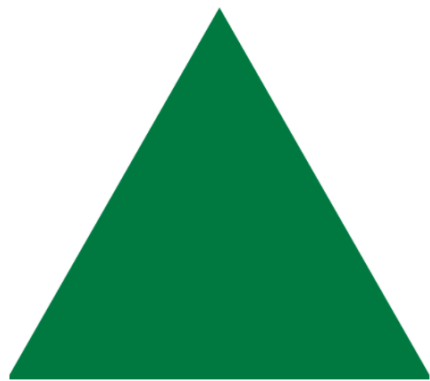


Multi Tiered Systems of Support (MTSS) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices as well as Social Emotional Learning (SEL). Our MTSS employs a systems approach using data-driven problem-solving to maximize growth for all. Hoke County's MTSS framework is aligned with the North Carolina Framework for Multi Tiered Systems of Support.

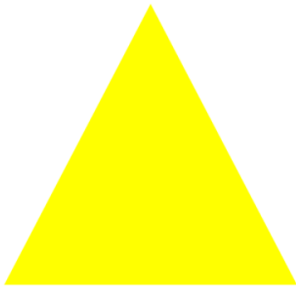
## What is MTSS?

MTSS is a way of doing things within the school that impacts every single student enrolled and is designed to make sure no one “falls through the cracks.” It is not a program. It is not a process. It is not anything that anyone can be “put in.” MTSS is a philosophy that considers all learners to make sure all students are getting the instruction needed and are making adequate growth. There are three tiers of instruction, and all students are in (at least) one of them.



### Tier One Support (CORE)

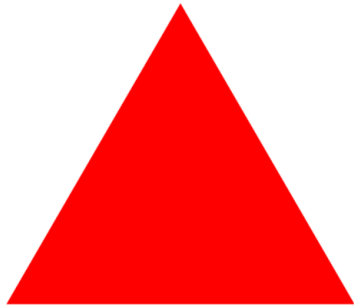
Every single student receives the core, or Tier 1, instruction. Schools use various curriculums (i.e., Bridges for mathematics, etc.) as a means for presenting that core instruction. It is expected that at least 80% of our students will make adequate progress with this core instruction.



## Tier Two Support

### (Supplemental)

If 80% of our kids are making adequate progress with the core instruction, that means that 20% are not gaining enough, so Tier 2 exists to support these students. Many schools provide Tier 2 support in groups of four or five students working with a teacher at least twice per week using a program in a given subject in addition to the core Tier 1 instruction. Tier 2 also entails evidence-based computer programs. Regardless of the method, it is expected that the majority of those students getting Tier 2 support will make adequate progress.



## Tier Three Support

### (Intensive)

When students are getting the core instruction (Tier 1), frequent instruction beyond that (Tier 2), and are still not making gains, MTSS calls for an individualized, intense level of instruction (Tier 3); there should be no more than 5% of the general student population needing this level of support.

Diagnostic assessments are given to pinpoint why students are not learning and create a plan for how to intervene. This support, when provided

appropriately, must be in a setting that is no larger than a one-to-four teacher to student ratio; one-to-one instruction is ideal when possible. It is vital that in Tier 3, the teaching be specific to the student's needs. For instance, if a child is weak in reading and the diagnostic shows that he has excellent phonics skills but has a poor vocabulary, vocabulary should be the focus of this level of instruction.