

**Multi-Tiered System of Supports (*MTSS):
District-Wide Guidelines for Implementation**



The *Marysville Public Schools (MPS)* defines *Multi-Tiered System of Supports (MTSS)* as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of all learners. In short, a MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of a MTSS framework within the district's school improvement process is an essential component for improving academic achievement for all learners. Consequently, MPS is striving to improve achievement for all learners through the strategic support of the [Michigan Department of Education \(MDE\)](#) and [St. Clair RESA](#).

Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing one common plan for improvement streamlines the school and district's efforts and resources, and maximizes improvement for all learners. Our school improvement practice serves as a comprehensive process to organize the work

through data analysis, goal setting, planning, implementing, monitoring, and evaluating. By strategically embedding a MTSS framework into the district and school improvement plans, our school system sets itself up for continuity and alignment in the implementation of a research-based system of MTSS. When working together, the school improvement process and the MTSS framework enhance and strengthen each other for the benefit of all learners.

Essential Elements

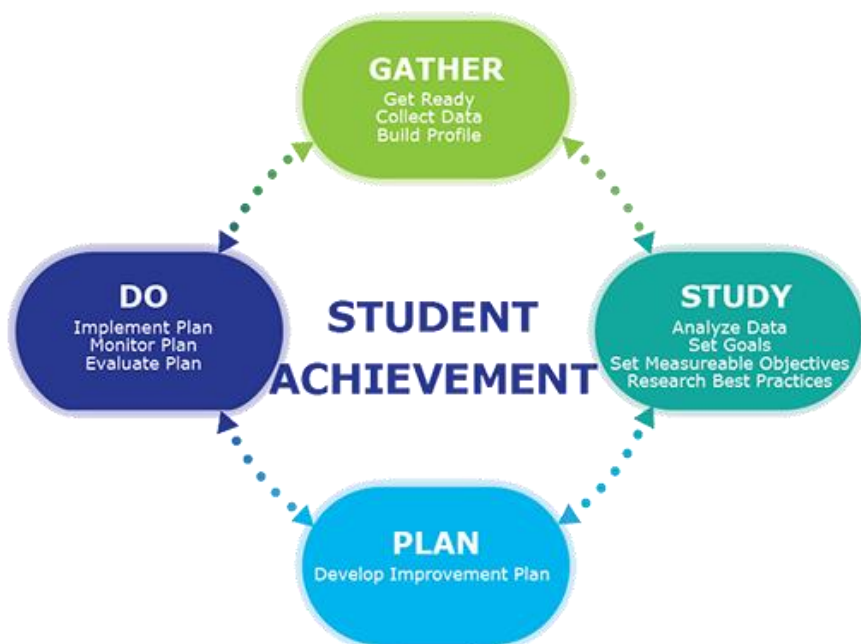
MPS has defined MTSS and presents eleven essential elements to help clarify the definition. In order to be an effective and efficient system, all eleven elements must be present. To further simplify the eleven elements they have been combined together to form five cluster areas. Each cluster area and the elements it comprises are below:

- *Instruction & Intervention*
- *Data & Assessment*
- *Stakeholder/Family Engagement*
- *Implementation of Evidence-Based Practices*
- *Problem Solving*

