

Tiered System of Supports Health Assessment Goal Setting/Action Planning Tool (SAMPLE)

PURPOSE

The purpose of this planning form is to assist schools in documenting their identified areas of strength and areas of growth as indicated on the *Tiered System of Supports Health Assessment*. Schools will use this form to create goals and action steps that will improve their Tiered System of Supports. Schools should complete this form after conducting the Tiered System of Supports Health Assessment.

DIRECTIONS:

Please complete this planning form after you have conducted the *Tiered System of Supports Health Assessment*. This form should ideally be completed by the student support team; however, it can also be completed by the Tiered System of Supports team lead and/or by school administration. **PLEASE NOTE THAT THIS IS A COMPREHENSIVE SAMPLE TO PROVIDE SUPPORT IN COMPLETING THE FORM. THERE IS FLEXIBILITY IN COMPLETING THE ACTION PLAN (E.G., NUMBER OF GOALS, NUMBER OF ACTION STEPS, TIMELINE).**

Completed By: **Student Support Team**

Date of Assessment: **September 20, 2021**

- ☒ Initial Assessment (first one completed)
- ☐ Partial Assessment (i.e., focusing on only a few components)
- ☐ Follow-Up Assessment (frequency: no less than twice a year)

Review of Responses on Tiered System of Supports Health Assessment

Areas of Strength	1. Our school reinforces the importance of strong Tier 1/Universal practices and ensures Tier 1 strategies have been exhausted before making a Tier 2/Tier 3 referral.
	2. Staff understand how to recognize early indicators that a student needs additional support.
	3. There is a process and opportunity to meet and consult with student support and other service providers within the school to support students without attending a Tier 2 meeting.
Areas of Growth	1. School staff often refer to students based upon their tier level, and often indirectly place blame on students for their challenges.
	2. Our system needs more work on cultural competence and avoidance of reinforcing bias in the design or development of our student support system.

3. We do not have a process for progress monitoring plans or staff/stakeholders to use when implementing plans.

Reflection

As you reflect on your current data, note the areas where you indicated “Partially in place” or “Not in place.” What are some potential barriers to having them in place? What might be some next steps to make them an area of strength?

Most of our areas for growth are “sometimes in place.” The barriers in those areas appear to be either an issue around mindset, bad habits, lack of clarity or being demonstrated inconsistently. Some training and potential coaching around specific topics might be helpful. For example, a training on finding common language to refer to students without leading with the tier of support they receive. Our team specifically could use some support around strategies they could use to monitor the implementation of interventions.

Looking at the data where it currently stands, in what ways does the system reinforce equity and equitable outcomes for students, families and staff? If you are unable to identify them, what might be a next step? (examples of next steps: professional development for staff, staff book study)

Two strength areas are the staff’s ability to identify when a student needs support and recognition of the importance of emphasizing support of students through universal practices. This recognition and understanding in these areas lay the foundation for creating an environment that moves from blaming students and ignoring their strengths/needs to shifting focus toward the school environment as a catalyst for positive student outcomes. We have more work to do, but we have a place to start. A next step could be to provide resources on equity in education for staff to read and discuss. This could work for all-staff professional development and/or by grade level teams.

Are there parts of our Tiered System of Supports that require additional professional learning for teachers and staff? Is there a need to create the time and space for ongoing capacity building and adult learning connected to the Tiered System of Supports that is grounded in a whole-child approach? Are there existing learning structures already in place?

There are parts that require additional professional learning, particularly as it relates to mindset shift in our approach to responding to students. There are opportunities to leverage instructional coaches and members of the student support team to provide training in smaller groups or 1:1 interaction with staff members to go deeper on areas as needed. Those staff members could leverage already scheduled meetings to infuse professional development on identified topics.

Based on the Tiered System of Supports Health Assessment and your reflections above, please complete the following table:

Goals	Action Steps	Person(s) Responsible	Date	Resources Needed
<i>What outcome are you expecting to see? What will be different?</i> <i>Be sure to include the date the goal will be accomplished.</i>	<i>How will you accomplish this goal? What are the steps that will be taken? (there may be several action steps per goal)</i>	<i>Who will complete these actions?</i>	<i>The date the action step will be complete</i>	<i>What materials or added support are needed?</i>
1. By November 1st, staff will come to consensus on the language used to refer to all students receiving support services. Students will no longer be referred to by tiers; teacher tone and language will reflect a more positive message.	Schedule professional development on teacher language. This would include discussion on how students are currently being referred to and its impact.	Principal will add it to the staff calendar within 24 hours.	Tentative date for Professional Development will be October 15th, 2021	Leverage counseling staff External resources
	Identify teachers who consistently use “positive” language and tone with students and discuss collaboration with Student Support in determining some of the content of the training.	Principal will request Asst. Principal to email those specific teachers and Student Support to schedule a time to meet and discuss the training.	Email from Asst. Principal should go out within 24-48 hours after today. Staff should meet no later than end of September.	Articles, books, personal experience
2. By December 1st, Student Support team will have collected data from students, staff and	Student Support Team will brainstorm questions to include in the survey.	Student Support Team	Weekly, ending the first week in October	Research survey questions Team experience
	Student Support Team will pick a teacher, student, and parent who could	3 different identified team	By the end of 2 nd week in October	Main office to gather contact info for parents.

<p>caregivers about the design of our student support system to reinforce an equitable process. As a result, we will create a system that reflects the perspectives of those that implement it and those that it serves.</p>	<p>potentially give feedback on questions to include.</p>	<p>members (each reaching out to a different stakeholder)</p>		
	<p>Student Support Team will finalize questions.</p>	<p>Volunteer member from the team</p>	<p>By the end of October</p>	<p>Research survey options (Google, other platforms)</p>
	<p>Student Support Team will send out survey.</p>	<p>Principal</p>	<p>By the end of the first week in November</p>	
	<p>Student Support Team will review data and determine date to share with all staff.</p>	<p>Team facilitator leads this</p>	<p>First week in December</p>	<p>Data from surveys</p>
<p>3. By November 15th, Student Support plans will include a place to document progress students have made.</p>	<p>Team brainstorms what should be included on the form/process.</p>	<p>Team facilitator</p>	<p>During a portion the next 2 meetings</p>	<p>Research progress monitoring tools</p>
	<p>Student Support Team selects 2-3 team members to make final decisions to present to the team.</p>	<p>Team facilitator</p>	<p>Smaller team will meet 2x by the end of October</p>	<p>Use of team feedback and researched resources</p>
	<p>Team members present progress monitoring tool and process, and team gives feedback.</p>	<p>Smaller team members</p>	<p>By the end of the second week of November</p>	