



Midnight Sun Family
Learning Center:
Multi-Tiered Systems of
Support for Students

2021-2022

Defining MTSS

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: [Response to Intervention](#) (RtI) and [PBIS](#).

As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help [improve educational outcomes for students in special education](#), MTSS has grown to encompass all students at every level.

Midnight Sun offers students individualized learning, dependent on their ability level. Our programs, some different than traditional schools in our district, are research backed and standards based. Midnight Sun prides itself in the idea of “teaching students where they are at”, not just teaching to the grade level. Many students in our building are well above grade level, where some may be on the cusp or a year or two below. Regardless of a students’ instructional level, high expectations are set for all students to ensure that progress in academics and social-emotional learning are continuous.

[MTSS Brochure](#)

[MSBSD MTSS Webpage](#)

Key Components of MTSS

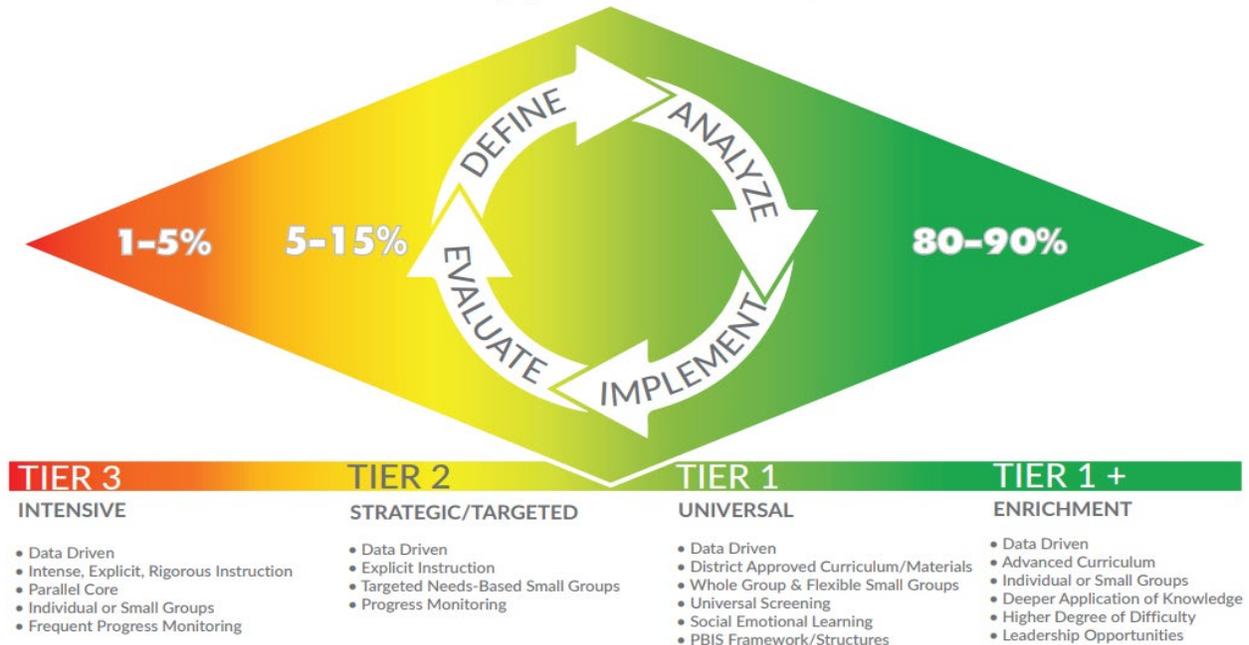
Instead of the “waiting for failure” assessment model of pre-IDEA days, MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- ❖ Universal screening of all students early in the school year
- ❖ Tiers of interventions that can be amplified in response to levels of need.
- ❖ Ongoing data collection and continual assessment
- ❖ Schoolwide approach to expectations and supports.

The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.

Four Tiers of Support

Multi-Tiered System of Supports (MTSS)



MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses four tiers of support to assist all students at various levels. These four tiers include:

Tier 1+ and Tier 1 – Universal or primary – Majority of students (75-90%)

As the largest tier, and the foundation for the entire framework, Tier I+ and Tier I encompasses the entire school with accelerated and core instruction with basic interventions. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. For high achieving students, accelerated math, English, and science are offered at Midnight Sun. We have National Board teachers on staff. Students who do not respond to basic interventions may move into Tier II.

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. [Check-In/Check-Out](#) (CICO) interventions are often a part of Tier II, as well for behavioral and

academic support. This targeted support allows students to work toward catching up with their peers.

Tier 3 – Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and supports in Tier I or Tier II. Tier III gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.

MTSS tiers help schools to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps educators to respond appropriately and provide students with the assistance they need to prosper in the classroom (PBISrewards, 2021).

