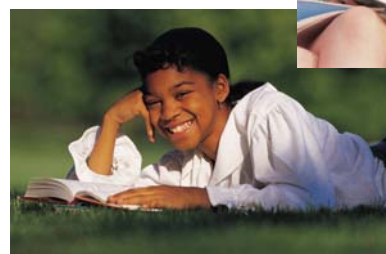
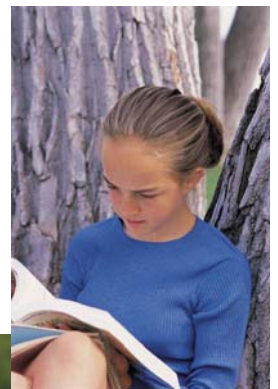


Student Learning Plans

Development and Implementation Guide



Student Learning Plans: Development and Implementation Guide

Washington Office of Superintendent of Public Instruction

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Overview

Background Information

The Student Learning Plan process was developed to help ensure continued progress in academic achievement and to ensure that all students are on track for high school graduation. The Student Learning Plan was part of H.B. 2195, signed by the governor on March 18, 2004. Each school district in the state of Washington needs to provide a plan for each student (or a group of students with similar academic needs) who is not successful on any or all of the content areas of the Washington Assessment of Student Learning (WASL).

Who Is Required to Have a Plan?

All students who did not meet one or more standards in the Essential Academic Learning Requirements measured by the 4th-, 7th-, and 10th-grade WASL eventually will be required to have a plan.

When Are the Plans Required?

Plans will be phased in over a number of years and eventually will be implemented across all grades. The schedule of implementation is as follows:

- 2004–05: 9th-grade students (Class of 2008)
- 2005–06: 5th- and 8th-grade students (Class of 2010 and 2013)
- Classes of 2008 and 2009: Reading, writing, and mathematics
- Class of 2010 and beyond: Science added

A Student Learning Plan is maintained until the student meets standards on the WASL, WASL retakes or the student demonstrates mastery of the standards through state approved alternative means.

What Information Must Be Included in the Plan?

For Grade 5 and Grades 8–12 schools must track:

- WASL results
- Interventions the school will implement to improve the student's skills and strategies
- Strategies to help parents improve their child's skills
- Annual adjustments as needed
- Parent contact information

In addition, Grades 8–12 require a list of courses, competencies, and other steps needed to meet academic standards and stay on track for graduation.

When Do the Plans Have to Be Completed in the School Year?

Completing plans early in the school year will provide time necessary to help students who do not meet standards on the WASL; however, the law allows plans to be completed any time within the school year.

What Parent or Guardian Involvement Is Required?

Parents or guardians are to be notified of the plan and of its contents, preferably through a parent conference. Progress is reported annually to the parent or guardian.

Guiding Principles for Implementing Student Learning Plans

- The principal must be at the helm of this process. Without the support and leadership of the principal, the Student Learning Plan process lacks the leverage that is needed for change to occur in a school environment. The principal's involvement lends both authority and credibility to the process. This leadership is a first step in transitioning to a student-centered learning system.
- Empowering teachers, counselors, parents, and students to take on leadership roles in schools during the Student Learning Plan process is vital in ensuring a successful model focusing on personalizing learning.
- All members of a school staff should participate and/or be aware of the Student Learning Plan process. Transitioning a culture to a more student-centric model will require buy-in by all staff.
- Decisions about Student Learning Plan interventions must be based on careful consideration of multiple sources of data and research.
- Authentic Student Learning Plans can be obtained only with multiple measures of assessment, including screening, formative (progress monitoring and program modification), diagnostic, and summative measures.
- Improvements in student academic performance are directly related to what happens in the classroom. Teachers must be willing to be reflective about their practice and relentless in attempts to meet the needs of every student.
- Individualized Student Learning Plans are only as good as the quality of thought, effort, and the degree of buy-in by staff. Just creating the plans will not improve student achievement. Implementing thoughtful interventions based on data and research will be the catalyst for increased student achievement.

Web-Based Student Learning Plans

In recognition of the data-management demands of this legislation and in support of school staff, Office of Superintendent of Public Instruction (OSPI) staff decided to pursue the development of a Web-based tool to track Student Learning Plans. The resulting Student Learning Plan *Education Management System* Web site (available at <https://ems.wa-k12.net>) will enable districts and schools to track all of the information required by the Student Learning Plan legislation and will support effective implementation of these plans in support of student learning. The program:

1. Allows districts and schools to develop Student Learning Plans for individuals or groups of students with similar academic needs by selecting research-based strategies and

interventions (with corresponding supporting documents) by subject area, grade level, and levels of proficiency as determined by the WASL cut scores (levels 1, 2, 3, 4). More detailed and authentic plans are developed by analyzing additional district or school diagnostic assessment information and grouping students by similar academic need. An example would be a fluency plan for students in 9th grade not meeting standards on the WASL.

2. Allows building-level staff members to develop individualized Student Learning Plans by deleting or adding strategies and interventions from developed group plans.
3. Imports student name, age, grade, school, and school district; date plan was developed; WASL, Iowa Test of Basic Skills (ITBS), and Iowa Test of Educational Development (ITED) information from other, existing databases into the Student Learning Plan software.
4. Allows parents and students to access Student Learning Plan system through a secured login and password system.

The Web-based Student Learning Plan program allows building-level staff to assign several students to one plan or multiple plans based on areas of need. For example, if a group of students in proficiency level 1 need a plan based on fluency, staff members can first create a fluency plan and then assign the plan to students based on diagnostic information they have that resides outside of the system, coupled with screening assessment data inside the system.

The system allows Student Learning Plan archiving, which electronically attaches Student Learning Plans to the unique student identifier. With this connection, Student Learning Plans follow students wherever they move, whether among schools within the same district or among schools across Washington state.

Audiences and Stakeholders for Student Learning Plans

Students

All involved students will receive a Student Learning Plan outlining strategies and interventions designed to help them meet standards on the WASL. The plans will provide opportunities for student interaction and reflection through the development phase of the plan. Students also will review and comment on their progress as the plan is implemented. Students will be supported as they capitalize on the reflection process to drive course and competency selection in concert with their “high school and beyond” plan. Each student will have a login and password to be able to access the Student Learning Plan via the Internet wherever and whenever he or she may have access.

District Administrator

The district administrator will oversee progress at each school and provide guidance and support to building administrators as they work to develop Student Learning Plans. In addition, economies of scale may be achieved if the district administrator assists in coordinating plan development and interventions.

Building Administrator

The building administrator will work with staff to dynamically manage Student Learning Plans. The building administrator also will arrange for a team to develop a Student Learning Plan for each student (or a group of students with similar academic needs) who is not successfully meeting standards identified in the Essential Academic Learning Requirements (EALRS) on any or all of the content areas of the WASL by selecting research-based strategies and interventions that are imbedded into the system.

The building administrator can use the system to drive professional development decisions as interventions and strategies are selected using the current OSPI school improvement model to leverage and bridge the foundational Student Learning Plans. Access for each instructional staff member in the school (e.g., edit, view only, 9th-grade students) will be determined by the building administrator, who also will have the authority to print batch files of Student Learning Plans filtered by level of plan and individual plans within each level, subject area, and grade level. The building administrator also will be able to print individual plans.

Fiscal Administrator

The fiscal administrator will work with the district administrator and building administrator to develop and administer a budget for the development and administration of the Student Learning Plans.

Instructional Staff

Instructional staff—including counselors, career specialists, teachers, and principals, depending upon their role in plan development—will use the system to:

- Develop interventions for Student Learning Plans.
- Select interventions for creating Student Learning Plans.
- Create groups of students who need similar interventions to assist them in developing academically.
- Edit group student plan interventions for students to develop individualized Student Learning Plans.
- View prepared individualized Student Learning Plans.
- Print batch files of plans.
- Print individual Student Learning Plans.
- Utilize the foundational plans for driving professional development.

Counselors and career specialists will be able to use the system to advise students on their status on fulfilling graduation requirements, recommending classes to fulfill the graduation requirements and “high school and beyond” plan.

Parents

Parents will receive a printed copy of their child’s Student Learning Plan. This copy should be communicated through a parent conference whenever possible. In the future, parents will be able to

view their child's Student Learning Plan by logging on to a secure site with a username and password.

Educational Service District (ESD)

ESD-trained staff from each region will serve as the initial trainers for this process. Similar trainings will occur across the state by all nine ESDs. Schools desiring additional training will connect with ESDs to select from a menu of services which includes ways in which the ESD can help the school implement the Student Learning Plan process.

Consensus Building

As staff across all levels work to support student learning and to accommodate those students who are struggling with achievement testing, the broadest possible participation is needed. Staff members will need clarification about how decisions are reached during the process of creating Student Learning Plans. This decision-making process should delineate who makes what decisions, who is involved in the development of the plans (including how parents are involved), how the implementation of the Student Learning Plan is monitored, how input from the staff is sought and included in the plan, and how this process is clearly communicated to all stakeholders. Ideally, the decision-making process will include strategies toward consensus. Active resistance is always a concern and can be minimized if all stakeholders believe that they have been heard and that their ideas have merit. (Guidelines for successful consensus building are included in the Appendix.)

