

## Tiered System of Supports - Collaboration Phase: Student Support Plan & Review

### 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 & Review 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:** 7<sup>th</sup>

**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% through the use of predicting and questioning strategies, as measured by reading comprehension quizzes.

### 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 first when planning for the non-academic interactions among students. 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 increase opportunities for non-academic interaction among students. This will facilitate a deepening of relationships among students and between the teacher and students.

**Responsible Person(s):**  
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 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(s):**  
Student  
Support  
Staff,  
Instructional  
Coach

### Progress Monitoring Plan:

*What data will be monitored, how, and with what frequency?* On a weekly basis, the teacher will monitor Anisha's use of coping strategies, through observations and as reported in 1:1 meetings with Anisha. Twice per week, the teacher will model the use of predicting and questioning reading comprehension strategies. The teacher will administer a reading comprehension quiz on two different occasions.

**Responsible Person(s):**  
Teacher,  
Student  
Support Staff  
Member

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

Reading Comprehension: Joel, Brian, and Sherry

Emotional Regulation Support: Madison, Christopher, and Jamie

