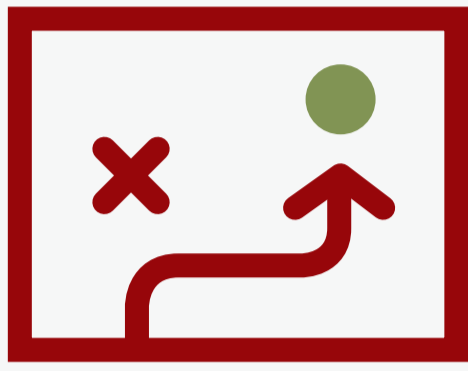


# KEYS

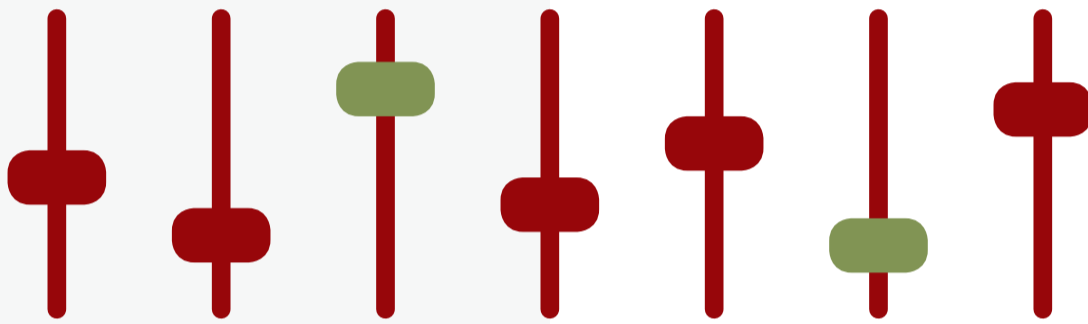
## to RTI & MTSS Success



If we can predict it, we can prepare for it. RTI represents our **proactive preparation** for **predictable needs**.



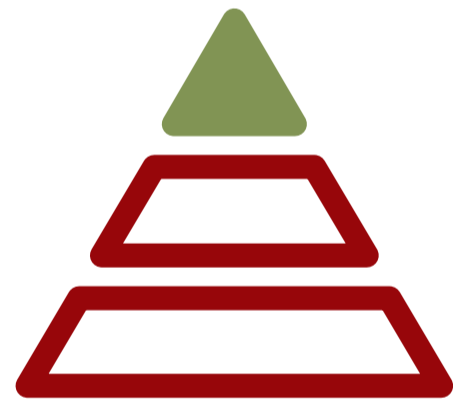
The best intervention is a **targeted intervention**.



Students are not tiered; **needs and supports are tiered**. We support students based on their needs, not on a label—and based on staff availability and expertise, not on job title or funding source.



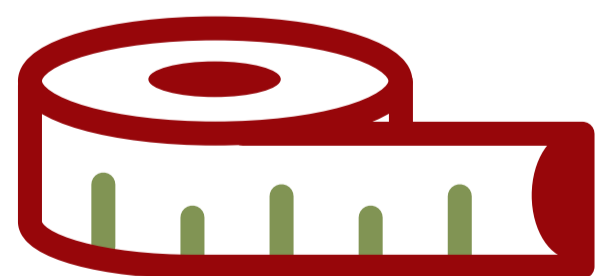
We believe in the instructional philosophy, **teach less, learn more**. A crowded curriculum threatens the mastery of critical skills and concepts.



A **high level of learning** is the expectation for all students. When we identify a student with a deficit in foundational skills, we must provide immediate intervention.



**All students** must have access to **all levels of support**.



There is no RTI if we cannot **measure** the extent to which students are responding to instruction and intervention.