

21-22 SLO Planning Pages for SSP
Planning Sheet: Nurse- Health Care Plan

Instructions:

- Use the template below to plan out your SLOs for the 2017-18 school year. You will use the SLO application tool to create and submit your SLOs. SLOs for SSPs are due October 30 and evaluators will approve them before Thanksgiving. <https://slo.dpsk12.org>
- SSPs must create two SLOs to fulfill the state requirement of multiple measures of student growth.
- Start by creating your long-term goal and then determining baseline preparedness of your students.
- Use the learning progression rubric at the bottom to determine how you will progress monitor student outcomes throughout the year.
- The Met Expectations column is the performance criteria or target for your students.
- The Expectations columns in the rubric align with the rating system at the end of the year.

Long-term Goal

Objective Name

- *Naming standards - Start with your SSP group (SLP, OT, PT, DHH, Vision, Audiology, Psy, SW), hyphen and the name of your objective)*

Nurse- Individual Student Health Care Plans

Objective Statement

- *Ensure the Objective Statement is comprised of standard(s) that:*
 - *are critical for students' success in the current course and future course; and*
 - *span the duration of the course, i.e., are global enough that they can be measured in multiple units throughout the course*
- *Write in the form "All students (the population you are addressing in your SLO) will be able to..."*

All students with student learning-related objectives on their individualized health plans will demonstrate growth.

Standard(s) for your grade level and content area

- *Select standard(s) critical for students' success and that collectively span the duration of the course*
- *If choosing the Colorado State Academic Standards but you are working with multiple age/grade groups, pick the anchor standard or the standard for the oldest population you are working with (e.g. 12th grade expectation) as the standards survey back to all grade levels. For some SSP groups the standards might be set by your professional organization or state and federal law*

Anchor Standards for Comprehensive Health: Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Colorado School Nursing professional standards of practice; The individual healthcare plan is written by the professional school nurse (RN) for students with a health condition that require the performance of a specific treatment, such as non-routine medication treatment, health treatment, emergency action or invasive health procedure.

Section 504 of the Rehabilitation Act

22-33-104. Compulsory school attendance for student who are healthy, therefore Health Care Plan SLO should facilitate attendance.

Learning Progression Rubric

- Each row should address a Performance Criterion and its varying proficiency levels.
- The “Met Expectations” column should use the same language as the Performance Indicators for Met Expectations.
- You might have multiple learning progression rubrics depending on your student’s preparedness levels. If you have students who are two or more years behind, you might need a rubric that reflect their growth in year one and year two to close the gap.
- You can use the template below for the rubric you will upload into the SLO application or you can use your own rubric or rubric created by your department. Note: You will only be able to upload one document in the SLO application so combine any multiple rubrics into one document.

Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations (Performance Criteria)	Exceeded Expectations
Student has no mastery of the content standards included in SLO.	Student has some, not substantial, mastery of the content standards included in SLO.	Student has substantial, but not full, mastery of the content standards included in SLO.	Student has fully mastered, independently and at grade level, the content standards included in the SLO.	Student has deep mastery of the content standards included in the SLO.
Throughout the school year, you will monitor the student’s progress and determine where they are meeting the expectations.				
<ul style="list-style-type: none"> • Student has no understanding of their health condition • Student has no health plan in electronic student record • No documentation of parent contact • Student unable to advocate for health needs • Requires frequent emergency response • Student missed 10 or more days of school related to their significant health condition • Requires additional health office support outside of the scheduled visits on an average of 5 or more times a week. 	<ul style="list-style-type: none"> • Student has a limited understanding of their health condition • Student has health plan in the electronic student record from the previous year • No documentation of parent contact for current school year. • Student rarely advocates for health needs • Students began attending school without a prepared health care plan • No evidence of monitoring of student growth to determine efficacy of health care plan • Student missed 5-9 days of school related to their significant health condition • Requires additional health office support outside of the scheduled visits on an average of 3-4 times a week. 	<ul style="list-style-type: none"> • Student does not have a full understanding of their health condition • Student has a current health plan in the electronic student record but lacks student learning-related objectives • Limited evidence of monitoring of student growth to determine efficacy of health care plan. • Student occasionally advocates for health needs • Student missed 3-4 days of school related to their significant health condition • Requires additional health office support outside of the scheduled visits on an average of 2 times a week. 	<ul style="list-style-type: none"> • Student demonstrates a full understanding of their health condition • Student has a current health plan in the electronic student record and includes a student learning-related objectives • Evidence of monitoring student growth through consultation and record review on a regular basis to determine the efficacy of the health care plan. • Student regularly advocates for health needs. • Student missed 1-2 days of school related to their significant health condition • Requires additional health office support outside of the scheduled visits on an average of 1 times a week. 	<ul style="list-style-type: none"> • Student can teach others about their health condition • Evidence of collaboration with community stakeholders regarding student growth • Student missed 0-2 days of school related to their significant health condition • Requires no additional support outside of scheduled visits.