Readiness to Benefit

Before beginning the Student Learning Plan process, one of the first things schools should undertake is to evaluate the school's capacity to successfully implement the process. Dedication of time to complete the plans, training on the process and technology application if used, defined roles and responsibilities, communication strategies, access to student information and data, statutory requirements, template development, effective processes and capacity for staff collaboration, decision-making strategies for working toward consensus, strong vision and collective leadership, and commitment to the process all need to be considered before starting down this path.

Purpose

The purpose of this section is to focus on the capacity of the school to successfully carry out Student Learning Plan implementation.

Who Should Be Involved?

During this step, district support personnel, including fiscal, should be engaged with school principals to determine state requirements, communicate Student Learning Plan requirements, and facilitate open dialogue about what is available from the state, ESD, and district for support of the Student Learning Plan implementation at the school level.

Building-level principals should be actively dialoguing with district personnel, ESD support personnel, school-level staff, and parents.

Staff members should be talking with building-level administrators, fellow staff members, students, and parents about the Student Learning Plans and how the plans will help students succeed in school.

Reflective Questions

The following reflective questions will help you determine your school’s readiness level to successfully implement Student Learning Plans.

- Is there a need and agreement among stakeholders that Student Learning Plans are needed and should take place?
- Do staff members know the state requirements for Student Learning Plans?
- Has the principal initiated conversations with staff to let them know that a significant process must occur?
- Have the school leadership team and principal discussed ways to develop dedicated time for this process?
- Have the school leadership team and the principal discussed with staff ways to take things off the plate of staff members engaged in this process?
- Is the principal going to facilitate the process with the help of the school leadership team? Or has an outside facilitator (such as an ESD staff person) been identified to help get the process going?
- Have school representatives received Student Learning Plan training from ESD trainers?
- Is there a plan in place to train the rest of the staff in the school on the Student Learning Plan process?

Seven Stages of Concern

Individual staff members also will be at different levels of acceptance. Staff members have varying levels of capacity or “readiness” to engage in the Student Learning Plan process. Most likely, some staff members are ready and willing, and some staff members are much less willing and able. This disparity can affect the quality and successful implementation of the entire planning process.

As Figure 1 indicates, staff members will be spread out across a continuum of seven different stages of concern (Hord, Rutherford, Huling-Austin, & Hall, 1987). The school leadership team is responsible for moving staff members along the continuum to ready the school for a more successful launch of the Student Learning Plan implementation.

Figure 1. Seven Stages of Concern Continuum



Stage 1: Awareness. A first stage in getting buy-in for the process is to make staff members aware of the process and required components of Student Learning Plans. Staff members who do not have accurate information will continue to be concerned about the process and may hinder the school’s progress toward successful implementation. Staff members at this level will say things like “This really doesn’t concern me” and “I don’t know what it involves.”

Stage 2: Informational. After the initial awareness, the next natural stage for staff members is to request more information about the Student Learning Plans and ask how this process will change current practice in the school. It will be important to get staff to see that they do have a role in the planning process and will need to actively engage during implementation. Staff members at this level will say things like “Tell me more” and “I have some questions.”

Stage 3: Personal. After the roles and responsibilities are understood by staff members, the next stage they will move to is the personal stage. This stage is where staff members understand that the Student Learning Plans will impact them personally. They are interested in the personal impact of the change and will be asking questions like “What will the affect be on me?” “Will I be able to do this?” and “What kind of control will I have over the way I use this?”

Stage 4: Management. A key element in change that often gets overlooked is the practicality of managing the change. Student Learning Plans will require a great deal of management because a plan needs to be created for every student not meeting standards on the WASL. Each plan will need to be reviewed and adjusted on a yearly basis, and it must follow the student through his or her K–12 experience. The district, principal, and staff must engage in the process of setting up a system to manage the Student Learning Plans. Part of this management is creating dialogue about what can be taken off the plate of staff members who are implementing the plans. People at this stage will be asking questions like “How will this change be managed in practice?” “Will more time be spent in meetings?” and “Where will I find the time to implement this change?”

Stage 5: Consequence. People at this stage want to know that when time and effort are put into making changes, substantive and positive results will occur. They are interested in the impact of students and the school. They ask questions like “How will this affect students?” and “If I change this, can I be sure that students will learn better?”

Stage 6: Collaboration. People at this stage see the value in working together for a common goal and understand that a team effort will speed up the process to make effective change. Staff members at this stage will ask questions like “How can we increase cooperation among teachers as we work with this change?” or “Can I learn more about what other instructors are doing?”

Stage 7: Refocusing. Staff members who are in the refocusing stage engage in the process of making things better. They reflect on the process and come up with ways to be more efficient and effective. They will make statements like “I have some ideas that would work even better than this” and, after going through this process, “Here are some ideas that will make us more efficient as a team.”

Tool 1: Stages of Concern (page 33) gives school leadership teams a quick status check on staff concern with Student Learning Plans. The results from this worksheet will help with decisions regarding readiness levels and an entry point for the Student Learning Plan process.

Understanding Student Learning Plan Depth and Level of Service

Student Learning Plans can be developed at three different levels to help students learn: Tier 1, Tier 2, and Tier 3 (see pages 9–10). The school must decide the level of service and determine the extent and depth that will occur in creating Student Learning Plans. In doing so, each school must identify resources, time, support, and ways to implement the plans.

Purpose

The purpose of this section is for schools to understand there are different levels of service available in developing and implementing Student Learning Plans.

Who Should Be Involved?

- School principals and administrators should collect necessary information on the readiness level of staff; available resources from school, district, ESD, and OSPI; curriculum and assessment information; staffing; professional development; and other information. They should provide this information to staff to prompt discussion about levels of service and school capacity to implement Student Learning Plans.
- District administrators should be included in the discussion if there is a districtwide plan for some of the resources.
- Staff members or representatives from staff should be included in the discussion because they will be involved in the implementation of Student Learning Plans.

Reflective Questions

The following reflective questions will help focus staff on the level, depth, and scope of service that the school has capacity to deliver while implementing the Student Learning Plans.

- Have staff members been involved in identifying available resources?
- What are the resources, human and financial, available to the school for the purpose of developing and implementing Student Learning Plans?
- Has the district developed a preliminary budget for this process?
- Do staff members understand the three tiers of service for developing and implementing Student Learning Plans?
- Have staff members been involved in identifying their roles and responsibilities in developing and implementing Student Learning Plans?
- Do staff members know who will be creating the Student Learning Plans?
- Have staff members discussed possible professional development strategies required to develop and implement the Student Learning Plans?

Identifying Resources

Identifying the resources available to the school will help determine the capacity and level of service for developing and implementing Student Learning Plan interventions. Resources can emerge in many different ways and from many different places.

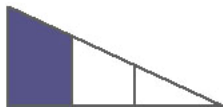
Tool 2: Resources Available for Supporting Student Learning Plans (page 35) helps you develop a list of available resources. It highlights just a few resources to get you started in the process. Encourage teachers to think broadly about the resources included here and about others unique to your school or district.

Three Tiers of Service for Developing Student Learning Plans

Being ready to engage in the Student Learning Plan process is a unique situation for each school. It depends on staff readiness, the number of plans required, level of support, and resources available. Because plans are now required by the state, your school's level of readiness will partly determine the depth, authenticity, and detail of your Student Learning Plans.

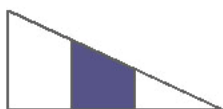
In some cases, the number of plans alone will dictate the level of service and scope of plan development. School A may develop more than 900 Student Learning Plans. School B may be working on five plans. School A may be able to address the Student Learning Plans by engaging only in Tier 1 activities that provide services for the general population (described below) while School B may have the capacity to drive the Student Learning Plans to Tier 3 activities and individualize instruction for every student.

Levels of service, depth of interventions, and scope of implementation will be different for all schools. The following three tiers of engagement (Good, Kame'enui, Simmons, & Chard, 2002) help school leadership teams identify and target a strategy around Student Learning Plan implementation.



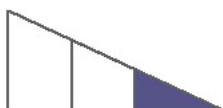
Tier 1: General Level (Whole-Class or Group Intervention). The first tier of developing Student Learning Plans is set at a systems level where strategies and interventions are provided to the general student population. Examples of interventions at this tier may be after-school programs, summer school programs, peer tutoring programs, professional development, before-school programs, homework club, curriculum adoptions, and computer-assisted instruction—to name a few. Interventions at this level are most likely tied directly to the school improvement process where interventions have been fleshed out using school-based data and research. These interventions are general in nature and often are currently available in schools.

Advantages of Tier 1 Interventions	Disadvantages of Tier 1 Interventions
<ul style="list-style-type: none"> • Connected to school improvement process • Easier for staff buy-in and implementation • Many interventions are already in place in the school system • Additional resources for interventions may not be required • Takes less time for Student Learning Plan process because many interventions are already in place 	<ul style="list-style-type: none"> • Does not get to individualized interventions for students • Planning is less authentic • Not based on diagnostic assessment • Less focused and targeted interventions • Less effective in increasing student achievement



Tier 2: Targeted Group Level. The second tier of developing Student Learning Plans is set at grouping students with similar academic needs. Diagnostic assessment data is required for this tier of intervention strategies and is necessary to focus instruction on student needs. Examples of interventions at this tier may be instruction that accelerates student progress toward ambitious, specific goals for skill improvement. In reading, explicit instruction may be targeted at decoding, vocabulary, fluency, comprehension, and correlated writing using materials that are age-appropriate and at the appropriate reading level. In mathematics, explicit instruction in problem solving, making connections, and mathematical thinking processes are possible targeted areas based on student diagnostic assessments.

