

21-22 SLO Planning Pages for SSP
Planning Sheet: Nurse - Asthma

Instructions:

- Use the template below to plan out your SLOs for the 2018-2019 school year. You will use the SLO application tool to create and submit 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.
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Long-term Goal

Objective Name

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

Nurse - Asthma

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 identified by the school nurse as having moderate and/or high risk asthma will be able to better manage their condition.

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
 22-33-104. Compulsory school attendance for student who are healthy, therefore asthma 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.
Student does not self-advocate to manage their asthma	Student begins to self-advocate by utilizing up to half of their Colorado Asthma Care Plan to better manage their asthma	Student will self-advocate by utilizing more than half of their Colorado Asthma Care Plan to better manage their asthma	Student will self-advocate by utilizing their entire Colorado Asthma Care Plan to better manage their asthma	Student will teach others about utilizing the Colorado Asthma Care Plan
Student will master 1	Student will master 2	Student will master 3	Student will master at	Student will teach

step of the inhaler technique checklist	steps of the inhaler technique checklist	steps of the inhaler technique checklist	least 4 steps of the inhaler technique checklist	inhaler technique to others
Student will teach back 1 topic of the asthma “Key Messages”	Student will teach back 2 topics of the asthma “Key Messages”	Student will teach back 3 topics of the asthma “Key Messages”	Student will teach back at least 4 topics of the asthma “Key Messages”	Student will teach the asthma “Key Messages” to others
Student does not fully access education by being chronically absent (missing 18 or more days of school) due to asthma. Student does not report asthma related absences to the nurse	Student partially accesses education by having 11-17 asthma related absences and does not report asthma related absences to the nurse	Student approaches fully accessing education by having 6-10 asthma related absences and begins to report asthma related absences to the nurse	Student fully accesses education by having less than 6 asthma related absences and consistently reports asthma related absences to the nurse	

Performance Indicator for Met Expectations

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

1. Student will self-advocate by utilizing their entire Colorado Asthma Care Plan to better manage their asthma
2. Students will use the correct inhaler technique
3. Students will be able to teach back asthma “Key messages”
4. Student fully accesses education by having less than 6 asthma related absences and consistently reports asthma related absences to the nurse

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 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"> ● Student has 5 or more at risk criteria on the Asthma Intake Form 	<ul style="list-style-type: none"> ● Student has 2-4 at risk at risk criteria on the Asthma Intake Form 	<ul style="list-style-type: none"> ● Student has 1 criteria on the Asthma Intake Form 	<ul style="list-style-type: none"> ● Student has no at risk criteria on the Asthma Intake Form 	<ul style="list-style-type: none"> ● Student has no at risk criteria on the Asthma Intake Form and has mastered all 5 steps on the inhaler technique checklist