

Madison-Grant United School Corporation

Recognizing that students learn at differing rates and that the mission of the MGUSC is to develop students who can read, write, and master the core standards we have in place a three-tiered response to instruction/intervention (RTI) structure to ensure that all students are provided with opportunities to reach their full potential.

At tier one all students receive quality instruction differentiated to meet student needs. Based on demonstration of skills, students will participate in differentiated instruction and may receive classroom interventions, as needed, to address skill gaps or to extend learning. Parents will be updated on student progress via mid-term reports, grades, parent-teacher conferences, etc.

When a student, based on learning data, is in need of additional support to address skill gaps or to extend learning he/she will be provided additional time and different support strategies (in addition to tier one instruction) during the school day (tier two). Parents will be informed of these supports provided to their child by the teacher(s) via email, teacher note, phone call, parent-teacher conferences, etc.

A small number of students may need a uniquely different strategy to support learning (tier three). When student achievement data indicate a student has the potential to benefit from a tier three intervention, the parents will be informed via written notification as per 511 IAC 7-40-2(f), and asked to engage in determining next steps.