Advantages of Tier 2 Interventions	Disadvantages of Tier 2 Interventions
<ul style="list-style-type: none"> • Connected to school improvement process • Planning is more authentic and personalized • Planning is based on individualized diagnostic assessment • Targeted and focused intervention strategies • More effective in increasing student achievement • Supported by research • Positive step toward a student-centered learning system 	<ul style="list-style-type: none"> • Requires more resources to implement • Requires more time from staff during the process • Interventions may not currently be in place • Adding additional tasks to an overtaxed system



Tier 3: Individual Level. The third tier of developing Student Learning Plans connects interventions on an individual basis to every student in the school needing a plan. Plans are individualized and customized based on needs of every student. Diagnostic assessments are required for this tier, and each student is carefully processed during the planning and implementation phase. Tier 3 planning individualizes the instruction for every student.

Advantages of Tier 3 Interventions	Disadvantages of Tier 3 Interventions
<ul style="list-style-type: none"> • Planning is authentic and personalized • Planning is based on individualized diagnostic assessment • Targeted and focused intervention strategies • Most effective in increasing student achievement • Supported by research 	<ul style="list-style-type: none"> • Most expensive model, requiring additional resources to implement • Requires a great deal of time from staff during the process and implementation • Interventions are most likely not currently in place • Requires detailed management to track individual student progress • Most difficult for teacher “buy-in” • Adding additional tasks to an overtaxed system • Not necessarily connected to school improvement process

The Student Learning Plan Process

There are six essential steps in developing Student Learning Plans, as illustrated below. These steps (which are not entirely exclusive) are ongoing as new students become eligible for plans, as existing plans are updated to reflect changes in student status, and as new research into student learning provides alternatives to the interventions already identified. Descriptions of how these steps might be accomplished follow. Please bear in mind that this is a new process; although the results and components are prescribed, the process is not. Schools should work to make this process successful locally.

Six Steps in Student Learning Plan Development

Step 1: Identify students who will be receiving Student Learning Plans.

Step 2: Analyze student assessment data to determine meaningful groupings of students.

Step 3: Identify interventions.

Step 4: Create plans and assign interventions to students.

Step 5: Communicate plans to parents and students.

Step 6: Implement, review, and adjust plans.

Step 1: Identify Students Who Will Be Receiving Student Learning Plans

A Student Learning Plan is required for each student who did not meet one or more standards identified in the EALRs and measured on the 4th-, 7th-, and 10th-grade WASL. Schools need to gather and analyze WASL data to identify the students for whom Student Learning Plans are required. Remember that plans must be written for students not meeting standards in reading, writing, and mathematics. Though a school may have 100 students needing Student Learning Plans, a school may be actually writing more than 100 plans based on more than one subject-related plan for the same student. As you identify the students, it would be prudent to identify the number of subject-level plans required as well. This information will help identify the school's capacity to develop and implement the plans in future steps of this process.

Purpose

The purpose of this step is to identify the number of students requiring Student Learning Plans and the number of subject-level plans required for identified students.

Who Should Be Involved?

- District office personnel who may have WASL data
- School principal who may have WASL data
- Staff members
- ESD representatives if engaging in Web-based solutions

Reflective Questions

- Is data available in our district to find out which students need Student Learning Plans?
- If data are not available in my district, where can I turn for help?
- Who will identify students needing Student Learning Plans?
- What do we know about these students? What do they have in common? How do they differ in their learning?
- What additional information (assessments, ongoing interventions) should we gather about these students?
- How will this information be communicated to staff? District? Parents?
- Are we going to create plans for students meeting standards? If so, who will determine criteria for students receiving plans?

Identifying students requiring plans may seem simple on the surface, but schools will have to resurrect WASL data from two years ago in some cases to get the appropriate data. This task may pose an inconvenience as data from the middle school or junior high will need to be available for the high school. Also, a high mobility rate in your school may pose significant problems for tracking down assessment data.

After tracking down the WASL data, identify all students not meeting standards in reading, writing, and mathematics. These are the students for whom schools are required to create Student Learning Plans. Many schools are electing to go beyond the requirements and creating plans for students struggling in science, plans for students just above the standard, and—in rare cases—plans for every student in the school. The web-based Student Learning Plan system will allow for these options. Local school districts will need to decide to what extent plans will be developed beyond the requirements.

Tool 3: Number of Plans Needed (page 37) is used to indicate the number of students needing plans, the number of plans needed in different subject areas, and the total number of plans needed. The total number of plans needed most likely will be larger than the total number of students needing plans because one student will need more than just one subject-area plan. Each subject area for each student must be addressed by a separate plan.

OSPI is creating a database (<https://ems.wa-k12.net>) that will, among other tasks, help districts identify students needing Student Learning Plans. The statewide system will create efficiencies for schools when asking the question “Which students need Student Learning Plans?” This database will be populated with student data before school personnel log on so that identifying students should be made much easier.

Step 2: Analyze Student Assessment Data to Determine Meaningful Groupings of Students

An important step in creating Student Learning Plans is collecting and analyzing student assessment data to identify the academic needs of students. Though the WASL data are the trigger that determines whether a student is required to have a learning plan, it should not be the sole source of data that determines student interventions. It's imperative that schools analyze multiple measures of student assessment data to authentically understand the needs of each student based on the Essential Learning skills the student is struggling to master. Data sources like the WASL, the ITBS (Iowa Test of Basic Skills), and the ITED (Iowa Test of Educational Development) provide only broad pictures of student performance. These tests can identify students who are having difficulty, but they are not particularly effective in identifying the particular difficulty students face. Fluency assessments, levels assessments, district and schoolwide assessments, and classroom-based assessments should be considered before determining student needs because these measures provide a more descriptive view of an individual student's challenges.

After the needs of each student are understood, schools can effectively group students with similar academic needs to create efficiencies with delivery of interventions. By grouping students with similar academic needs, schools can focus on specific areas where the actual help is needed.

For example, imagine that a school has 100 students not meeting standard in reading. Gathering assessment data from multiple measures of these students shows that 45 of them need additional help with fluency in reading. Identifying students and placing them into meaningful groups creates efficiencies for the schools with the delivery of additional explicit fluency instruction in reading. Research-based interventions are linked in the web-based Student Learning Plan tool. (This would be an example of Tier 2 service, described on pages 9–10 of this guide.)

Purpose

The purpose of this step is to analyze student assessment data and establish meaningful groups of students to accurately align needs to interventions.

Who Should be Involved?

The building principal should lead this process, making sure to protect sensitive student data. The principal should work with counselors and selected staff to help with grouping students based on additional assessment data.

Reflective Questions

- What measures beyond the WASL do we have that we can use to identify student difficulties?
- Does staff have a clear understanding of the Essential Academic Learning Requirements?
- Do we have diagnostic tools currently in place that could help us group students?
- Should we add diagnostic assessments to our school program? If so, which ones?
- Can we efficiently utilize classroom-based assessments to help group students?
- Who decides the criteria for the grouping of students?

- What are the criteria for grouping students?

Collecting Student Data

Disaggregated data can help schools identify students with similar academic needs. It is necessary to collect data from many sources to give schools a complete picture of the student. Collecting and using information about the student moves the message from intuition to facts. Gathering the right data from a variety of sources can:

- Create a baseline on student skills and knowledge.
- Provide an accurate picture of current school processes and programs.
- Guide actions taken to change outcomes.
- Accurately assign appropriate interventions to students who need help.
- Track student progress and improvement.

A student list should be created that aligns multiple assessments with each student so staff can quickly review status and determine if academic interventions are needed. This list will help schools identify needs of students and aggregate students with similar needs into groups.

Goal of Grouping

The goal for school staff should be to authentically identify the needs of every student struggling in reading, writing, mathematics, and science. If a school does not have the capacity to administer diagnostic assessments or is unable to manage and analyze classroom-based assessments in a meaningful way, it may be very difficult to get to target explicit instruction (Tier 2). It cannot be overemphasized that ***WASL data alone are not enough data to meaningfully group students for Tier 2 interventions***. The WASL measures specific Essential Learning Requirements and the information can target specific student needs but there are many ways to measure these skills. This additional information allows targeting instruction to ensure student needs are met. Multiple measures are necessary to establishing an understanding of the academic needs of students. Using the WASL data alone to make Tier 2 and Tier 3 decisions could actually hinder the progress of students.

Tool 4: Student Learning Needs (page 39) provides an opportunity to list students and their assessment data. It helps you to organize students into groups based on shared academic need.

In addition, the OSPI Student Learning Plan *Education Management System* Web site provides an opportunity for you to review state assessment data. It also allows schools to import batch assessment data and provides opportunities to enter assessment data for individual students. Contact your ESD to find out more information about this system.

