

Our division-wide focus for 2022-23 is knowing *every student by name, strength and need* and using student data to help them achieve excellence, accounting for language proficiency, disability, gifted needs, or other factors.

**ALL STUDENTS
Receive High-Quality Instruction**

All students receive high-quality classroom instruction designed to meet their unique learning needs. Teachers meet in teams to plan for student support and adapt lessons to achieve the best possible outcomes for every student. Across all grade levels, teams use data and a tiered approach to provide extra support to students who are not meeting goals.

Meets the Needs of
80-85% of students

- [Instruction Designed to Meet Individual Strengths and Needs](#)
- [Diverse, Inclusive and Welcoming Environment](#)
- [Tasks to Develop Critical and Creative Thinking and Communication Skills](#)
- [Small Group Activities](#)
- [Specialized Services for Students with Disabilities, English Learners and Gifted Students](#)
- [Integrated Social-Emotional Learning \(SEL\) Lessons and Practices](#)
- [Review, Practice and Reteach as Needed](#)
- [Assessments and Progress Monitoring](#)

TIER 1



**SOME STUDENTS
Receive Extra Assistance**

Students needing more support in specific areas receive high-quality classroom instruction AND

10-15% of students need
this level of support



- [Additional One-on-One or Small Group Support](#)
- [Frequent Progress Monitoring and Review](#)

TIER 2



**A FEW STUDENTS
Receive Intensive, Longer-Term Support**

Students significantly below goals for their grade level or needing more intense support in identified areas receive high-quality classroom instruction AND

1-5% of students need
this level of support



- [One-on-One or Small Group Interventions in Area\(s\) of Need](#)
- [Frequent Progress Monitoring and Review](#)
- [Referrals Where Needed for Additional Assessment](#)

TIER 3





APS Student Support and Success Framework

EVERY STUDENT COUNTS – EXCELLENCE FOR ALL



EVERY STUDENT COUNTS

KNOW EVERY STUDENT BY NAME, STRENGTH AND NEED

WHAT FAMILIES CAN EXPECT

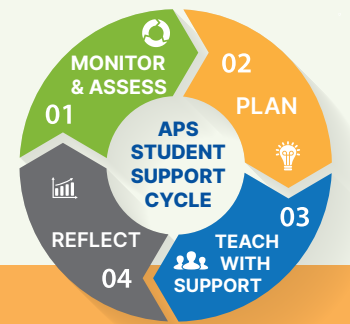
- Information on my child's progress in meeting grade-level standards/expectations (report cards, assessment data, and regular communication)
- Early identification of academic and/or behavioral concerns
- Publishing of division-wide and school progress data
- Classroom instruction and intervention support that is matched to my child's academic and/or behavioral needs
- Collaboration and involvement in data-based problem solving for my child
- Regular feedback on how my child is responding to targeted and individual interventions
- Referrals where needed for Special Education services, in cooperation with parents/guardians
- Clear communication pathways for parents: Contact my student's teacher first, then other school staff as needed.

APS STUDENT SUPPORT CYCLE

1 MONITOR & ASSESS

APS frequently monitors **what students know and can do**, in individual classrooms, in schools, and as a system. Screeners and assessments are used to determine whether the specific support is working. APS conducts a **variety of division-wide assessments** each year, including:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Reading Inventory (Grades 6-9, 3 times per year)
- Math Inventory (Grades 1-8, 3 times per year)
- Standards of Learning (SOL) Tests (Grades 3-12)
- Social-Emotional Learning Screener (Grades 3-12, multiple times per year)
- Phonetic Awareness Literacy Screening (PALS)



2 PLAN

Teachers work in teams to plan instruction for each student based on their needs and strengths. These plans include specialized support and strategies for all students, including **students with IEPs/504s, English Learners, students receiving Gifted Services, students of color (Black, Hispanic/Latino, Asian, other)**, and additional/different supports for **students at Secondary levels**. These plans include **Social-Emotional Learning (SEL)** strategies and resources.

3 TEACH WITH SUPPORT

Teachers, Assistants and Educational Specialists work with students in whole-class and small group settings, or individually to **implement the plans that are specially designed to support students' success**. Counselors and mental health teams provide Social-Emotional Learning support and resources.

4 REFLECT

Teachers collaborate in teams on a regular basis to evaluate student progress and adjust individual plans as needed. **Frequent review and reflection** ensure that the right supports are in place to achieve the best possible outcomes for every student.