

### Tier 1: Core Instruction for all Students

Tier 1 represents the foundation of our MTSS framework, where all students receive high-quality core instruction. This encompasses a research-based curriculum, the application of evidence-based instructional practices that are both culturally and linguistically responsive, scaffolded learning activities (e.g., flexible grouping) designed to address individual needs, and appropriately differentiated instruction to ensure equitable access for all students. In alignment with J.S. Morton's mission that **Every Student Succeeds**, the expectation is that students will demonstrate progress through Tier 1 instruction and supports.



### MTSS Tier 1 components:

<b>Core Curriculum</b>	<ul style="list-style-type: none"><li>• A well-balanced, evidence-based curriculum aligned to state learning standards</li><li>• A common, evidence-based approach to discipline</li></ul>
<b>Effective Instruction</b>	<ul style="list-style-type: none"><li>• Scaffolded instruction of academic content and life-readiness skills (e.g., flexible grouping, guided practice, manipulatives, technology supports)</li><li>• Scaffolds ensure all students have access to core instruction</li><li>• Culturally and linguistically responsive practices</li><li>• Effective instruction and strong classroom management practices</li><li>• Key Tier 1 practices are visible every day<ul style="list-style-type: none"><li>○ The Mustang “Musts”: Our Tier 1 Non-Negotiables<ul style="list-style-type: none"><li>▪ Welcoming &amp; engaging environment</li><li>▪ Clear learning goals</li><li>▪ Intentional, evidence-based Instruction</li><li>▪ Frequent checks for understanding</li></ul></li></ul></li></ul>
<b>Universal Screening (Benchmarking)</b>	<ul style="list-style-type: none"><li>• Determines whether students are performing at grade – level proficiency</li><li>• Provides school personnel the opportunity to intervene early</li><li>• Informs staff of the effectiveness of the core curriculum</li></ul>
<b>Feedback and encouragement</b>	<ul style="list-style-type: none"><li>• Provide frequent positive feedback on academic and behavioral performance</li><li>• Reinforce appropriate behaviors and performance</li></ul>
<b>Teacher Professional Learning Teams (PLTs)</b>	<ul style="list-style-type: none"><li>• Department and team collaboration</li><li>• Guiding questions:<ul style="list-style-type: none"><li>○ What do we want students to learn? (Essential standards and skills)</li><li>○ How will we know if they have learned it? (Common assessments and data/evidence of learning)</li><li>○ What will we do if they have not learned it? (Interventions and supports)</li><li>○ What will we do if they already know it? (Extension and enrichment)</li></ul></li></ul>