Research about indicators most important in identifying student needs is evolving, and emergent research is published on an ongoing basis. To date, research shows that the clearest indicator of reading competency is oral reading fluency rates. If fluency rates are not available as staff prepare to collect and analyze data, schools should conduct fluency checks on students as one of the first diagnostic assessments.

Tool 5: Student Groupings (page 41) is used to identify groups of students who exhibit similar needs. Use the Tool 4 assessment information that is aligned to individual students. Place these students into groups based on similar academic need. Organize the list by titling each group and listing the needs. Students may end up in more than one group, depending upon individual needs.

Step 3: Identify Interventions

Step 3 is designed to help schools identify interventions that help improve student achievement in reading, writing, mathematics, and science. Schools will find they already have practices that will work for some groups of students but will also find that there are groups of students for which no current practices are in place. For groups of students where no interventions are currently available, schools will need to identify interventions based on student needs determined through data analysis.

Identifying interventions will help schools focus on the developing and implementing successful Student Learning Plans. There are many activities currently taking place in schools that are helping students achieve at higher levels. Staff members should take some time to list and identify current ways they are helping students.

Purpose

The purpose of this step is for schools to identify, prioritize, and list interventions that will be implemented to help improve student achievement.

Who Should Be Involved?

- School principals, administrators, and staff members should list intervention practices currently implemented in the school.
- District administrators should be included in the discussion to help identify existing districtwide intervention practices or practices that have proved effective at other district schools.
- Parents or representatives from a parent group should be included in the development of the intervention list.
- Students or representatives from a student group should be included in the development of the intervention list.

Reflective Questions

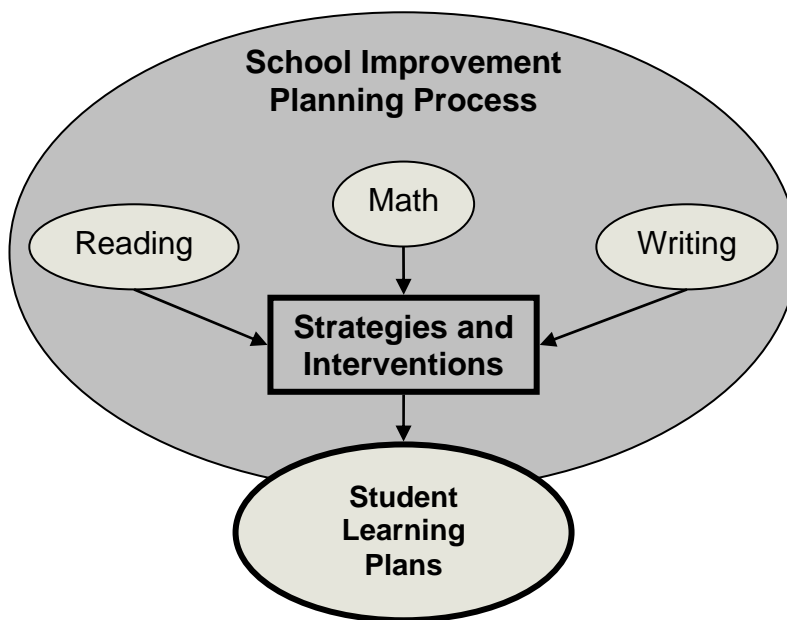
- How do we support all learners in our schools?
- What do we currently do in reading, writing, and mathematics to support struggling students?
- Is the list of interventions adequate to meet the needs of students identified in the grouping process?
- Who will determine whether students need more intensive interventions if progress is not evident?
- What system of tracking and reporting progress has been established to determine student success as a result of academic interventions?
- What communication plans have been developed to consistently and clearly communicate the interventions to staff, students, and parents?
- Did the school review the school improvement plan to transfer applicable interventions to the Student Learning Plans?

- What do data from our school improvement planning process tell us about curriculum, instruction, and assessment?
- Are there any glaring gaps in our curriculum, instruction, and assessment programs that could be shored up to help students struggling in reading, writing, and mathematics?
- Do we have enough resources to support the interventions outlined in this step?
- Are all of the identified interventions effective in improving student achievement?
- Are the identified interventions cost-effective?

Where to Start?

A good place to start collecting interventions is the most current school improvement plan. Schools have already gone through a data-driven process that identified patterns driving out academic goals in reading, writing, and mathematics. School leadership teams have spent a significant amount of time researching these goals to develop school improvement strategies for implementation. Review your school improvement plan to find what strategies are already identified and note which strategies are being implemented. You may be surprised how many interventions already are available for Student Learning Plans. Figure 2 outlines a conceptual design of moving from the school improvement plan to the first steps in identifying interventions for Student Learning Plans.

Figure 2. School Improvement Planning Process



A simple question posed before your school leadership team or entire staff will garner additional interventions to add to the list: ***“What are we currently doing to help students who are struggling in reading, writing, and mathematics?”***

Posed to a variety of stakeholders, this question will draw a variety of answers. Don’t forget to ask this question of parents and students because they certainly will have a different perspective from teachers, principals, and other staff members.

Tool 6: Current Interventions (page 43) is useful for documenting your school’s interventions and noting where each fits among the tiers of intervention.

Digging Deeper for Interventions

You now have groups of students identified from Step 2 and have reviewed some intervention strategies that were gleaned from the school improvement process in Step 3. It’s time to review both data sets and consider digging deeper to create interventions that currently are not in place in the school to better serve students who need help.

If you truly believe that all students can learn, then what do you do with students who still are not demonstrating proficiency on standards of learning? The answer is to align appropriate interventions based on the needs of students. In order to do this authentically, schools will need to dig deeper with their interventions and move to Tier 2 and Tier 3 levels of service (outlined on pages 9–10 of this guide) if they have capacity to do so. If school capacity does not allow the school to include Tier 2 and Tier 3 options, the school should look at ways to include these two tiers and the more intensive levels of service in the near future.

Brainstorming With Staff

It’s likely that your school will have some gaps between your student needs and the interventions that are being provided. In this case, the school will need to consider additional options to help students. The needs of students should drive the interventions. Look closely at the groupings of students from Step 2 and ask staff to brainstorm ideas about how to help students in each grouping. In some cases, the interventions will be evident based on what the assessment data is telling you. Students whose assessment measures pinpoint a deficit in fluency in reading, for example, should receive additional explicit instruction on fluency. In other cases, it may not be so evident.

Tool 7: Interventions to Consider (page 45) provides an opportunity to suggest interventions that the school may wish to consider. Look for data patterns to determine appropriate interventions.

Researching Interventions

In addition, each school should select a research team to investigate other interventions that may be effective but which the school has yet to include on either of the previous two lists (Tools 6 and 7). This third way of collecting intervention strategies may be the most difficult and time-consuming but likely will be the most productive of the three. A good place to start the search is with the OSPI intervention library. You can access this information in the Student Learning Plan *Education Management System* Web site (available at <https://ems.wa-k12.net>). Another resource is your regional ESD, which has been partnering with OSPI to get the Student Learning Plan system out to schools.

Tool 8: Interventions Identified Through Research (page 47) provides an opportunity to list additional interventions that the school should consider. Again, the interventions should be grouped according to the tier system.

Determining the Effectiveness of the Interventions

The school leadership team in charge of selecting and creating options to help students should research each strategy to make sure the practices are effective in improving student learning and that it's possible to implement the selected practices with available school resources. If schools find practices that are not effective, are not backed by research, or do not demonstrate improved student learning, the school should drop the practices from the list or not consider new practices unless they meet the effective practice criteria. When selecting intervention strategies to help students, a school should consider the following:

- Subject area
- Effectiveness of the intervention
- Intensity of intervention strategy
- Research supporting the intervention
- Feasibility of implementation
- Training required
- Cost per participant
- Overall cost

After stakeholders have listed interventions, the team should prioritize the practices in order from most promising to least promising based on effectiveness, intensity, value, areas of need, and level of service. Expect spirited conversation with this process as it will expose both challenges and areas to celebrate. From this information, the team should decide whether to add, delete, or refine the interventions targeted toward implementation. The refined list should be the interventions that will be used in the Student Learning Plans to help improve student achievement.

