

# Creating Individualized and Sustainable Academic Support

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# Benchmark 4:Curriculum and Support

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28) or an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

# Academic Support

Objectives:

The support will:

- Grow with the student and become more student driven and less teacher driven.
- Be customized to the student's needs.
- Be manageable and monitored
- Financially prudent and make use of the campus's assets.
- Create the habits of mind that lead to the student being able to make decisions about his/her own academic support.

Teachers, parents, and students will be involved in the process

# Response to Intervention

<http://www.rti4success.org/>

**Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. *RTI Action Network***

***This research based approach works for Early College High School students, as well. Using the idea of a three-tiered intervention model, developed by the faculty and staff of the Early College High School, will improve student outcomes.***

# Preparing for the Academic Support Plan

Every parent and student should be introduced to your academic support plan as they are oriented to the ECHS.

The plan should be in writing, and parents and students should acknowledge they agree to participate as a part of ECHS.

# Intervention

## Tier 1

- This support is provided to every student in each classroom.
  - Teacher instruction
  - Guided practice
  - Teacher individual attention
  - Gradual release
  - Re-do until mastered
  - Group work with teacher feedback
  - Individual performance with teacher feedback

Teachers should co-develop the basics of the tier 1 intervention plan so every student receives support that is appropriate to the curriculum in every classroom.

# Intervention

## Tier 2

If there are concerns about student performance at the three-week progress report, a second tier of support is added outside of the classroom.

This support should be:

- designed to help the student master the material in the classroom,
- promoted as additional support, not as a punishment,
- provide instruction designed to help students learn how to help themselves, such as how to organize their study and take notes, and
- co-developed by teachers as it is implemented.

If a student is successful at the six week point, the student exits Tier 2.

# Intervention

- A student with a grade point average less than a “B” in any class should be identified for intervention.
- The intervention plan is designed to teach students to be successful college students.
- The intervention plan should be in writing, and parents and students should acknowledge they agree to participate in the invention as a part of ECHS.



# End of the First Six Weeks (or Nine Weeks)

Students who are successful with a “B” average in the class:

- Return to Tier 1 only
- Continue monitoring at the next progress report to determine with Tier 2 intervention may be needed again.

Students who are still below a “B”:

- Ask the teacher, student, and parent to decide if the student needs to continue Tier 2 or escalate to Tier 3.

# Intervention

## Tier 3

- Tier 3 is customized to the student's needs, comparable to an IEP.
- Student will meet with all of his/her teachers, the parents, and the principal to decide on a plan to help the student become more successful.
- This Tier may persist for the rest of the semester.
- The team should reconvene at each progress report/grade report point to review student progress.
- The intervention at this level should be customized to the areas that the team determines are the barriers to success. This may be a combination of study habits, knowledge gaps and poor student choices.
- This intervention is not punitive.

# Considerations

- Teachers and administrators should co-develop the academic support plan.
- Parents and students should own this support plan as something the ECHS is providing to **help** the student succeed.
- If a student fails the course, continue the support. The student's summer school and/or retake of the failed course should be part of the student's Tier 3 plan.
- The goal of the academic support plan is to enable the student to know how to create his/her own academic support plan when they are working without the ECHS safety net.

# Considerations

- Build in easy-to-monitor and easy-to-support systems for teachers and administrators to document support.
- The more parents are involved in the process, the better understanding they will develop of the skills students need to develop to be successful college students.

# Questions?

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