School Improvement Technical Assistance Topic:

Deepening Targeted Supports



Assess Why the Intervention Isn't Working

Determine what is getting in the way of intended results. Examine implementation, staff capacity, resources, student access, and the fit of the intervention.

Assessment Checkpoint:
Has the team identified and verified the reasons the intervention is not producing the intended results?

Ready to Proceed When:
The team understands the barriers and knows what needs to change.



Strengthen Staff Knowledge and Skills

Provide the training, coaching, collaboration, and practice staff need to deliver the intervention effectively.

Assessment Checkpoint:

- Can staff explain the purpose and intended outcomes?
- Can staff demonstrate the skills needed to deliver the intervention?
- Have staff had opportunities to practice and receive feedback?

Ready to Build When:
Staff demonstrate the knowledge and skills needed for effective implementation.



Build Staff Confidence and Capacity

Address concerns, competing priorities, burnout, and barriers that prevent staff from carrying out the work. Ensure staff have the time, resources, and leadership support they need.

Assessment Checkpoint:

- Do staff feel prepared and supported to do the work?
- Is adequate time and staffing available?
- Are needed resources and leadership support in place?
- Have concerns and barriers been addressed?

Ready to Align When:
Staff have the confidence, time, resources, and support to carry out the intervention.



Strengthen Alignment and Coordination

Ensure the intervention connects with core instruction, school and district improvement plans, and other supports. Clarify roles and responsibilities across general education, special education, and multilingual education.

Assessment Checkpoint:

- Do staff understand their roles and responsibilities?
- Does the intervention align with core instruction and other supports?
- Are schedules, staffing, and resources coordinated?
- Are teams communicating and working toward shared outcomes?

Ready to Monitor When:
The intervention is coordinated, aligned, and supported across the system.



Monitor, Learn, and Adjust

Review implementation and student progress data to determine whether the intervention is being delivered as intended and whether it is improving outcomes for the priority student group.

Assessment Checkpoint:

- Is the intervention being delivered consistently and as intended?
- Are students receiving the support at the planned level and frequency?
- Is the priority student group making progress toward intended outcomes?
- What does the evidence tell the team to continue, improve, or change?

Ready to Sustain When:
Evidence shows the intervention is working. If not, revisit the appropriate earlier step.

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