throughout the School Improvement process.

When adopting a system of Rtl-MTSS the starting point for a school improvement team will be the Michigan Continuous School Improvement Process. Through the development of their school improvement plan, the staff may recognize that their school has key systems missing resulting in a negative impact on student achievement. This realization may lead them to recognize that implementing an Rtl-MTSS would help to fill the void in their school systems. In addition to identifying the need for an Rtl-MTSS, the School Improvement process will assist in development and implementation of the system of supports.

When braided together, the Michigan Continuous School Improvement process and a system of Rtl-MTSS will enhance and strengthen each other, a mutually beneficial relationship, as opposed to when planned and implemented in separate silos, competing for staff time and resources, leading to a dysfunctional and sporadic implementation of improvement strategies. A well-implemented system of Rtl-MTSS will enrich and enhance the school improvement process.



The Michigan Department of Education has developed Rtl-MTSS Guidance materials. These can be accessed at <http://www.teachingforlearning.org>, click on the Rtl-MTSS tab.