Multi-Tiered Systems of Support at Midnight Sun Family Learning Center

The key to early intervention is using multiple indicators. Midnight Sun starts assessing students early in the school year to assess regression and recoupment needs due to the summer break. Primary students, kindergarten through third grade, are assessed using AimsWebPlus Benchmark assessments. These assessments are scored to the 26thile as a proficiency level. Grades 2-8th are given NWEA MAP assessments in early Fall and for a benchmark data point. MAP and AimsWeb are given two additional times during the school year for benchmark purposes.

Benchmark Assessments AimsWeb: Given in the Fall, Winter, and Spring.

Kindergarten: Letter Naming Fluency, Letter-Word Sound Fluency, and Number Naming Fluency

1st grade: Oral Reading Fluency, Letter-Word Sound Fluency

2nd-3rd Grade: Oral Reading Fluency and Silent Reading Fluency

NWEA MAP Assessments: Given three times per year for all students. K-1st grade: Reading and Math only, 2nd-8th grade: Reading, Math, and Language. MAP is an adaptive assessment which allows data to show instructional level of students well above or well below grade level standards.

PEAKS: Standards-Based assessment for grades 3rd-10th. Given one time per year. This assessment is a good indicator on how well instruction is meeting the needs of your student at grade level.

Midnight Sun Family Learning Center is founded on Core Knowledge learning as a knowledge-based school.

Specific and Sequenced: Most curriculum standards provide general goals and objectives but offer teachers little guidance about the specific knowledge students should learn in each grade. In contrast, the Core Knowledge approach is to specify, in a clear grade-by-grade sequence, what students need to know.

Excellence and Equity: Only by specifying the knowledge and skills that all children should share can we guarantee equal access to that knowledge. Educational excellence and equity require that every child in a democracy have access to important shared knowledge and language.

Starting Early: It is important to begin building strong foundations of knowledge in the early years. The Core Knowledge approach focuses on preschool through grade eight. In these early years, especially the preschool and elementary grades, schools can do the most to help children lay the groundwork for language development and future.

Instruction under MTSS at Midnight Sun

Tier I+ and I Instruction: >26th%ile AimsWebPlus, >40th%ile MAP

Universal instruction in the grade level core or accelerated programs.

Tier II Instruction: (11th-25th%ile AimsWeb, 20th-39th%ile MAP)

If your student scores below the 26th%ile, they will be progress monitored weekly or bi-monthly to ensure that instruction in the classroom is meeting their needs and that they are progressing to meet their grade level goal. Teachers use this data to determine the instructional methods for individualized and whole class learning goals. If after a determined amount of time (typically 3-4 weeks) your student is not showing growth at or above the 26th%ile, the teacher and parent will meet to discuss research-based intervention options available for students. Research-based intervention methods can include but are not limited to, setting growth goals, using a blended-learning model (core curriculum plus Lexia or another valid blended application), additional time spent on areas of difficulty, or small group lessons on deficit skills. Weekly progress monitoring, along with MAP and classroom data, will enable the teacher to determine if intervention methods are working or if a change needs to take place.

Tier III Instruction: (<10th%ile AimsWeb, <20th%ile MAP)

If no growth is taking place using research-based intervention methods (8-12 weeks of intensive interventions), parents, teachers, and school administrators will meet to

discuss what Tier III instruction will entail. This instruction is typically parallel to their core instruction, meaning, the use of a research-based, intensive reading or math program daily, along with their grade-level core curriculum. Students have weekly progress monitoring in reading and/or math to ensure that the instruction is showing growth to student proficiency.

When no growth is taking place after multiple data points and greater than 16 weeks on Tier III parallel core interventions, the team will meet again with parents to determine the next steps. These steps may include continuing with parallel core or evaluating for special education services.

Tier I+, I, II & III Program materials and Supplements: (this is not a cumulative list of teacher choice).

Core Knowledge Sequence: For grades K-8, the Core Knowledge Sequence provides content-specific, cumulative, and coherent curriculum guidelines for all major content areas: language arts, history and geography, visual arts, music, mathematics, and science. Click on the link for the Sequence; ask your student's teacher for a copy of this year's sequence to keep you informed on what your student is learning. [Core Knowledge Sequence](#)

Collections (6-8): Collections is an innovative, new English Language Arts program for students in grades 6-12. Built to meet the rigorous expectations of the Common Core State Standards (CCSS), Collections propels the traditional literature anthology into the future with a multifaceted digital approach to prepare students for college, career and beyond. At each grade level, Collections is organized into six thematic groups of multi-genres, complex texts that provide a foundation in all aspects of Common Core instruction. Collections places instructional focus on analysis, drawing inferences and conclusions, and producing evidence-based writing. Complex anchor texts and performance tasks challenge students to analyze and synthesize fiction, literary nonfiction, informational texts and other media. Our 6-8th grade teachers use novel studies to explore different genres and to engage students in the literary analysis process.

