

**ATSS - ARLINGTON TIERED SYSTEM OF SUPPORT**  
A SYSTEMATIC FRAMEWORK FOR STUDENT SUCCESS

ATSS helps each student reach success in academics, behavior and social emotional well-being through a systematic framework that provides additional resources and supports. There are three tiers of instruction and support: Tier 1 (Core), Tier 2, and Tier 3.

**Questions that guide each team:**

- What do we expect the student to know or be able to do?
- How do we know the student has learned it?
- What do we do if the student has not learned it?
- What do we do if the student knows it?

TIER 1: CORE INSTRUCTION	TIER 2: INTERVENTION/EXTENSION	TIER 3: INTENSIVE INTERVENTION
Should meet the needs of <b>80-85%</b> of the students	Typically <b>10-15%</b> of students receive intervention while the other students receive extension opportunities	Generally <b>1-5%</b> of students
<p><b>Focuses on differentiated, flexible, and inclusive instruction</b></p> <ul style="list-style-type: none"> <li>Collaborative Teams work in Professional Learning Communities (PLCs)</li> <li>Teams make data-driven decisions based on student needs</li> <li>While supporting the student's academic, behavioral, social and emotional well-being, teams: <ul style="list-style-type: none"> <li>Unpack standards</li> <li>Create common formative assessments</li> <li>Identify Power Standards</li> </ul> </li> </ul>	<p><b>Typically short-term (3-6 week cycles)</b></p> <ul style="list-style-type: none"> <li>Can support the student's academic, behavioral and/or social and emotional needs</li> <li>Generally a 30-minute block, 3-5 times/week</li> <li>Progress is typically monitored every other week</li> </ul>	<p><b>Generally a 45-60 minute block, 5 times/week (in addition to Core Instruction + Tier 2)</b></p> <ul style="list-style-type: none"> <li>Can support the student's academic, behavioral and/or social and emotional needs</li> <li>Progress is monitored every week</li> </ul>
<p><b>Questions that guide each team:</b></p> <ol style="list-style-type: none"> <li>What do we expect the student to know or be able to do?</li> <li>How do we know the student has learned it?</li> <li>What do we do if the student has not learned it?</li> <li>What do we do if the student knows it?</li> </ol>	<p><b>Questions that guide each team:</b></p> <ol style="list-style-type: none"> <li>What do we expect the student to know or be able to do?</li> <li>How do we know the student has learned it?</li> <li>What do we do if the student has not learned it?</li> <li>What do we do if the student knows it?</li> </ol>	<p><b>Questions that guide each team:</b></p> <ol style="list-style-type: none"> <li>What do we expect the student to know or be able to do?</li> <li>How do we know the student has learned it?</li> <li>What do we do if the student has not learned it?</li> <li>What do we do if the student knows it?</li> </ol>

**FULL IMPLEMENTATION OF ATSS INCLUDES THE FOLLOWING PRACTICES:**

- Use data to measure and monitor progress
- Engage the family and community
- Dedicated time for instruction plus intervention/extension
- Employ strategies to support behavior and social-emotional needs
- Evaluate progress and adjust support as needed

To learn more about ATSS, visit: <http://www.apsva.us/ATSS>

## ATSS and Drew Model School

ATSS stands for Arlington's Tiered System

of Support. The focus of ATSS is to address

the whole child and to help every child

achieve success in academics and social

behavior.

Teachers work collaboratively with other

school building stakeholders (principal,

assistant principal, resource teachers,

counsellors, specials teachers etc.) to identify students who are in need of remediation

and/or extension. Timely action plans are then implemented to ensure that academic

instruction is meeting the individual learner's needs.

Please feel free to visit the website below for more information on ATSS:

<https://www.apsva.us/student-services-special-education/arlington-tiered-system-of-support-atss/>

## BASIC PRINCIPLES of ATSS

- Intervene early through the use of universal screeners and other forms of assessment
- Use a multi-tiered system of support
- Tailor personalize instruction to the individual learner's needs
- Use data-based decisions to inform instruction and monitor progress
- Use research-based interventions and instruction
- Ensure fidelity of implementation

## **ATSS at Drew**

You will often walk into a classroom at Drew and see teachers working with small groups of students. We take great pride in providing small group and sometimes even individual instruction to our students on a daily basis to ensure all Drew students are meeting their grade level standards. Our staff plans instruction based on the results of formative or summative assessment results ensuring that all students receive the instruction they need to be successful.

With the implementation of ATSS, we have now established an Intervention/extension block for each grade level. Based on the needs of a child, students may be receiving extra support to meet their individual needs by his/her classroom teacher and/or resource teacher during that instructional time. If you have any questions about ATSS at Drew please contact your child's teacher or a Drew administrator.