Claremont Unified School District
Multi-Tiered System of Support Pyramid

**Element for Student Success: Adequate Progress for All Students**

### Significantly Below Grade Level (Intensive)
Students require explicit/systematic instruction. High quality instruction is critical.

**Instructional Plan:**
- Research-based, following specifications of program guidelines
- Intensive intervention designed to accelerate through standards to grade level/content
- Short term, 4-6 week goals
- Small group instruction
- Monitor weekly

### Below Grade Level or Significantly Below Grade Level
Students require explicit/systematic instruction. High quality instruction is critical.

**Instructional Plan:**
- Teacher will work with grade level/content area team to determine, implement, and monitor Tier 2 intervention/enrichment for 6-8 weeks.
- If student does not respond, teacher and grade level/content area team develop a Performance Improvement Plan and increase the intensity of Tier 2 intervention/invention
- Monitor every 1-2 weeks.

### All students receive “first best instruction” and high quality differentiated instruction.
Students can function in various instructional settings and demonstrate resiliency. High quality instruction is critical.

**Instructional Plan:**
- Explicit/Systematic
  - 4-6 week goals
  - Monitor within first 4-6 weeks then every Trimester/Triad
  - Universal Screening: 3 times/year

### Tier 1: Core Program + In-Class Level Intervention/UA

**Supplemental/UA**

**Strategies:**
- Grade level UA
- Kagan
- Thinking Maps
- Differentiated Instruction
- Scaffolding
- AVID

### Tier 2: Targeted Core/UA + Supplemental

**Tier 3: Intensive**

**Tier 4: Special Education**

**Progress Monitoring/ Data Analysis Tools**
See Assessment Toolkit

- Tier 3
  - DIBELS
  - iReady
  - Read 180
- Tier 2
  - DIBELS
  - iReady
  - Read 180
  - Curriculum Assessments
- Tier 1
  - District Benchmarks
  - DIBELS
  - CAASPP
  - ELPAC
  - BPST
  - Other Assessments
  - STAR Assessments
  - iReady Reading