GREAT SCHOOLS PARTNERSHIP

Academic Supports: Interventions and Extensions
Action Steps

Core Element	Getting Started	Refining
Beliefs Staff, students, and families take responsibility for equitable outcomes for all students. Academic supports are viewed as integral to achieving equitable outcomes by staff, students and families.	• Lead the development of a shared vision for academic supports, including statements of belief. • Initiate staff and community opportunities to explore mindset and belief systems around student ability and achievement.	• Create and communicate clear connections between the vision for shared beliefs and school practices. • Assess community beliefs and understanding of the school's academic supports (through surveys, feedback, focus groups, community engagement efforts, etc.)
Classroom Instruction Classroom instruction is accessible, engaging, responsive and rigorous for all students. Academic supports include Interventions and extensions.	• Adopt rigorous standards and align all pathways with those standards. • Cultivate & support a cadre of teachers who pioneer differentiation approaches. • Ensure every teacher implements classroom practices that allow for small-group and one-on-one instruction. • Define baseline instructional practices & expectations and align professional development with those goals. • Ensure that instructional materials and technology support the school's beliefs around academic supports. • Teachers routinely observe students closely to understand the factors that facilitate or impede progress.	• Provide professional development that is differentiated and targeted to teacher readiness, interest, role, and areas of need. • Design time during the day for students to reflect on their progress. • Support student reflection through goal-setting and self-monitoring. • Differentiate through content, process, product, and environment, according to student readiness, interest, and learning profile. • Develop rich formative assessments, aligned with standards, and provide timely, specific feedback to all students. • Teachers routinely receive specific, timely feedback on the quality of their instruction.

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Schoolwide Structures There are school-wide systems and structures that support interventions and extensions within and outside the classroom.	• Catalog current academic supports and consider adjustments to what is already in place. • Examine schedule to explore how academic supports can be integrated into the school day without interfering with other student opportunities & experiences. • Refine and develop orientation systems for new students. • Individualize academic supports for students, with specific approaches determined by a collaborative team. • Analyze the content & approach of academic supports to ensure alignment with classroom practices. • Develop job descriptions and responsibilities (i.e. of department chairs, teachers, administrators, leadership team members) to explicitly reference academic supports. • Develop additional academic supports systems outside traditional class time (before/after school, summer), including partnerships with community members and organizations.	• Stakeholder group develops and implements school-wide and district structures. • Plan flexible time into the master schedule to allow for reteaching or extension. • Develop Personalized Learning Plans for all students • Implement an advisory system for all students. • Develop partnerships with local organizations to provide academic supports outside of the school day/year. • Ensure school & district procedures & policies support effective academic supports (reporting systems, length of instructional blocks, etc.) • Implement student-led conferences, home visits, and personal calls/emails to foster a culture of participatory learning with students and families.

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Collaboration There are structures that support collaborative teacher work focused on academic support. Students and family members are engaged as partners in selecting and implementing academic supports.	• Develop communication structures to inform families of academic supports. • Build common planning time into schedules to allow for regular collaboration between teachers and support personnel who share common students • Train Professional Learning Group Facilitators. • Implement staff peer observation process. • Engage in book studies around academic supports. • Engage families of all students to explore how to better support student engagement and growth. • Engage staff, students, and families in conversations about academic supports,	• Partner with families to select and implement academic supports. • Expand collaboration structures to include wrap around services available outside of school. • Ensure school leadership has a deep understanding of the principles of effective differentiation. • Focus professional learning group work around academic supports practices & dilemmas • Focus advisory (or other structures) to facilitate regular student/teacher interactions to reflect on student's progress towards goals
Data Data are analyzed and used for multiple purposes, including to identify student needs and to evaluate the system of academic supports. A range of formative and summative data sources are analyzed to inform student and programmatic assessment.	• Focus professional learning group work around data analysis of students, particularly those at far ends of achievement continuum. • Create common assessments, compare results, and analyze the effectiveness of instructional practices. • Develop easy-to-use, clear and accessible systems for data collection and analysis • Identify a limited number of strategic indicators to identify students at risk (including local data, attendance, and school performance) • Ensure that both qualitative and quantitative data are collected and analyzed. • Develop a team (i.e. an Early Warning System) that continually reviews and tracks student progress.	• Analyze data of students at far ends of achievement continuum to make decisions about academic supports and to adjust instruction. • Collaboratively analyze data at all levels (school-wide, grade-level, and classroom), and adjust instruction collaboratively. • Evaluate efficacy of academic supports using student surveys and performance data. • Use data to inform next steps and action planning