Performance Indicator for Met Expectations

- This information comes directly from the Met Expectations column in the Learning Progression Rubric above.

1. Student will demonstrate an understanding of their health condition appropriate to their developmental level
2. Student will advocate for their health needs
3. Students will demonstrate proper techniques around health related treatments
4. Student will demonstrate increased availability to learning

Preparedness Levels

Instructions:

- You can use this page to plan out your preparedness levels for your students, however you only have to complete the information in the SLO application.

Individual Students

You can select this option if you would like to measure student outcomes individually. If you select this option, you have to search for individual student names in the SLO application. You will also be expected to provide a preparedness level at the start of the year based on the and end of course expectation level for each student.

- In the SLO application you will search for the student's name, add them and select their preparedness level.

Baseline Groups

You can select this option if you would like to measure student outcomes as a group or population. Examples of this could be a school-wide initiative or a grade-level goal. If you select this option, you will not be able to track individual student growth in the system and will be expected to provide a preparedness level and an end of course expectation level for the entire group. You can create multiple groups within one SLO if necessary. In the SLO application you will provide the following information:

- Baseline Group Name – Provide a descriptive name for this group.
- Preparedness Level – Select a preparedness level appropriate for the entire baseline group. Use the preparedness level rubric to determine the level.
- Population Description – List the names of those students/populations included in this group.
- Baseline Group Target – Explain what these students should know and be able to do by the end of the SLO in relation to each Performance Criterion. These growth expectations should be ambitious, realistic and measurable.
- Learning Progression Rubric – Upload one rubric for each baseline group. You can use the same rubric that you uploaded for the SLO above or a specific rubric just for this baseline group if necessary.

Significantly Underprepared	Underprepared	Somewhat Prepared	Prepared	Ahead
This is where the student starts at the beginning of the year				
<ul style="list-style-type: none">• No working contact information for parent/guardian• Missed 10 or more days of school in the previous school year	<ul style="list-style-type: none">• Missed 5-9 days of school in the previous year due to significant health condition• Student and/or parent did not share	<ul style="list-style-type: none">• Missed 3-4 days of school in the previous year due to significant health condition• Health care plan and medical orders,	<ul style="list-style-type: none">• Missed less than 3 days of school in the previous year due to significant health condition• Health care plan and medical orders,	<ul style="list-style-type: none">• Student is able to teach others about their health condition• Missed 0-2 days of school due to health condition

<p>due to significant health condition</p> <ul style="list-style-type: none"> • Student does not have an identified care provider 	<p>information about health condition with school</p> <ul style="list-style-type: none"> • Student does not regularly access care from medical provider • Condition is newly diagnosed • Parent/guardian did not provide supplies needed to provide medical care for student at school • Student does not have an understanding of their health condition 	<p>if needed, from previous year is uploaded in student electronic health record</p> <ul style="list-style-type: none"> • Health care plan and/or medical orders for current year are in progress for current school year • Student has a limited understanding of their health condition 	<p>if needed, are complete and uploaded in student electronic health record</p> <ul style="list-style-type: none"> • Student has a full understanding of their health condition 	
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