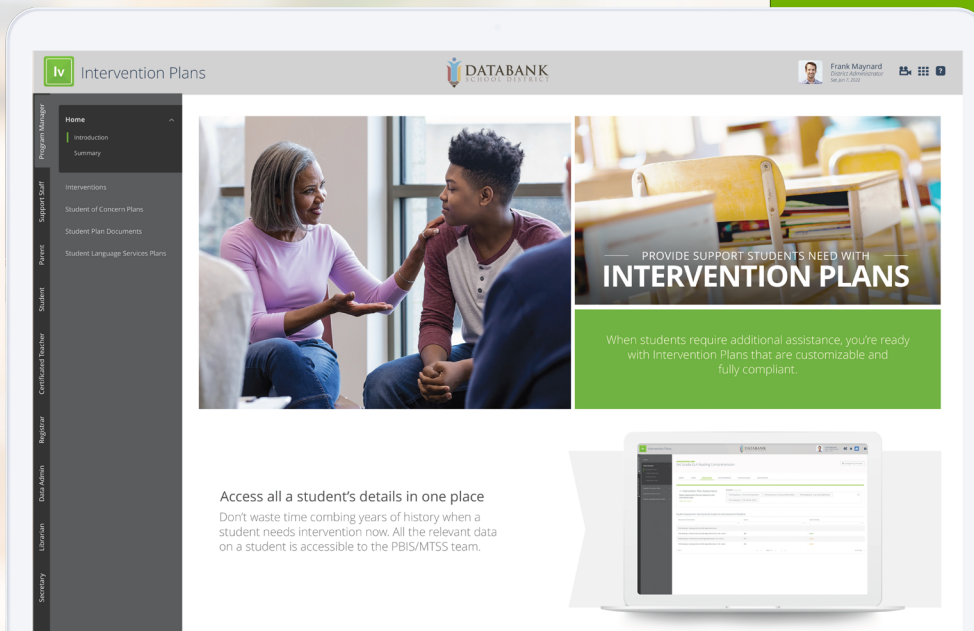


Answers to your Frequently Asked Questions

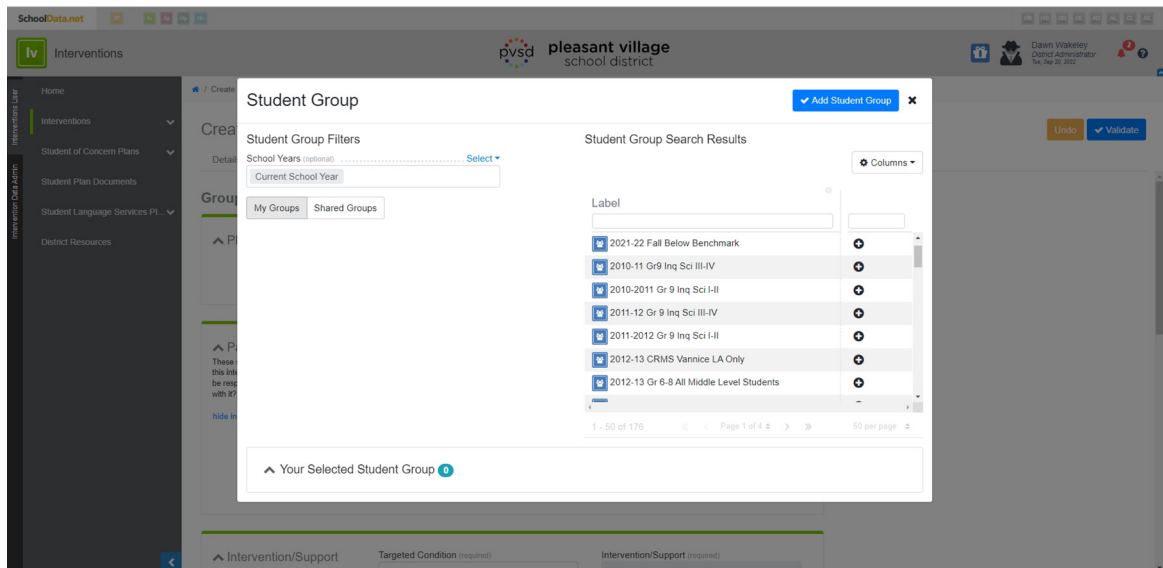


1. Is there an efficient way to create multiple, individualized intervention plans?
2. How can we measure a plan's effectiveness?
3. Can we incorporate other supports and fields for more specialized student interventions?
4. Can students' plans be shared with staff or families?

