**SOME CONSIDERATIONS FOR INTERVENTION PLANNING**

- Identifying what students need
- Programming/scheduling interventions
- Matching adult expertise with student needs
- Strategizing around how to get targeted students to the intervention
- Connecting what’s happening in the intervention to what’s happening in the classroom (relational/academic)

**Is our student success intervention working for our students?**

**DATA COMPONENTS KEY TO SUCCESSFUL IMPLEMENTATION**

What data structures and practices, if addressed, will increase your team’s efficacy in improving student achievement?

- Are there other school programs/initiatives competing with effective implementation?
- Are teachers/owners aware of implementation procedures?
- Are teachers compensated when appropriate?
- Is there sufficient and reasonable time to implement the intervention?
- Is the intervention publicized effectively to appropriate stakeholders?
- Have you implemented the intervention long enough?

**Is it an implementation fidelity issue?**

- Are there other school programs/initiatives competing with effective implementation?
- Are teachers/owners aware of implementation procedures?
- Are teachers compensated when appropriate?
- Is there sufficient and reasonable time to implement the intervention?
- Is the intervention publicized effectively to appropriate stakeholders?
- Have you implemented the intervention long enough?

**Is it a student participation issue?**

- How are students held accountable for not participating? By whom?
- Do they see the results of their participation?
- Are students encouraged by multiple adults to participate?
- Does the intervention respect student time and effort?
- Is the intervention viewed as punitive?

**Is the issue a mismatch between the intervention and student needs?**

- How are students held accountable for not participating? By whom?
- Do they see the results of their participation?
- Are students encouraged by multiple adults to participate?
- Does the intervention respect student time and effort?
- Is the intervention viewed as punitive?

**Is the issue one that cannot be addressed by a success team intervention?**

Examples:
- Teacher philosophy
- Grading policies
- Chronic tardiness
- Chronic suspensions
- Curriculum pacing

**Access to timely Gradebook data**

- Are grades updated in a timely manner according to the grade pull schedule?
- Who can provide the grade-level, course, and student-level data you need?
- Can you manipulate data into a teacher-friendly format?
- Do you have or make time to manipulate the data into a teacher-friendly format?

**Student participation data**

- How are you tracking participation? (intentionally or randomly)
- Is your tracking tool useful for highlighting trends in participation and its effect on achievement?

**Intervention implementation data**

- Are grades updated in a timely manner according to the grade pull schedule?
- Who can provide the grade-level, course, and student-level data you need?
- Can you manipulate data into a teacher-friendly format?
- Do you have or make time to manipulate the data into a teacher-friendly format?

**TUTORING**

- Are teachers actually tutoring students/ providing academic support?
- How are students provided with work to complete during tutoring?
- If tutoring is provided with to drive their mentoring sessions?
- Are mentors able to advocate professionally with their colleagues?

**MENTORING**

- Do mentoring conversations push students to action around their grades?
- What information are mentors provided with to drive their mentoring sessions?
- Are mentors able to advocate professionally with their colleagues?