Saxon Reading K-2: Building the strong reading foundation every student deserves can be a struggle. *Saxon Phonics and Spelling* was created to support you in rising to the challenge. Born out of a mother's personal mission to help her dyslexic son learn to read, *Saxon Phonics and Spelling* was developed to provide targeted foundational skill instruction using interactive, multisensory approaches to keep students engaged, excited, and advancing.

Rooted in Reading K-2:

Rooted in Reading is a curriculum that was created to enhance the Language Arts instruction in Kinder, 1st, 2nd, and 3rd grade classrooms. Teachers read purposefully-selected picture books to their students each week. Students are actively engaged in listening to and discussing each text throughout the read-aloud. Before, during, and after the read-aloud, teachers guidebook conversations through thought provoking discussion questions. With Rooted in Reading, the learning process continues through targeting specific skills and standards as students interact with this text all week.

Reading Counts and Reading Inventory: New to Midnight Sun but known to many of our tenured teaching staff, this individualized assessment and Lexile application allows teachers to monitor students' independent reading while giving the student their appropriate reading level for reading growth. *Reading Counts!* leverages their independent reading program into a measurable and highly motivating literacy resource. This Lexile®-based independent reading program tracks students' success on the books they read, in and out of school. Software-based reading recommendations, assessment, instant feedback, and monitoring are just some of the tools that help turn all students into successful independent readers.

Everyday Math: University of Chicago School of Mathematics: *Everyday Mathematics* is a comprehensive Pre-K through grade 6 mathematics program developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education. Every year in the US, about 220,000 classrooms are using *Everyday Mathematics*.

Reading Intervention: Reading Mastery Transformations (2021). This is Reading Mastery's newest parallel core for Tier II and Tier III intensive intervention/core replacement curriculum. It comes with a blended component for added supplements. (Tier II and Tier III non-IEP for parallel core and IEP students as a core-replacement)

Spelling Mastery: Students learn the complexities of the English language by understanding morphemes, Latin/Greek root definitions and spellings, phonemes, and how to categorize words conceptually to make sense of the English rules and rule-breakers. (Tier II and Tier III parallel core, and non-IEP and IEP students as a core-replacement)

Corrective Reading: Corrective Reading is reserved for older students that are 2+ years behind their cohorts and with a standing IEP; Corrective Reading teaches across-content areas how to recognize sentence structure, deduction in arguments, simple paragraph writing formats, and decoding strategies.

IReady math program has an in-bedded diagnostics platform that allows for students that are 2+ grade levels behind and advanced to work on their needed instructional level concepts while also receiving the core-curriculum with their grade-level peers. The blended component provides students that are not at grade level, the same lesson broken down for them in smaller steps and assigns work that will ensure areas of deficits are covered and learned to proficiency.

Envision Math: Algebra I curriculum for accelerated math students at any grade level (students must score above a 240 in MAP and have completed Math 8 to qualify for Algebra I as a curriculum for HS credit).

Step-Up to Writing:

Step Up to Writing is an organizational program that teaches explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing. It is used primarily for informational, expository writing (Tier I – Tier III with or without an IEP).

Rocket Math:

Rocket Math is a supplemental learning program that teaches students addition, subtraction, multiplication, division, and fractions. Specifically, the program teaches math facts—the basic building blocks of all math (All Tiers)

Lexia:

For elementary students, Lexia provides a focused interface that supports executive functioning skills and promotes careful pacing to ensure mastery before progressing. For students requiring Tier II and III instruction, Lexia provides various levels of scaffolded support to allow more opportunities for independent learning. If a student continuously struggles in the online program, a CSCSA (classroom assistant) can pull the student out of the rotation and deliver Lexia’s adaptation version of the Lexia Lesson that addresses the skill with a different approach, rather than continuously repeating the same lesson.

Math Whizz:

The Math-Whizz Suite is made up of three core elements that work together to drive math progress in schools. These include our award-winning AI driven tutor, in-depth assessment and reporting tools and a bank of high-quality resources (All Tiers as a supplement to their core instruction). (All Tiers)

Positive Action: Social Emotional Programs K-8 The content of the classroom curricula and all other components is based on the intuitive philosophy that “You feel good

about yourself when you do positive actions, and there is a positive way to do everything.” The philosophy is illustrated with a self-reinforcing circle that shows that thoughts lead to actions, actions lead to feelings about yourself, and feelings about yourself lead to more thoughts. The circle can be positive or negative, with the idea that the circles become cycles or habits, habits become character, and character becomes a destiny. The program teaches specific positive actions for the whole self: the physical, intellectual (including skills for learning), social, and emotional areas (Behavioral Tier III)

Additional supplements for individualized classrooms: Epic Books, IXL Math, Writable, SRA Reading comprehension leveled kits, and Scholastic Digital resources (Scope, Scholastic Jr., Science World, Super Science).

PBIS Rewards.(2021). What is pbis? Retrieved from <https://www.pbisrewards.com/blog/what-is-mtss/>