

HOMEROOM FOR EDUCATORS

CUSTOMIZING STUDENT LEARNING PLANS

Purpose

Provide users with the information that resides on Student Learning Plans and the corresponding setup template information needed to implement, maintain and/or customize Student Learning Plans.

What You'll Need

SLP (Student Learning Plan) Customization Template

SLP Data	Corresponding Template Sheet	Template Configuration
<p>Demographics</p> <p>These fields are populated from the student information system (SIS) and include:</p> <ul style="list-style-type: none"> • Native Language • Ethnicity • Home Language 	<p>Not applicable</p>	<p>Not applicable</p>
<p>Qualifying Conditions</p> <p>Check the box next to the condition(s) that should be addressed with this SLP.</p> <p>If a student has more than one SLP for the current year, they are merged.</p>	<p>Qualifying Conditions</p>	<p>Enter all qualifying conditions in the order they should appear. They are school year specific and can be activated/deactivated. These can be modified at any time, but all historic SLP records will be affected.</p> <p>Consider the reasons a student may qualify for an SLP. Examples include Title I, LAP, behavior or discipline issues, poor attendance, SBA results, and credit deficiency.</p> <p>Qualifying conditions are addressed with interventions and goals. The outcome of an SLP is student progress, and no future SLPs for the same condition(s). SLPs describe where a student should be versus where they are now.</p>

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<p>Relevant Assessment Scores</p> <p>These fields are pre-populated. They include any assessment score for the student that has been loaded into Homeroom.</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>Accommodations</p> <p>The names of the tabs, Behavior, Presentation, Response, and Scheduling and Settings, cannot be modified.</p> <p>Accommodations describe an alteration of environment, curriculum format, or equipment that allows a student to gain access to content and/or complete assigned tasks.</p> <p>A student can have multiple accommodations.</p>	<p>Accommodations</p>	<p>Enter each accommodation the district uses. They will be displayed alphabetically. They are school year specific and can be activated/deactivated. They can be modified at any time, but all historic SLP records will be affected.</p> <p>These can be aligned to Common Core or SBA accommodations. They are linked to an accommodation type that cannot be changed.</p> <ul style="list-style-type: none"> • Behavior • Presentation • Response • Scheduling and Settings <p>They can be categorized by purpose. For example, add the words <i>TESTING ONLY</i> for those used for testing to distinguish them apart from general classroom instruction.</p>
<p>Goals</p> <p>When users select "Add Goal" they have to choose both the goal subject area and the goal. Suggestion: also select the intervention leading to successful completion of the goal.</p> <p>The goals and/or interventions should be monitored by adding progress entries.</p> <p>Students can have multiple goals and interventions.</p>	<p>Interventions and Goals</p>	<p>Multiple sections should be considered together when designing, including Goal Selection, Intervention Subject Area, Intervention Selection, Progress Descriptors, and Progress Reviews.</p> <p>Consider working from general to specific intervention selections first. These are used in the student groups widget and are tracked.</p> <p>Consider the <u>logical goals for each intervention</u> in a step-by-step or tiered system that will get the students back on track. Increment goals if necessary, ensuring multiple goals are achievable within a single school year. Be specific!</p>

