Universal instruction is the foundation for teaching the core curriculum. High performing classroom learning systems have the capacity to meet or exceed the learning needs of at least 80% of students. Tight alignment between the standards, curriculum, and instruction should be evident. All students should receive the grade level universal curriculum and instruction. Teachers will provide appropriate levels of support, remediation through enrichment. Fidelity to quality instruction and a quality curriculum are a prerequisite. Student work will display and reflect the universal curriculum and instruction with the same standard focus and outcomes. Teachers will differentiate across the curriculum to meet the needs of ALL students.

### Universal Screening Process

Screenings are used to identify students who are at risk of poor learning outcomes. Screenings are provided in the areas of reading, writing, math, and behaviors which promote learning. Commonly used screening instruments used in defining opportunities for improvement are listed, but not limited to the following: STAR, Acuity, DRA, F&P, MAP/Terra Nova, classroom assessments, observational data, On Demand Writing Rubric, attendance data, grades, discipline data, pre-k screening instrument, Early Literacy checklist, number and letter recognition, sound recognition, and behavior data.

### Data-Based Decision Making

Data based decision making includes the analysis of data from universal screenings, as well as teachers observations and classroom assessments. Data based decision making happens at all levels. Decisions are team based and should be discussed with colleagues in a collaborative manner. Teams may consist of teachers, special education personnel, administration, interventionists, counselors, and ELL teachers. An opportunity for the sharing of best practices should occur. Teacher initiative should be evident, directed toward changing instruction based on data. The use of data should be balanced in context of the needs of the whole child.

### Interventions

Most interventions should be delivered through the classroom teacher for tiers I and II. Tier II interventions can be delivered by trained personnel. Interventions must align with the skill deficit identified through screenings. Teachers and support personnel will utilize a toolbox approach of approved interventions. Available tools include, but are not limited to, Reading Mastery, Corrective Reading, Guided Reading, LLI, and Envision Intervention kit. Data team conversations drive the selection of interventions which best match the need of the student. Intervention intensity and duration will vary from tier to tier. The tier does not determine the intervention. Not all tier 3 students need the same intervention.

### Progress Monitoring

Progress monitoring should align to specific skill deficits for which the student is receiving intervention. Every attempt should be made to monitor students in Tier 1, using assessments taken from Universal Curriculum. Progress monitoring occurs within all tiers. Tier 1 progress monitoring provides data to support decisions on future tier movement. Monitoring should occur often enough to allow time for the intervention to make an impact. Students should be involved in the Progress Monitoring process.

### Cultural Responsiveness

High expectations for ALL students. Cultural Responsiveness is a PRIORITY. Make every effort to know our students’ stories. Valuation, consideration, and integration of individuals’ culture, language, heritage, and experiences is an expectation. Focus on the whole child. Align interventions which are responsive to the child.