

Tiered System of Supports - Collaboration Phase: Student Support Plan

PURPOSE

The purpose of this tool is to provide a sample template for creating a student support plan. This tool is flexible in that it can be used at both the Tier 2 and Tier 3 support levels.

DIRECTIONS:

Complete this form during a Tiered System of Supports meeting and/or in consultation with a student support provider, to document the interventions or supports that will be provided to address student need. The following progress monitoring form should be used to review progress toward goals.

Student Support Plan (Complete During Meeting)		
Staff Member:		Date:
Student:		Grade:
Student Goal(s): <i>[1-3 goals, based on data collected]</i>		
GOAL #1:		
GOAL #2:		
GOAL #3:		
Intervention Support Planning		
Environmental Supports	<i>What changes in the learning environment could be made to support this student along with others? What are the broader schoolwide contexts that need to be addressed?</i>	Responsible Person:
Developmental Relationship Supports	<i>What relational supports are needed between the student/teacher, student/student, family/school? What will be done to improve it?</i>	Responsible Person:
Skill Development Supports	<i>What skill and mindset changes in teacher practice are needed to support this student? What skill and mindset support will be provided to the student?</i>	Responsible Person:
Progress Monitoring Plan: <i>What data will be monitored, how, and with what frequency?</i>		Responsible Person:
<i>What other students have demonstrated similar needs? Which supports are most needed?</i>		

Collaboration Phase: **SAMPLE Student Support Plan** Approach B

PURPOSE

The purpose of this tool is to provide a sample template for creating a student support plan. This tool is flexible in that it can be used at both the Tier 2 and Tier 3 support levels.

DIRECTIONS:

Complete this form during a Tiered System of Supports meeting and/or in consultation with a student support provider, to document the interventions or supports that will be provided to respond to student need.

Tier 2/Tier 3 Student Support Plan (Complete During Meeting)

Staff Member: Teacher B

Date: 11/5/21

Student: Anisha B.

Grade: 7th

Student Goal(s): *[1-3 goals, based on data collected]*

GOAL #1: By 12/3/21, Teacher B will increase their capacity to proactively support students' social-emotional needs as well as improve their effectiveness in implementing the predicting and questioning comprehension strategies.

GOAL #2: By 12/3/21, Anisha will learn and utilize 1-2 additional coping strategies to reduce/manage difficult emotions as evidenced by verbal reports and usage from the student and student support staff member working with her.

GOAL #3: By 12/3/21, Anisha will improve in her reading comprehension by 20% as measured by reading comprehension quizzes through using predicting and questioning strategies.

Intervention Support Planning

Environmental Supports

What changes in the learning environment could be made to support this student along with others? Are there broader schoolwide contexts that need to be addressed? **The teacher will prioritize leveraging Anisha's ideas for the first activity. However, all students will be invited to provide input and facilitate non-academic activities in the classroom. This will contribute to a more equitable learning environment inclusive of student voice.**

Responsible Person: Teacher

Developmental Relationship Supports

What relational supports are needed between the student/teacher, student/student, family/school? **The teacher will work on increasing opportunities for non-academic interaction among students. This will facilitate a deepening of relationships among students and between the teacher and students.**

Responsible Person: Teacher, Student Support Staff

Skill Development Supports

What skill and mindset changes in teacher practice are needed to support this student? What skill and mindset support will be provided to the student? **The teacher will work closely with student support to consider some things that can be proactively included in the classroom environment to support Anisha and other students when difficult emotions arise. The instructional coach will support the teacher with using predicting and questioning comprehension strategies during small-group reading lessons.**

Responsible Person: Student Support Staff

Progress Monitoring Plan:

What data will be monitored, how, and with what frequency? **The teacher will monitor on a weekly basis Anisha's use of coping strategies, through observations and as reported in 1:1 meetings with Anisha.**

Responsible Person: Teacher, Student Support Staff Member

Tier 2 Support Only: *What other students have demonstrated similar needs? Which supports are most needed?*

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