

U-32 Middle School Academic Support Overview

2025-2026

Overview

The Academic Support class is a Layer 3 intervention within [U-32's MLSS framework](#). During Academic Support, interventions are offered in three areas: literacy, math, and executive functioning skills. The goal of Academic Support is to provide targeted, data-driven intervention using validated intervention tools and instructional practices.

Here is [a link to the Semester 1 Groups document](#) for the 2025-2026 school year.

Intervention Dosage

Frequency: 4x weekly (25-minute sessions)

Group Size: Small group (2-5 students) with unified skill focus

Duration: One to two semesters

For students, the Academic Support class block is split so that students who need support in two areas may receive those interventions without needing to add another class to their schedule. For example, for a student who needs a Layer 3 support in both math and literacy, they would be assigned to one "Academic Support" class that meets four times each week. Half of the class time, the student would have a literacy support, and the other half would be spent in math support.

Suggested Structure

Instruction is delivered in three-week instructional cycles with progress monitoring at the end of the three weeks. Each 25-minute session is structured as follows:

- **Community Building (5 minutes, at the beginning of the first session of the week):**
 - Circle question, class agenda, revisit learning target and explain why it's important.
- **[Explicit Instruction](#) (10-15 min):**
 - Explicit instruction (I do, We do, You do) is an evidenced-based instructional practice that is essential for students with skill gaps and should be used consistently and with fidelity.
 - Over a three week skill cycle, each student receives at least six blocks of explicit instruction.
- **Individualized Time (15 min):**
 - In place of "Explicit Instruction."
 - Practice aligned to skill focus, general education curriculum connections, i-Ready MyPath, etc.

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- **Closure & Reflection (5 minutes, at the end of the last session of the week):**
 - Self-assessment on Transferable Skills
 - Reflection prompt or exit card to check progress on skills
- **Progress Monitoring:** Data collected every third week (in lieu of Individualized Time)

Special Education IEP Requirements

There are three layers of Academic Support. Layer 3 is a targeted intervention taught by a general education teacher. Layer 4 is an intensified intervention taught by an interventionist. Layer 5 is specialized instruction that could be taught by a special educator for a student on an individualized plan receiving a service in their primary area of disability. Or it could be taught by a general educator...

If a student is on an IEP and going to a special educator for their primary areas of disability, they may also have a need for intervention in another area. The interventionist will not need to support the goals because they won't have a goal in that area. Just as they would in the general education classroom, students with accommodations that are part of a 504 or IEP will need to have these accommodations provided within the intervention setting.

If a student on an IEP goes to an interventionist in reading, writing, or math with a related goal, then the interventionist will deliver services under the consultation of the special educator ensuring that there are connections between the area of disability and the areas being targeted for intervention. In this case, the special educator would design and provide guidance to the interventionist on how to monitor the student's progress towards IEP goals.

Instructional Resources & Support

- The [WCUUSD MLSS Intervention Resources page](#) on the district CIA website has instructional resources.
- There will be time once every five weeks in grade level teams to support teachers facilitating an intervention.
- **Ruairi Hutchison** is available as a support for teachers facilitating an executive functioning intervention.
- **Jenn Ingersoll** is available as a support for teachers facilitating a literacy intervention.
- **Ellen Dorsey** is available as a support for teachers facilitating a math intervention.

Progress Monitoring & Documentation

Progress Monitoring

- **Frequency:** Every third week (end of each skill cycle)

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- **Probes:** Progress monitoring probes are available on the MLSS Intervention Resources page.
- **Goal Setting:** Work with students to set goals and track growth

Add something about quarterly IEP monitoring.

Documentation in Educlimber

- All intervention data will be recorded in [Educlimber](#), which is a MLSS data management platform that we will be rolling out for the 2025-2026 school year ([draft implementation plan](#)).
- Interventionists will use Educlimber to:
 - Track student performance across cycles
 - Enter participation and attendance data
 - Enter scores, goals, and progress data
- **Form B Referrals:** Initiated by teams and documented within Educlimber at the end of each semester

Grading in Infinite Campus

- At least every three weeks students should be scored using the Habits of Work (Preparation and Organization and Engagement and Effort) and TS4: Working Independently and Collaboratively and TS6: Self Awareness and Self Direction in Infinite Campus.
- Students in Academic Support do not receive final course scores.

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QUESTION	ANSWER
What is the main objective of Academic Support?	<i>The Academic Support classes are intended to provide Layer 3 and 4 support for students who have gaps in math, literacy, and/or executive functioning skills that are preventing them from accessing the prerequisite skills for their grade level. The intention is to provide targeted, explicit instruction addressing those skills specifically so that students can "catch up" and better access the general education curriculum. The instruction must include evidence-based practices and programs and progress monitoring using a validated curriculum-based assessment. Additionally, those students will likely need Layer 2 support - follow up from their general education instruction with a focus on pre teaching and/or reteaching to help them "keep up" - that would be provided by their general education classroom teacher (this may happen in call back, for example).</i>
How is it different from structured math and literacy interventions in SY24-25?	<i>In theory, it is the same as what is being provided now. Schedule and teaming changes between SY24-25 and SY25-26 have led to the new title "Academic Support." For a student needing math and reading support, instead of having a "Structured Math" class (3x per week for 1 hour) and a "Structured Literacy" class (3x per week for 1 hour), a student needing both supports would have one "Academic Support" class (4x per week for 50 minutes) that is split between a math support (2 times per week for 50 minutes or 4 times per week for 25 minutes) and a reading support (2 times per week for 50 minutes or 4 times per week for 25 minutes) during that class. The new structure results in smaller group sizes (max of 5).</i>
Who is eligible/chosen for academic support?	<i>There is a referral process that hasn't been fully rolled out at U-32 yet. A teacher or team refers a student based on LCAP assessment data and classroom performance data. There should also be evidence that the student received layer 2 support focused on specific skill needs that were not adequate to close the gap. Here is a <u>link to a document that describes who gets what layer of support</u> (this is a pre-k-graduation perspective).</i>
What data are we expected to use and	<i>This is addressed in this document..</i>

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collect to guide interventions? How is it supposed to be documented?	
What is the schedule? Some of us have multiple groups listed under the same class period... when do we see those groups?	<i>This is addressed in this document..</i>
How should a typical class period work in academic support?	<i>This is addressed in this document..</i>
Can we teach grade level/graduation level proficiencies? (AKA support in concurrent course content)	<i>This could be addressed during Individualized Time.</i>
Are we (teachers of academic support) expected to report on, and write new 504/IEP goals?	<i>This needs to be clarified.</i>
When will we (teachers of academic support) be given time to collaborate <u>during</u> SY25-26?	<i>This needs to be clarified, but time and support will be provided during Wednesday PD time.</i>
Are we assigning grades on standards, or just habits of learning?	<i>This needs to be clarified.</i>