1 Is there an efficient way to create multiple, individualized intervention plans?

Yes! The Create Plan Group function allows you to initiate any number of student plans that share a Targeted Condition, a recommended Intervention/Support, and a Responsible Educator. The group of students can either be selected individually, selected as a group associated with a class or course, or applied as a custom group that you've built in Risk Indicators or any other SchoolData.net application. Examples of a custom group could include "students with 7 unexcused absences" or "4th graders needing Tier 2 math support."

After the group plan is created, specific goals, assessments, or accommodations can be blanket-applied to all group members, if desired. However, plans created in bulk do not have to continue as group plans. Once saved, group plans will also display as individual student plans that can be personalized with goals, progress notes, and communication records specific to that student.



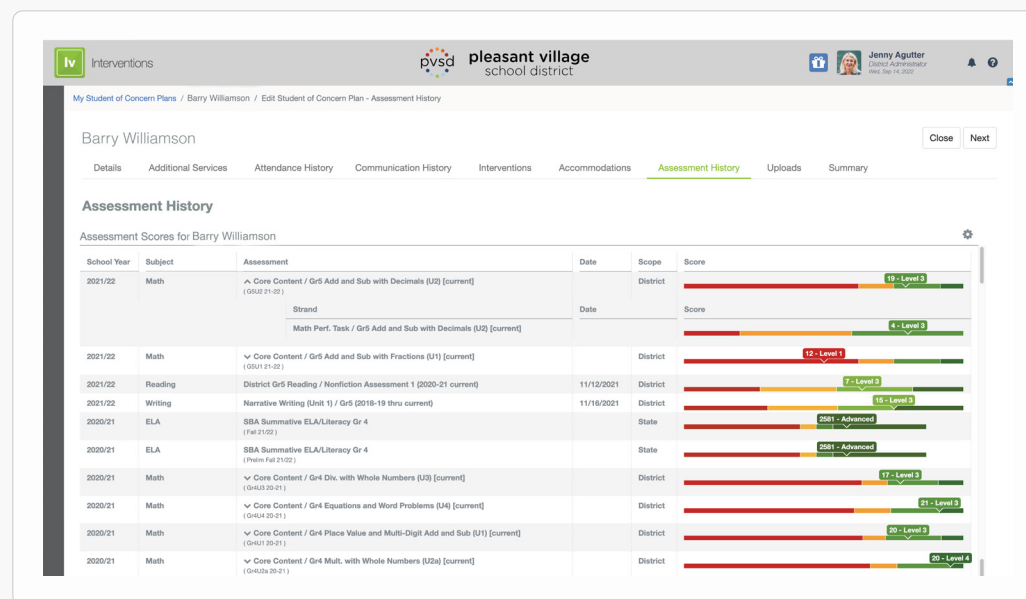
In Homeroom Dashboards, educators can see students who scored below grade level on a recent assessment and save them as a custom student group for intervention.

2 How can we measure a plan's effectiveness?

The Intervention Plans application supports schools' progress monitoring and measurement in two main ways.

First, each student intervention plan can be associated with any data point that is imported into your student information system, including assessments, attendance records, grades, behavior incidents, and more. Associating this data allows you to analyze and chart a student's Rate of Improvement after applying the intervention. These measurements provide objective documentation about the effectiveness of your Multi-Tiered Systems of Support (MTSS). Progress notes on each plan from the Responsible Educator can supply additional context to the metrics.

Second, many key fields in Intervention Plans use dropdown selectors. The options in each dropdown are customizable to your district, and then standardized across all your users. This consistency ensures that the results of each intervention are quantifiable, so districts can perform a reliable comparative analysis of different intervention strategies.



Pre-select the assessments you will use to monitor progress, and students' results will automatically populate as they're loaded into the system.

3 Can we incorporate other supports and fields for more specialized student interventions?

Yes, Intervention Plans is part of a larger Student Plans bundle, which supports highly specialized interventions including:

- Highly Capable Plans
- 504 Plans
- Student of Concern Plans
- Individual Health Plans
- English Language Learning

Each specialized plan compiles information that's appropriate to the intervention applied – some plans may include attendance records, medical history, teacher observations, and other personalized information.

