### Academic Supports: Interventions and Extensions

#### Action Steps

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<td><strong>Beliefs</strong></td>
<td>• 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.</td>
<td>• 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.)</td>
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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.

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**Classroom Instruction**

Classroom instruction is accessible, engaging, responsive and rigorous for all students.

Academic supports include interventions and extensions.

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<td>• Adopt rigorous standards and align all pathways with those standards. • Cultivate &amp; 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 &amp; 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.</td>
<td>• 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.</td>
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### Schoolwide Structures

There are school-wide systems and structures that support interventions and extensions within and outside the classroom.

### Getting Started

- 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.

### Refining

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