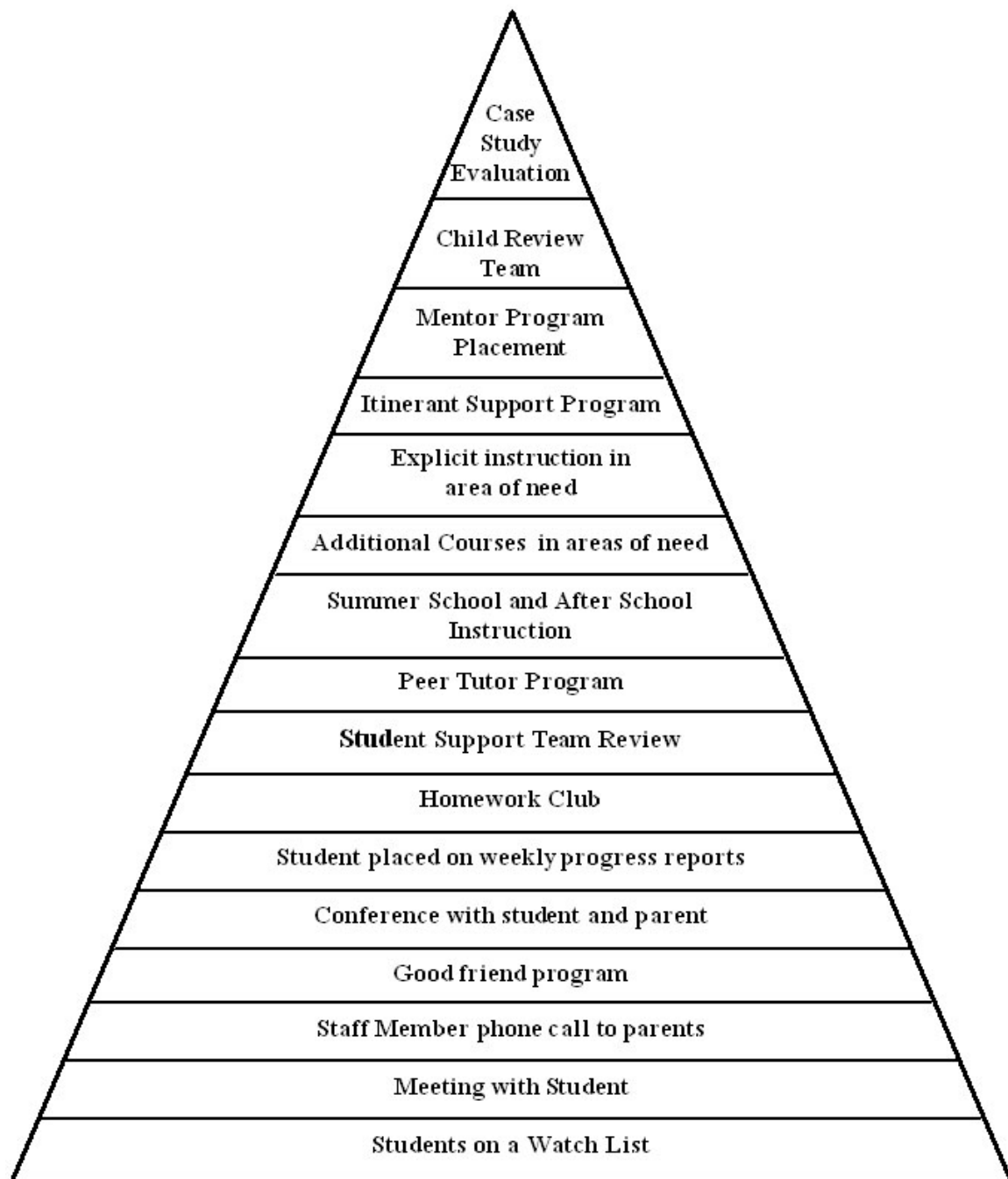
Tool 9: Analysis of Interventions (page 49) can help staff in analyzing the selected interventions. Using this tool, a final list of interventions that will be used to develop Student Learning Plans can be created.

Pyramid of Interventions

One way of organizing these interventions is by classifying and sorting them into a list ranked from the least intensive to most intensive. Many practitioners have termed this the “Pyramid of Interventions.”

Start by taking all of the interventions identified in Tool 9 that your team has decided to keep as options for students. Place them into a “Pyramid” with the least intensive strategy on the bottom and work your way toward the top of the pyramid with the most intensive strategy. Ordering interventions in this manner will help schools answer the question “If this doesn’t work, what’s next?” Your pyramid may look like Figure 3.

Figure 3. Sample Pyramid of Interventions



The pyramid is made up of a multilayered continuum of intervention options for all students at various points of success who are struggling in one or more content areas. The pyramid provides:

- Increasing levels of time and support for students experiencing difficulty.
- Timely and systematic intervention independent of the discretion of individual teachers.
- Interventions that are directional rather than invitational; students are not invited to seek help but are required to get help.

All options in the “Pyramid of Interventions” should be designed to improve student learning, engagement, and relationships.

The process of creating a pyramid like this one can be lengthy, but it is in itself a team-building endeavor. Combined with a belief in students’ ability to learn and a common philosophy for action, the process has turned around schools by rescuing many students who otherwise would have failed. Through the successful implementation of meaningful interventions, schools are creating powerful cultures in which failure is no longer an option.

Suggestions for Students

Educators know the importance of engaging students in the learning process. Creating effective Student Learning Plans is no different. Students have a vested interest in their own learning and need to acknowledge that they have a role and responsibility in improving their skills and knowledge.

Bring staff members together and create a list outlining things that students can do to help themselves become better learners. Think in terms of specifics that are age-appropriate for students in your school. Don’t discount the obvious suggestions because many students have never been explicitly taught about actions they can take to improve their learning.

Tool 10: Student Roles and Responsibilities (page 53) can be used to record those responsibilities you believe students should take on in an effort to support their learning. These responsibilities may be generalized across groups of students, or they may be specific to groups or to individuals.

The following items may provide a spark for your team to start the process. Consider digging deeper into each category listed below.

- Time management
- Goal setting
- Assignment completion
- Being prepared for class (pencil, paper, textbook, assignments)
- Concentration skills
- Taking, managing, and reviewing notes
- Eating patterns
- Study groups
- Test-taking skills
- Listening skills
- Active participation in class activities
- Following directions
- Sleep patterns

Strategies for Parents

Research indicates that parents’ involvement in their children’s education positively impacts student learning. To help parents get involved, a school team can create a list of parent strategies and reminders to establish and maintain a positive home environment that supports the school’s efforts and enhances opportunities to improve their own children’s learning.

Tool 11: Parent Roles and Responsibilities (page 55) can be used to record actions that parents can take to help their children with learning. Bring staff members together and create a list outlining things that parents can do to help their children become better learners. Think in terms of specifics, but don't discount the obvious suggestions.

The following general items may provide a spark for your team to start the process. Consider digging deeper into each category listed below.

- Help your child arrive at school on time, well rested, and well nourished.
- Help your child understand the importance of managing time.
- Encourage your child to set short-term and long-term goals.
- Emphasize the importance of completing assignments and work on time.
- Be involved with your child's education by staying in touch with what's happening at school.
- Ask questions about your child's schoolwork and take a genuine interest in what he or she is doing.
- Create a quiet place for your child to study, read, and do homework.
- Monitor and limit your child's television and video game playing.
- Have your child read every day at home. Model good reading habits for your child.
- Actively volunteer at your child's school.

Resources

The Office of Superintendent of Public Instruction has developed a list of interventions to help students and parents. Please log on the Student Learning Plan *Education Management System* Web site (<https://ems.wa-k12.net>) to gain access to all of the interventions provided. Even those districts and schools not using the electronic system to manage Student Learning Plans can benefit from the interventions database included with the system. Contact your ESD if you would like more information about the Web-based system.

Step 4: Create Plans and Assign Interventions to Students

By this point, schools have identified students who need Student Learning Plans and have analyzed student assessment data to appropriately group students. They also have selected the most effective, research-based interventions. Now schools will need to assign interventions to the students by creating the actual plans.

Purpose

The purpose of this step is to develop a Student Learning Plan that helps each individual student not meeting standard on the WASL to improve learning in the targeted area of need (reading, writing, mathematics, science).

Who Should Be Involved?

All staff members have a role and responsibility in the creation of Student Learning Plans. Local schools will need to determine, based on their process and capacity, how this will be accomplished.

Reflective Questions

- Does the Student Learning Plan template we selected effectively communicate to parents, students, and staff members?
- Do interventions that have been assigned in the Student Learning Plan meet the student's needs?
- Does the school have capacity to carry out assigned interventions?
- Have all interventions been effectively communicated to staff?
- Can we group students by similar needs and create a basic plan that is comprehensive enough to work for many but flexible enough to be tailored where needed?
- Who will be involved in actually filling out the plans?
- What time and resources are available for creating the plans?
- Who will be responsible for determining that all students needing plans have them in place?
- Will we be able to create the Student Learning Plans in time for fall conferences?
- How are we going to assess if students are progressing and being helped by the plans?
- How are we going to hold the students accountable for following the interventions outlined in the plans?
- What do we expect from parents as they support their children's education?

Sample Student Learning Plans

The school leadership team should select a template for the Student Learning Plan. Some districts or schools may wish to create their own format; however, many premade templates are available for download at the Superintendent of Public Instruction Web site (<http://www.k12.wa.us/CertificateAcademicAchievement/StudentLearningPlan/SamplePlanTemplates.aspx>).

Tool 12: Student Learning Plan Templates (pages 57–70) presents the seven sample templates from the Superintendent of Public Instruction Web site.

Schools also may use the Student Learning Plan *Education Management System* Web site, which that allows schools to create their own template online and automatically prefills many of the Student Learning Plan requirements in the template. You can find out more information about the OSPI Web-based tool by contacting your regional ESD.

Assigning Interventions

Refer back to the documents generated in Steps 1, 2, and 3 to assign appropriate interventions to groups of students with similar academic needs. If the steps were followed, you will have the names of students grouped into areas of similar academic need. You also will have interventions that align directly to the groupings. This part of the process is asking schools to “connect the dots” by assigning the interventions to the groups. In doing so, every student within each group should have interventions assigned to them, thus creating the foundation for Student Learning Plans for each individual student not meeting standards on the WASL.