With role-based permissions, students' personal information is surfaced only to the educators working directly with those individuals. Teachers always see the most up-to-date information, and students' privacy is always protected.

Need an intervention focus that isn't listed here? [Talk to us about custom development options.](#)

The screenshot shows the 'Intervention Plans' interface for a student named Barry Williamson. The interface is part of the 'pleasant village school district' system. The user is logged in as Jenny Agutter. The interface displays a list of tabs: Details, Language Proficiency, Considerations, Instructional Programs, Language Goals, Supports (selected), Contact Information, and Assessments. The 'Designated Supports' section is expanded, showing a list of supports for Barry Williamson. The supports are categorized into four groups: Record Supports, Supports for Speaking and Writing, Supports for Learning Content, and Supports for Listening, Reading, and Watching. Each group has a 'Select' button. The 'Supports for Speaking and Writing' group includes: Alternate assignment available for large group discussions, Use of a script in oral presentations, Can present to teacher or para instead of whole class, Sentence frames given with assignment, and Writing assignments chunked into responses of several sentences. The 'Supports for Learning Content' group includes: Cooperative learning with primary language peer, Clarify concepts in primary language, Primary language support materials, Translated directions, Divide larger tasks into smaller steps with specific directions, Limit readings in English to essential concept, Guided notes, Outline of key concepts and expectations provided, Glossary of key unit vocabulary provided, Provide students with copy of teacher notes, and Participation in higher level and advanced extensions in independent. The 'Supports for Listening, Reading, and Watching' group includes: Transcript of video in primary language when available, Graphic organizers to support materials read aloud, Student choice of language for independent reading, Use of a translation dictionary, and Checks for understanding. The 'Supports for Demonstrating Content Mastery' group includes: Allow for language errors when assessing content, Written or recorded responses in primary language, Opportunity to demonstrate mastery in multiple modes, Multiple choice questions limited to one correct answer, Multiple choice questions limited to three options, Elimination of story problems, and Additional time.

Districts can customize the fields and selectors that are included or required for each plan type. Here, teachers can see the classroom supports recommended for an English language learner.

4 Can students' plans be shared with staff or families?

Yes, there are three levels of access to a student's intervention plan.

1. Full access is available to the Responsible Educator overseeing the plan, as well as any Supplemental Educators attached to the plan, such as the student's classroom teacher or the MTSS team. Each of these people can record progress notes or observations in the plan itself.
2. Educators and staff can see from their Homeroom Dashboards when any of their students is on a plan, as well as the accommodations and supports recommended in the plan and any other information relevant to their teaching.
3. Plans can also be exported as a formatted PDF report to be shared with parents/guardians. Districts can adapt the default report to their needs or work with SchoolData.net to develop a custom plan template.

School or district administrators can also export multiple MTSS plans in data tables (spreadsheets) for review and analysis.

This allows the complete plan to be visible only to a single educator or the MTSS team, while still providing important information to the child's parents and other teachers.

The screenshot displays the 'Homeroom Dashboards' interface for the Pleasant Village School District. The user is logged in as Jenny Agutter. The interface shows a sidebar with navigation options: Home, Introduction, 'Home' Dashboard, Summary, Dashboards, Students, Student Groups, Schools, Assessment Tests, My Creations, and Data Exports. The main content area is titled 'STUDENT SPOTLIGHT' for Barry Williamson, a student at Lone Pine High School. Below this, there are two sections: 'STUDENT 504 - CURRENT YEAR' and 'STUDENT GRADUATION REQUIREMENTS (CIA/CAA) - CURRENT YEAR'. The '504 Plans' section includes fields for Student Name (Barry Williamson), Grade Level (9th Grade), 504 Coordinator (Susan Brown), Implementation Date (09/15/2021), Review Date (09/15/2022), and Reason (Anxiety and ADD). The 'Graduation Requirements' section includes fields for Grad Requirement Year (2021 - The Graduation Requirement Year or 'Grad Req Base Yr' usually establishes which Graduation Requirements Plan the student is assigned to), Cum GPA (3.591), and Current Credits (31.75).

Intervention plans and accommodations are accessible to all of a student's current educators for easy reference from their Homeroom Dashboards.