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<p>Goals (continued)</p> <p>Recommendation: choose one goal at a time. Allow the student sufficient time to gain mastery or alter behavior.</p> <p>Once met, choose the next goal, working toward satisfying the qualifying condition.</p>	<p>Interventions and Goals</p>	<p>All goals are school year dependent and can be activated/deactivated. They can be modified.</p>
<p>Interventions</p> <p>Goals and interventions are connected. When users select "Add Goal" they select a subject area and corresponding goal. They can then select the intervention leading to the successful completion of the goal.</p> <p>Interventions are saved, and there is an option to add notes, which creates the history of what did or did not work for the student.</p> <p>Interventions must have start and end dates to aid in tracking their usefulness and to push completion of a goal. Students should not be on an intervention indefinitely.</p> <p>Finally, the person responsible for following through with the intervention is noted: School, Parent(s), and Student. There can be more than one.</p>	<p>Interventions and Goals</p>	<p>Intervention selections are linked to intervention subject areas, goals and progress and all should be considered together when designing.</p> <p>What interventions might a student receive to help them achieve a related goal? They should remedy the qualifying conditions. Interventions are specific instructional adjustments, alternations or additions, and purposeful behavior modifications. Student interventions should be limited to a single school year because if there is no progress an alternate route is necessary.</p> <p>All interventions are school year dependent and can be activated/deactivated. They can be modified.</p> <p>The intervention subject area naturally aligns with course subjects or behaviors, but can be separated by grade or services.</p> <p>The person(s) responsible for the intervention should be identified; however, the responsible parties (School, Parents, or Student) cannot be altered.</p>

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<p>Goals</p> <p>Once a student has a goal, and probably an intervention, the person monitoring the student, or the intervention program, should add a progress descriptor on a regular schedule. The user selects "Edit" to the left of the goal, then the "Progress & Accomplishments" tab, then "Add Progress Entry." They should also add any relevant notes for the entry.</p>	<p>Progress Descriptors</p>	<p>Student progress is linked to goals. Consider in what increments goals are achieved. They could be award-based, or aligned with specific, measurable actions.</p> <p>Consider the schedule for tracking the goal on a per-student or per-intervention program basis when designing the descriptors.</p> <p>Progress descriptors are <u>not</u> school year dependent and <u>cannot</u> be activated/deactivated. They can be modified, but doing so will change all historic records.</p>
<p>Communications</p> <p>When you determine a student should be placed on an SLP, and you have set the goals and interventions, complete the plan by outlining a schedule of regular communication with all responsible parties. Select "Edit" and choose both the planned frequency and method of communication. There can only be one communication plan for a student, but it can change over time.</p> <p>Communication outside of the scheduled plan can and should occur.</p>	<p>Communication Frequency</p>	<p>A student should not be given an SLP and then have it be disregarded. In order to track progress toward a goal, and determine if an intervention is working, responsible parties need to interact with the student, and themselves, on a regular schedule. A communication plan needs to be proposed <u>for each student</u>.</p> <p>Because these are student dependent, make them flexible enough for all types of situations and consider what types of interactions are required for interventions to be successful.</p> <p>Communication frequencies are <u>not</u> school year dependent and <u>cannot</u> be activated/deactivated. They can be modified, but doing so will change all historic records.</p>
<p>Communications</p> <p>There can only be one proposed communication plan. Select "Edit" and choose both the frequency and method of communication. The communication plan can change over time.</p>	<p>Communication Methods</p>	<p>In line with the communication plan, the methods of communicating or how student progress is shared should be flexible enough for all types of situations and can align with the interventions used.</p> <p>Communication methods are <u>not</u> school year dependent and <u>cannot</u> be activated/deactivated. They can be modified, but doing so will change all historic records.</p>

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<p>Communications</p> <p>Based on the communication plan, on the student progress toward achieving a goal, and on the intervention, regular communication entries should be made on each student's SLP.</p> <p>Select "Add Entry." Choose a method, which does not have to match the proposed plan, and enter a synopsis of the interaction. You can indicate if the interaction involved sending a copy of the SLP. You can send an SLP more than once.</p> <p>Since anyone with access to the student record can add entries to the SLP, the "communicator" field is automatically populated with the name of the user who added an entry.</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>Commitments</p> <p>Check the box next to all commitments to which any responsible party agrees.</p>	<p>Commitments</p>	<p>Commitments identify the actions that each party should be responsible for to achieve the goal(s) of the plan.</p> <p>All commitments are school year specific and can be activated/deactivated. They can be modified.</p> <p>Suggestion: consider using the communication plan to ensure these agreements are upheld.</p>