Tool 13: Intervention Assignments (page 71) is provided to guide you in associating interventions with groups of students.

There also will be schools where a minimum number of plans are required. It may make more sense for these schools to individualize the plan for every student. This scenario likely will be in small schools where the number of plans does not exceed more than 20 or 30 students.

Use the organizational document that you created to place the information into the template for each student. To save time in the duplication process, you may want to create one template with the interventions and copy off the template by the amount of students grouped with the interventions. You also may customize plans for each student by using diagnostic assessments to develop individualized plans that more closely respond to the specific needs of each student.

Remember that assigning interventions should not be driven by one assessment measure. Multiple assessments should be considered in the crafting of Student Learning Plans. All available data should be utilized, including other standardized testing data, classroom evidence, internal assessments, and the professional opinion of the team writing the plan.

Communicating Roles, Responsibilities, and Expectations to Parents and Students

In Step 3 of this process, you identified interventions to help students increase student achievement. You also created a list of strategies that students (Tool 10) and parents (Tool 11) can use to reinforce practices identified by the school. Parents and students have a definite role and responsibility to support the school in its efforts to help all students become proficient before graduating from high school. At this point, these parent and student strategies should be input into the Student Learning Plan Templates (Tool 12) to create a communication component that engages the parents and students.

Many of the parent and student strategies will be similar for the Student Learning Plans. Certain universal study skills can be used by all students to either reinforce habits or change habits for the better. Actions such as eating a good breakfast, showing up for classes on time and prepared, having quiet time available at home for studying, turning off the television and radio during studying, and using time management strategies are examples of universal behaviors to help all students create and develop habits that will foster improvement in achievement.

Use these universal strategies to develop sections in the Student Learning Plan template that could save you time and energy when filling out each plan. You could decide as a staff which parent and student strategies are good for all students and fill out one plan. Copy the plan by the number of students you have in each student grouping based on similar academic need. Use the prefilled plans as the basis for your academic intervention practices that you will complete for each student.

Step 5: Communicate Plans to Parents and Students

For any Student Learning Plan to be successful, all stakeholders must be in agreement regarding the plan. Most important among those stakeholders are the student themselves and their parents. Opening clear lines of communication for a collaborative relationship will help the students and their parents to be more receptive to their plan and will increase the likelihood of a successful implementation of the plan.

Purpose

The purpose of this step is to suggest ways to effectively communicate Student Learning Plans to parents and students. The law requires that schools make a valid attempt in communicating this information.

Who Should Be Involved?

In order for communication practices to be effective, all staff members should be involved in helping spread the work about Student Learning Plans. In addition, teachers conferencing with parents and students would be the best way to communicate and deliver the Student Learning Plans. Administrators, counselors, and teachers will all be involved in this process. Secretaries will need to be involved in mailing out plans to parents and students who did not attend the conferences.

Reflective Questions

- How will we communicate Student Learning Plans to students and parents?
- Do we want students to sign the plan, signifying that they understand the interventions involved? Do we want parents to sign the plan?
- Who will students or parents contact at the school if they have questions about the plan?
- Should students and parents be involved in individualizing their plan?
- Do we notify parents of each update to the Student Learning Plan?

Because all schools have a process in place for handling parent conferences, communication of Student Learning Plans could be easily embedded within the existing process. Plans can be mailed home to parents and students who did not attend the conferences. Schools could mail the plans at the same time they mail report cards home. Some parents will need to be reassured that the purpose of the Student Learning Plan is to personalize their children's education and give them support in helping them to learn and grow with optimum efficiency. Schools should be prepared to be able to address these inquiries, which are sure to develop after the initial communication.

During and after the initial communications with parents and students, schools should avoid disclosing a list of all available interventions because parents will likely ask for them all. Some parents will be resistant to the implementation of any plan. In this case, the school will have to hold firm to the legal requirement of creating a Student Learning Plan for each student not meeting standards on the WASL.

Parent signatures are not required on the Student Learning Plans. Schools will need to decide for themselves if they want to require signatures by parents and students.

Schools may want to add a check step to the Student Learning Plan, documenting when and how parents have been notified of their child’s Student Learning Plan. This checkbox may come in handy down the road when parents question the documentation and implementation of their child’s Student Learning Plan.

Step 6: Implement, Review, and Adjust Plans

After Student Learning Plans have been created, it is important to build an action plan for the implementation of the interventions by teachers. This step should explicitly tie into larger school improvement initiatives and, in some cases, even drive the decision making of a school leadership team. An action plan describes how and when the interventions will be implemented and by whom. It pulls together the results of the activities that led to building Student Learning Plans into a collective and individual commitment to act. The action plan outlines:

- The activities for implementing the interventions.
- The support teachers will have in implementing interventions.
- The process through which individual and group interventions will be modified.
- The manner in which the success of the effort will be measured.

Purpose

The purpose of this step is to ensure that the interventions adopted to support the learning of individual students are sustained within the larger context of a school or district; that, where appropriate, there is a consistency in approaches to addressing common needs; and that a monitoring process is in place.

Who Should be Involved?

All staff members have a role and responsibility in the implementation of Student Learning Plans. Administrators, school leadership teams, parents, and students have a role and responsibility for supporting these implementations and monitoring their success.

Reflective Questions

- Will the activities planned for implementing group and individual interventions be successful?
- How can we ensure that every person responsible for implementation of a child's Student Learning Plan is informed?
- What does successful implementation of a Student Learning Plan look like?
- How can we track the impact of interventions as time goes on?
- Who determines whether an intervention is being successful or not?
- Do our staff members have the skills and knowledge to implement selected interventions?
- Do we have a professional development model in place to support staff not skilled in implementing selected interventions?
- Have we reviewed Student Learning Plans from feeder schools?
- Do we need to adjust Student Learning Plans from feeder schools and schools outside our district because we don't have capacity to implement some of the strategies from other schools?
- Who will be following up with the students to see if they are following the plans?

A school-based process for implementing each Student Learning Plan and tracking its success is the final step of the process. The existence of the plan and the content must be communicated to the persons responsible for carrying out the interventions contained in the plan. If a student’s plan calls for classroom-based interventions, a mechanism must be put in place so that the child’s classroom teachers in the areas covered by the plan will be notified. For interventions happening outside the classroom but still within the greater school context, the persons responsible for supervising the programs to which students are assigned must be aware of the specific interventions required for each student. In other words, schools will need to establish a process for clearly and reliably communicating the goals and interventions of each student’s plan to the appropriate staff members and personnel implementing the interventions.

Proper implementation requires that the effectiveness of each intervention be followed for each student. This task could be as simple as occasionally gathering data on general academic progress or as complex as monitoring reading rates or timed accuracy for mathematics. It is equivalent to the idea of formative assessment practices—gathering data on the efficacy of an intervention over time as it is implemented with a student.

If an intervention is demonstrated to be ineffective, it should be discontinued and a judgment made as to whether an alternative intervention should be attempted. If, on the other hand, an intervention is demonstrated to result in significant growth for a particular student, it should be viewed as a clue to discovering similar interventions that will further increase the student’s learning.

Periodic Review and Adjustment of Plan

Every Student Learning Plan is required to be reviewed and adjusted as necessary on an annual basis. Schools should not feel limited, however to review only once per year. If a student is identified as struggling, despite the interventions laid out in his or her Student Learning Plan, the school should not hesitate to review the document and look for more appropriate interventions.

Professional Development Process to Support Teachers

Schools may identify instructional gaps where concentrated professional development will need to be deployed to support the intervention strategies being implemented. For example, most high school teachers are not reading experts. If part of a school’s plan was to assess every student in fluency, staff members will need training on how to give reliable fluency checks to students and also training on making sense of the assessment information. The administrators or school leadership team will need to pay special attention to the needs of staff.

Follow Up

Schools should create a system that follows up on the implementation of interventions to ensure that all staff responsible for implementation are upholding their responsibility. Interventions laid out in a Student Learning Plan are not optional for classroom teachers. If an intervention is placed on a Student Learning Plan and the school does not follow through, school staff expose themselves to the potential for litigation.

Tool 14: Intervention Tracking (page 73) is used to record implementation of interventions and monitor evidence of effectiveness of particular interventions.

In Closing

Schools have been forced to respond to a new statutory requirement requiring Student Learning Plans for every student not meeting standards in reading, writing, mathematics, and science. Schools can choose two distinctly different approaches: compliance or changing a culture.

Two Approaches

- **Compliance:** Schools can create plans for students who did not meet standard on the WASL by including school interventions, student interventions, and parent interventions.
- **Cultural Shift:** Schools can create a system that does not accept failure—a system that is clear and consistent, that increases in intensity, and that is characterized by personalized education.

Reflective Question

- How will your school respond when it becomes apparent that students are not succeeding?

References

- Good, R. H., Kame'enui, E. J., Simmons, D. S., & Chard, D. J. (2002). *Focus and nature of primary, secondary, and tertiary prevention: The CIRCUITS model* (Technical Report No. 1). Eugene: University of Oregon, College of Education, Institute for the Development of Educational Achievement.
- Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1987). *Taking charge of change*. Alexandria, VA: Association for Supervision and Curriculum Development.