Instruction & Intervention

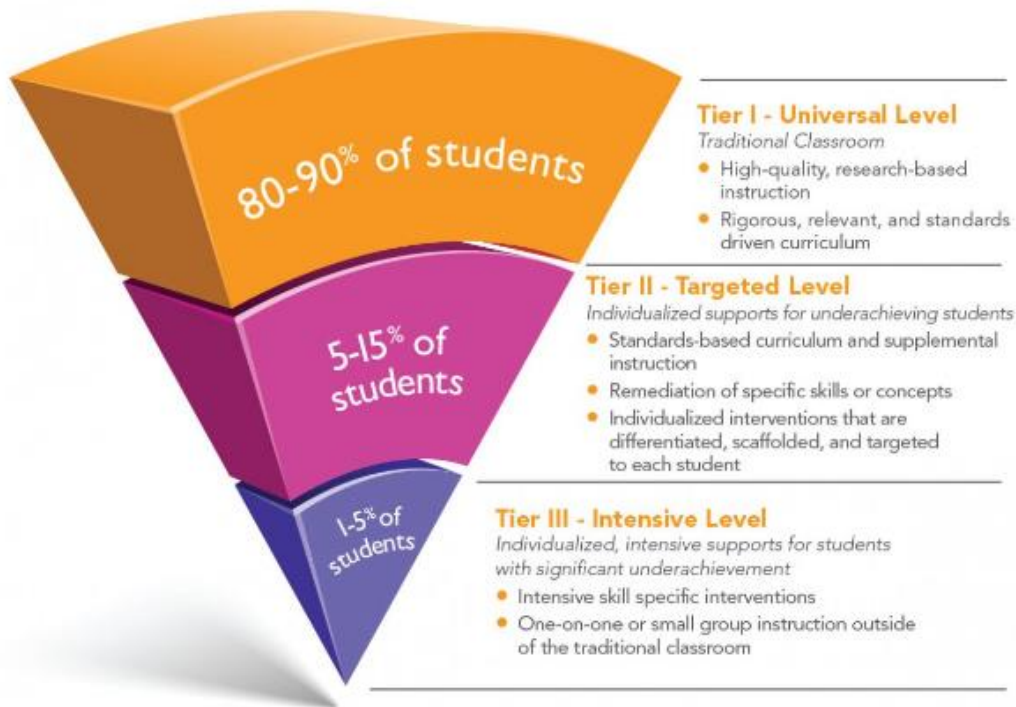
The *Instruction & Intervention* cluster is made up of the following three essential elements:

1. Implement effective instruction for all learners - A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners (i.e., providing feedback, identifying similarities/differences, summarizing and note taking, etc.).
2. Intervene early - All learners are screened through assessments several times per year, identifying learners who are not making expected progress (e.g., AIMSweb, Lexia Reading CORE5, Corrective Reading, etc.). These



learners are provided with targeted interventions and monitored for progress on an ongoing basis.

3. Provide a multi-tiered model of instruction and intervention - Levels of intervention will be used to meet the learning needs of all learners. Tier I is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80-90% of them. Tier II comprises targeted group interventions serving approximately 5-15% of the learners which they will receive in addition to the continuation of Tier I. Learners will move fluidly between Tier I and Tier II. Tier III interventions serve approximately 1-5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Tier I instruction. Based on their performance, learners move fluidly between this Tier and I and II.



Data & Assessment

The *Data & Assessment* cluster is made up of the following three essential elements:

4. Monitor student progress to inform instruction - Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement (i.e., school processes, demographics, perceptions, student learning, etc.).
5. Use data to make instructional decisions - The district, school, and staff use data to guide all of their instructional decisions.
6. Use assessments for three purposes: universal screening, diagnostics, and progress monitoring - The staff uses an assessment to screen the instructional needs of all learners (e.g., AIMSweb, Lexia Reading CORE5, Corrective Reading, etc.). As learners are identified for more intensive instruction or interventions, the staff uses diagnostic assessments to identify the specific learning needs of all learners. The staff monitors the progress of the student to inform their ongoing decision making.

Stakeholder/Family Engagement

The *Stakeholder/Family Engagement* cluster is made up of one essential component:

7. Engage families and community - Families and community members are engaged and informed in the instructional process.

Implementation of Evidence-Based Practices

The *Implementation of Evidence-Based Practices* cluster is made up of the following three essential elements:

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS

ESSENTIAL COMPONENTS

INSTRUCTION AND INTERVENTION

- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

PROBLEM SOLVING

- Collaborative problem solving model

DATA/ASSESSMENT

- Monitor progress
- Data based decision making
- Use assessments for three purposes

STAKEHOLDER ENGAGEMENT

- Engage parents and community

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity

