



Multi-Tiered Systems of Support (MTSS/RtI) in Saline Area Schools

Our mission in Saline Area Schools is to provide an outstanding education for all children. Since students are not 'one size fits all' learners, we implement a Multi-Tiered System of Support (MTSS) to match the amount and type of instruction to students' reading needs. Below are some of the components of this process, also referred to as "Response to Intervention."

- Tier 1 involves the classroom teacher using a variety of strategies to assist student learning on a day to day basis. This is the quality literacy instruction based on a Reader's Workshop approach that you will see daily for all our students.
- Our students also have a 30-min block 4-5 times per week for additional instruction geared at their specific literacy needs. In grades K-3rd, this time is called "Best Fit" or "WIN". At Heritage, we call it "Team Time".
- Using all relevant tools from our "assessment toolbox" we determine the best WIN/Best Fit/Team Time grouping to meet each student's needs, from intervention to extension: the phonemic awareness & phonics classroom assessments (K-3), the Fountas & Pinnell assessment (2nd grade & up), [Acadience Reading](#) (K-5th grade), NWEA MAP (4-5th grade) and any other data we have (e.g., spelling inventory). This process is repeated roughly every 6-9 weeks to make the following ever evolving groups:
 - Extension: an opportunity to go beyond the curriculum, often focusing on higher-level vocabulary, phonics/morphology, comprehension, and/or fluency instruction.
 - Tier 2 intervention: a moderate amount of support for students who are at some risk of reading difficulty. We monitor progress at regular intervals while students receive targeted small group instruction during Best Fit/WIN/Team Time. Many students will be successful with just this strategic help.
 - Tier 3 intervention: more intensive help for students who are at greater risk of not meeting standards. Students receiving tier 3 intervention work in smaller groups than those in tier 2 and may receive support in addition to Best Fit/WIN/Team Time.

Some students in grade 3 and below receiving tier 3 or special education level support also meet criteria for an Individualized Reading Improvement Plan (IRIP) and Read at Home Plan (RAHP). This documentation is a requirement that comes from Public Act 146, also known as the K-12 Literacy and Dyslexia law (click [here](#) for further information). Since we have been implementing MTSS for a number of years, this law does not mean any significant changes to the support students receive at school, however, if your child needs an IRIP, we will contact you to set it up.

- ☐ MTSS/RtI is a national initiative. If you would like more information now, you can visit the RtI Action Network at [RTI Action Network](#) or the SAS MTSS Weebly at [MTSS](#). If you have questions about your child's reading during the school year, please contact your child's classroom teacher.

Sincerely,

Your school MTSS Team



revised 7/23/25