Web Resources

Office of Superintendent of Public Instruction

<http://www.k12.wa.us>

Student Learning Plan

<http://www.k12.wa.us/CertificateAcademicAchievement/StudentLearningPlan/default.aspx>

Student Learning Plan Education Management System

<https://ems.wa-k12.net>

Student Learning Plan: Sample Plan Templates

<http://www.k12.wa.us/CertificateAcademicAchievement/StudentLearningPlan/SamplePlanTemplates.aspx>

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Tool 1: Stages of Concern

Directions: After discussing with staff the seven stages of concern, hand out the chart below and allow your team several minutes to fill it out on their own. Then bring staff members together in groups of four and have them discuss the results and strategize on how to respond to each concern. Report back to the entire staff and have someone record the results. Ask other teams to help with brainstorming ways to respond to concerns from each stage on the continuum. This activity will provide a snapshot of the school’s stages of concern related to Student Learning Plans.

Another way to do this exercise is have a large replica of the chart below on butcher paper hung in front of the room. Give colored “sticky” dots to all staff members and have them align their colored sticky dot to their level of concern on the paper. Collectively, describe ways that staff could respond to the concerns.

Question: When you think about developing Individualized Student Learning Plans, what are your concerns?		
Stage of Concern	Teacher/Staff Response	Responding to Concern
0 - Awareness	“I’ve heard of this, but I don’t teach English or math so I’m not concerned.”	
1 - Informational	“I haven’t heard much about this, but I’m curious about what’s going on.”	
2 - Personal	“How is this going to affect someone like me who teaches _____?”	
3 - Management	“How are we going to track student progress on all these plans? Where will the plans come from in the first place?”	
4 - Consequence	“Are the plans we’ve developed really going to help kids pass the WASL? What can we do to ensure benefits to students?”	
5 - Collaboration	“I see the potential for benefit, but it will require cooperation and staff development. We really need to work together.”	
6 - Refocusing	“I’ve learned a lot about how to monitor students’ plans and have some ideas about how we can all do things differently as we proceed further.”	

Tool 3: Number of Plans Needed

A. Number of Students Needing Plans	
B. Number of Plans in Reading	
C. Number of Plans in Writing	
D. Number of Plans in Mathematics	
E. Number of Plans in Science (Not required until 2010)	
F. Total Number of Subject-Area Plans (Sum B-E for Total)	

Tool 4: Student Learning Needs

Use the following chart to help organize your student list and to review aligned assessment data.

R = Reading W = Writing M = Mathematics S = Science
 WASL = Washington Assessment of Student Learning
 ITBS = Iowa Test of Basic Skills

Student Name	WASL Score	ITBS Score	Reading Fluency	Local Assessments	Need
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			

Student Name	WASL Score	ITBS Score	Reading Fluency	Local Assessments	Need
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			
	R: W: M: S:	R: W: M:			

Tool 5: Student Grouping

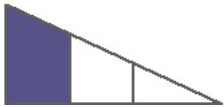
Group Name	Needs of Students in Each Group

Group Name	Needs of Students in Each Group

Tool 6: Current Interventions

What interventions are we currently using to help students in reading, writing, mathematics, and science?

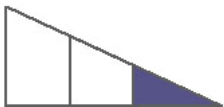
Tier 1



Tier 2



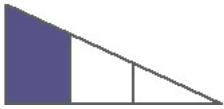
Tier 3



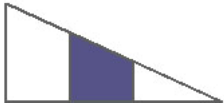
Tool 7: Interventions to Consider

What interventions that we are not currently using in our school should we consider to help students in reading, writing, mathematics, and science?

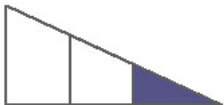
Tier 1



Tier 2



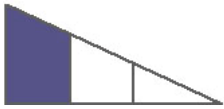
Tier 3



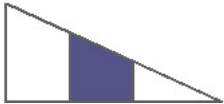
Tool 8: Interventions Identified Through Research

What interventions did we uncover during our school research process that we will consider for implementation?

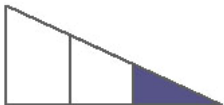
Tier 1



Tier 2



Tier 3



Tool 9: Analysis of Interventions

Directions:

1. List the interventions selected by using the process in this step of the guide.
2. Identify each intervention's tier of service (based on descriptions provided below).
3. Identify the subject area(s) for each intervention (reading, writing, mathematics).
4. Rank each intervention based on its effectiveness in improving student achievement.
5. Rank each intervention based on level of intensity.
6. List the total cost of program and cost per participant.
7. Process and analyze the results to determine whether to continue current intervention practices.

<p style="text-align: center;">Tier 1</p> <p>The first tier of developing Student Learning Plans is set at a systems level where strategies and interventions are provided to the general student population.</p> <p>Examples:</p> <ul style="list-style-type: none"> • After-school programs • Summer school programs • Peer tutoring programs • Professional development • Homework club • Curriculum adoptions • Computer-assisted instruction 	<p style="text-align: center;">Tier 2</p> <p>The second tier of developing Student Learning Plans is set at grouping students with similar academic needs. Diagnostic assessment data is required for this tier.</p> <ul style="list-style-type: none"> • Reading: Explicit instruction may be targeted at decoding, vocabulary, fluency, comprehension, and correlated writing using materials that are age-appropriate and at the appropriate reading level. • Mathematics: Explicit instruction in problem solving, making connections, and mathematical thinking processes are possible targeted areas based on student diagnostic assessments. 			<p style="text-align: center;">Tier 3</p> <p>The third tier of developing Student Learning Plans is connecting on an individual basis to every student in the school needing a plan. Plans are individualized and customized, based on needs of every student. Diagnostic assessments are required for this tier, and each student is carefully processed during the planning and implementation phase.</p>			
Intervention	Tier 1	Tier 2	Tier 3	Subject Area	Effectiveness	Intensity	Cost of Program
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$

Intervention	Tier 1	Tier 2	Tier 3	Subject Area	Effectiveness	Intensity	Cost of Program
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$

Intervention	Tier 1	Tier 2	Tier 3	Subject Area	Effectiveness	Intensity	Cost of Program
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$

Intervention	Tier 1	Tier 2	Tier 3	Subject Area	Effectiveness	Intensity	Cost of Program
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	\$

**CERTIFICATE OF ACADEMIC ACHIEVEMENT
STUDENT LEARNING PLAN**

Student Name _____ **Grade:** _____ **Date of Plan** _____

WASL Scores				
Subject	Required Score:	Student's Score		
		Grade 4	Grade 7	Grade 10
Reading	400+			
Writing	9+			
Mathematics	400+			
Science (2010)	TBD			

School Interventions:

These actions are needed to improve the student's skills:

For Students in Grades 8-12:

These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

Other:

Parent Strategies:

These strategies will help parents improve their child's skills:

- Parent and Student have received a copy of this Student Learning Plan.
- A copy of the Student Learning Plan has been placed in the student's cumulative folder.

School Official: _____ Date _____

Student: _____ Date _____
(Optional for Primary)

Parent/Guardian Contact: Phone Letter Conference Date _____

**CERTIFICATE OF ACADEMIC ACHIEVEMENT
STUDENT LEARNING PLAN**

Student Name _____ **Grade:** _____ **Date of Plan** _____

WASL Scores				
Subject	Required Score:	Student's Score		
		Grade 4	Grade 7	Grade 10
Reading	400+			
Writing	9+			
Mathematics	400+			
Science (2010)	TBD			

School Interventions:

These actions are needed to improve the student's skills:

For Students in Grades 8-12:

These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

Other:

Parent Strategies:

These strategies will help parents improve their child's skills:

- Parent and Student have received a copy of this Student Learning Plan.
- A copy of the Student Learning Plan has been placed in the student's cumulative folder.

School Official: _____ Date _____

Student: _____ Date _____
(Optional for Primary)

Parent _____ Date _____
(If present)

Date Plan Completed: _____

**Certificate of Academic Achievement
Student Learning Plan**

School Year: _____

In the 2004-05 school year, school districts are required to develop plans for 9th grade students in the Class of 2008 who did not meet the reading, mathematics, and/or writing standards on the 2003 7th grade WASL. The purposes of the plan are to “help assure continued progress in academic achievement as a foundation for high school graduation and to assure that students are on track for high school graduation.” Progress made on the student plan is to be reported to the student’s parents or guardian at least annually. Adjustments to the plan are to be made as necessary.

Name: _____ Grade _____
School: _____ Next parent progress report: _____

- **Washington Assessment of Student Learning Results:** *(For more information, see the student’s WASL Individual Student Report)*

Subject	Student’s score	Score needed to meet Standard	Met standard?	Proficiency Level (Level 1, etc.)
-Reading		400		
-Mathematics		400		
-Writing		9		

- **Other Assessment Data:** *(If available)*
- **Parent Strategies:** *(Include strategies the student’s parents or guardians may take to help them improve their child’s skills)*
- **Actions Needed to Meet the Standards:** *(For each subject in which the student did not meet the standard, identify the courses, competencies, and other actions needed to be taken by the student to meet the standard and stay on track for graduation. Use additional pages, as needed.)*

For Students in Grades 8-12:

These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

School Official _____ Date _____

Certificate of Academic Achievement - Student Learning Plan

Student Name _____ Student Number _____
 Current School _____
 School Year _____ Grade Level _____ Today's Date _____
 Parent/Guardian Name _____
 Address _____ Phone Number _____
 Advisor _____ Counselor _____

STUDENT PROFILE

The following information was reviewed:

Middle School Academic History and Attendance	Yes	No	Not Applicable
History of Instructional Support (IEP, 504, Chapter, LAP, etc.)	Yes	No	Not Applicable
Current Schedule	Yes	No	Not Applicable

	<i>Student's Score</i>	<i>Score Needed to Meet Standard</i>	<i>Met Standard</i>
7 th WASL Reading			
7 th WASL Writing			
7 th WASL Math			

STUDENT LEARNING PLAN SUPPORT OPPORTUNITIES

Check the boxes that apply

Academic:

- | | | | |
|---------------------------|--------------------------|------------------|--------------------------|
| Literacy Intervention | <input type="checkbox"/> | Pre AP/IB/Honors | <input type="checkbox"/> |
| Credit Recovery | <input type="checkbox"/> | Skills Center | <input type="checkbox"/> |
| Tutoring (building-based) | <input type="checkbox"/> | Running Start | <input type="checkbox"/> |
| Extended Day Learning | <input type="checkbox"/> | Magnet | <input type="checkbox"/> |
| Summer School | <input type="checkbox"/> | Other _____ | <input type="checkbox"/> |

Social:

- | | | | |
|-----------------------------|--------------------------|------------------------|--------------------------|
| School Counseling | <input type="checkbox"/> | Mentoring | <input type="checkbox"/> |
| Extra-Curricular Activities | <input type="checkbox"/> | Parent/Teacher Compact | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> | | |

EDUCATIONAL GOALS FOR YEAR

Example: Increase reading from basic to proficient

Academic: READING _____

Academic: WRITING _____

Academic: MATH _____

Self Management: _____

Attendance: _____

Other: _____

ACTION PLAN TO ACHIEVE EDUCATIONAL GOALS

Example: I will meet my reading goal by working hard in my Academic Literacy block

Academic: **READING** _____

Academic: **WRITING** _____

Academic: **MATH** _____

Self Management: _____

Attendance: _____

Other: _____

For Students in Grades 8-12:

These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

Parent Strategies: *(Include strategies the student’s parents or guardians may take to help them improve their child’s skills)*

PROGRESS REVIEW

SIGNATURES

Student forecast of upcoming year’s classes is based on plan to achieve educational goals.

Student _____ Date _____

Parent _____ Date _____

Advisor _____ Date _____

Certificate of Academic Achievement - Student Learning Plan

Date:

Student:	Age:	Grade:	School:
Parent/Guardian Contact Information:			
Date:	Date:	Date:	Date:
Contact Name:	Contact Name:	Contact Name:	Contact Name:
<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference	<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference	<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference	<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference

Current Levels of Performance:

WASL Scores	Required Score:	Student's Score			ITBS/ITED Scores	Student's Score:			Other Assessments	Results
		4	7	10		3	6	9		
Reading	400+				Reading:					
Writing	9+				Math/Quant:					
Mathematics:	400+				Expression:					
Science (2010):	TBD									

EDUCATIONAL GOALS FOR YEAR

Example: Increase reading from basic to proficient

Academic: READING _____

Academic: WRITING _____

Academic: MATH _____

Self Management: _____

Attendance: _____

Other: _____

ACTION PLAN TO ACHIEVE EDUCATIONAL GOALS

Example: I will meet my reading goal by working hard in my Academic Literacy block

Academic: READING _____

Academic: WRITING _____

Academic: MATH _____

Self Management: _____

Attendance: _____

Other: _____

PROGRESS REVIEW

For Students in Grades 8-12:

These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

Parent Strategies: *(Include strategies the student's parents or guardians may take to help them improve their child's skills)*

SIGNATURES

Student forecast of upcoming year's classes is based on plan to achieve educational goals.

Student _____ Date _____

Parent _____ Date _____

Advisor _____ Date _____

Certificate of Academic Achievement - Student Learning Plan

Date:

Student:	Age:	Grade:	School:
Parent/Guardian Contact Information:			
Date:	Date:	Date:	
Contact Name:	Contact Name:	Contact Name:	
<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference	<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference	<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Conference	

Current Levels of Performance:

WASL Scores	Required Score:	Student's Score			ITBS/ITED Scores	Student's Score:			Other Assessments	Results
		4	7	10		3	6	9		
Reading	400+				Reading:					
Writing	9+				Math/Quant:					
Mathematics:	400+				Expression:					
Science (2010):	TBD									

Interventions, Roles, Responsibilities and Goals

School Level	Subject:	Annual Progress
		Date:
		Date:
		Date:
School Level	Subject:	Annual Progress
		Date:
		Date:
		Date:
Classroom Level	Subject:	Annual Progress
		Date:
		Date:
		Date:
Classroom Level	Subject:	Annual Progress
		Date:
		Date:
		Date:

Student Name: _____

Student	Subject:	Annual Progress
		Date:
		Date:
		Date:
Parent	Subject:	Annual Progress
		Date:
		Date:
		Date:

Is student taking appropriate courses to achieve Student Learning Plan objectives? Yes No
 If no, identify appropriate courses and/or competencies:

Student Reflection: Am I making satisfactory progress toward achieving my goals?	
	Date:
	Date:
	Date:

School Official Print Name & Title:	Student Print Name	Parent (if present) Print Name:
Signature:	Signature:	Signature:
Date:	Date:	Date:
Signature:	Signature:	Signature:
Date:	Date:	Date:
Signature:	Signature:	Signature:
Date:	Date:	Date:

Student Reflections:	Date
	Date
	Date
	Date

For Students in Grades 8-12:
 These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

Parent Strategies: *(Include strategies the student's parents or guardians may take to help them improve their child's skills)*

Parent Information	Parent has received a copy of Student Learning Plan by: Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____
	Parent has received a copy of Student Learning Plan after each monitoring update: Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____ Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____ Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____

Signatures:
 School Official: _____ Date: _____
 Parent _____ Date: _____
 Student _____ Date: _____

Tool 13: Intervention Assignments

Students With Similar Academic Needs	Group Title	Interventions
1.		
2.		
3.		
4.		
5.		
6.		
Group Title	Group Title	Interventions
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Group Title	Group Title	Interventions
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
Group Title	Group Title	Interventions
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Appendix: Building Consensus

Participatory Decision-Making Guidelines:

In making decisions, the following parameters will help keep the team on track through the process:

- Stay within the curriculum, policies, and agreements of the district.
- Establish an acceptable percentage for staff approval.
- Use research and assessment data as a basis for decision making.
- Work with central office regarding curriculum, funding, and Board decisions.
- Remember that agenda items and decision making are limited to academic achievement-related tasks

Working Toward Consensus

After generating a list of possible actions, intervention strategies, or ideas to pursue, number each item. Ideally, the list should have no more than five or six items. Allow time for each item to be explained. Ask that the explanation be stated by a single person and that the explanation provide any necessary background information for others to understand. Explanations should not be more than one minute in length.

After each item has been explained, ask if anyone would like to participate as an advocate for any of the listed items. As an advocate, your time is limited to two minutes. The advocate must state why this action or idea is important. Do not worry if not all items have an advocate. The group process will support individual opinions.

When all advocates have had their time to share, a collective vote is taken. The facilitator asks the group to look at and consider each item and vote with their hand.

Thumbs Up/Thumbs Down

Use this method in small groups to get a quick reading on group consensus. Be sure to take the time for neutral and thumbs-down explanations.

Thumbs up if they agree.

Thumbs sideways if they are neutral. (Explain why.)

Thumbs down if they disagree. (Explain reasons for disagreement.)

Group Agreement Scale

Use this method two or three times to gauge group support. Make the following voting indicators for each member of the group:

3 = total agreement

2 = support idea with reservations

1 = can't support

? = need to have more questions answered







Write statement, concept, or action so all group members can see it. Ask everyone to hold up a piece of paper indicating a number or a question mark. Tally the numbers and fully discuss the

questions. Poll again and continue cycle of discussion and voting until highest level of agreement is achieved.

Fist to Five

Participants will hold up:

- 5 fingers if they totally agree
- 4 fingers if they think it’s a good idea and will support it
- 3 fingers if they are neutral but will support
- 2 fingers if they don’t agree, but will support
- 1 finger if they won’t support
- Fist if they will resist—**BUT WILL HELP FIND ANOTHER SOLUTION**

	<ul style="list-style-type: none"> • Total Agreement • Best Solution • Complete Support
	<ul style="list-style-type: none"> • Agreement • Support • Good Solution
	<ul style="list-style-type: none"> • Neutral, but will support
	<ul style="list-style-type: none"> • Don’t Agree, but willing to support
	<ul style="list-style-type: none"> • Don’t Agree • Will Not Support
	<ul style="list-style-type: none"> • Cannot Go Along • Will Openly Resist