

1



The first step is to open [the eduCLIMBER website](#) and click **District ID**

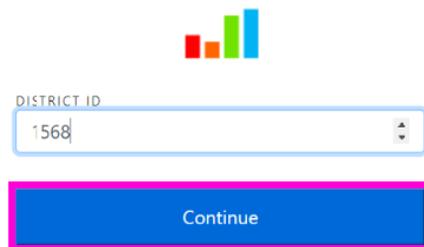


A screenshot of the EduCLIMBER website interface. At the top center, there is a logo consisting of three vertical bars of increasing height in red, green, and blue. Below the logo, the text "DISTRICT ID" is displayed. Underneath, there is a text input field with the placeholder text "Enter your District ID". A pink rectangular box highlights the input field. Below the input field is a blue button with the text "Continue".

2



Enter 1568 and Click **Continue**

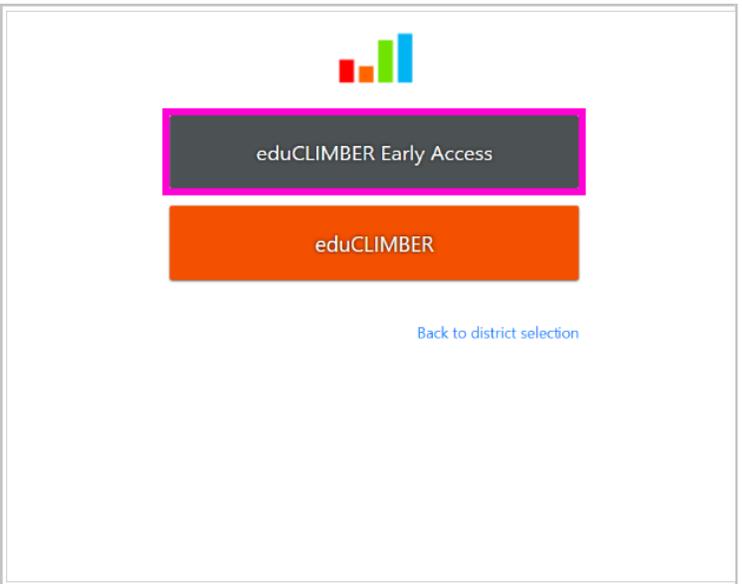


A screenshot of the EduCLIMBER website interface, similar to the first step. The logo and "DISTRICT ID" text are present. The text input field now contains the number "1568". A pink rectangular box highlights the "Continue" button below the input field.

3



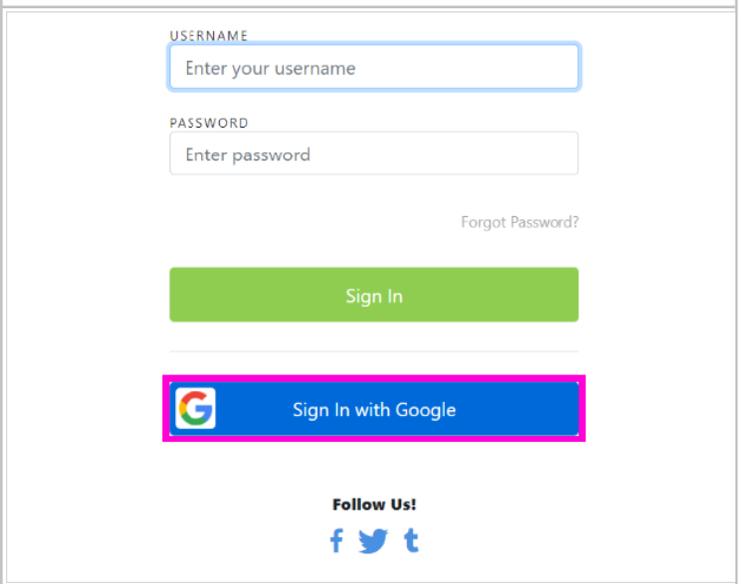
Click **eduCLIMBER Early Access**



4



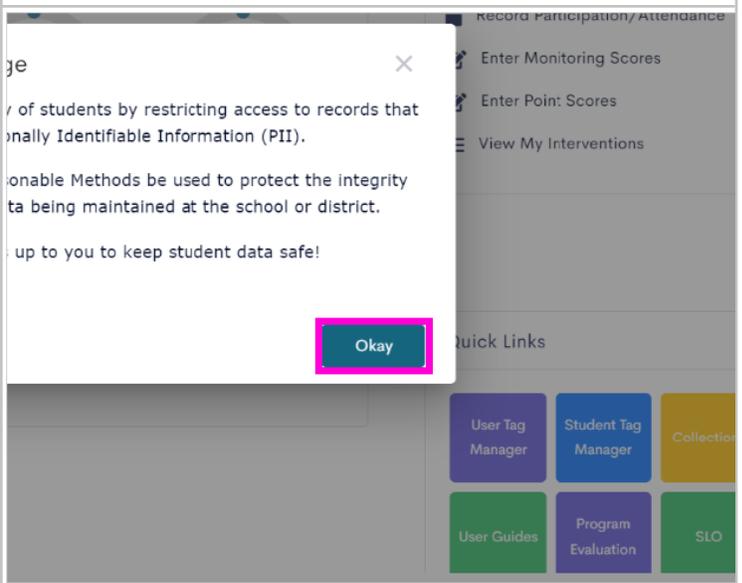
Click **Sign In with Google**



5



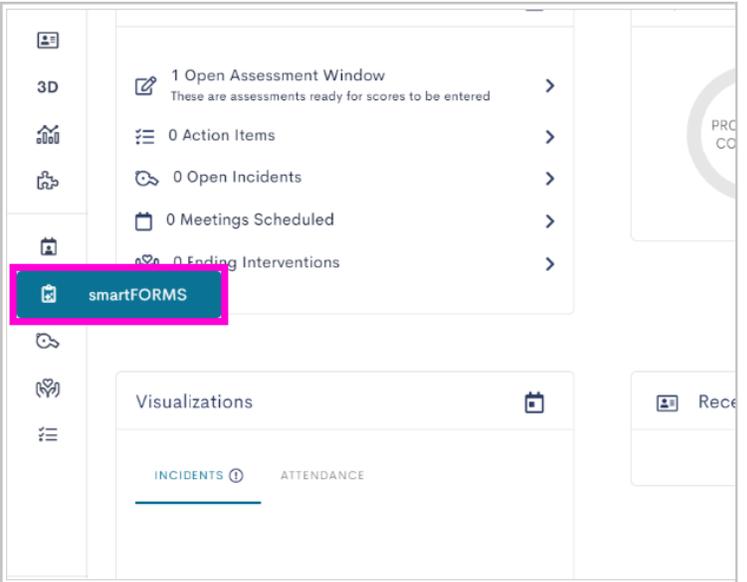
There will be a district pop-up message. Read and Click **Okay**



6



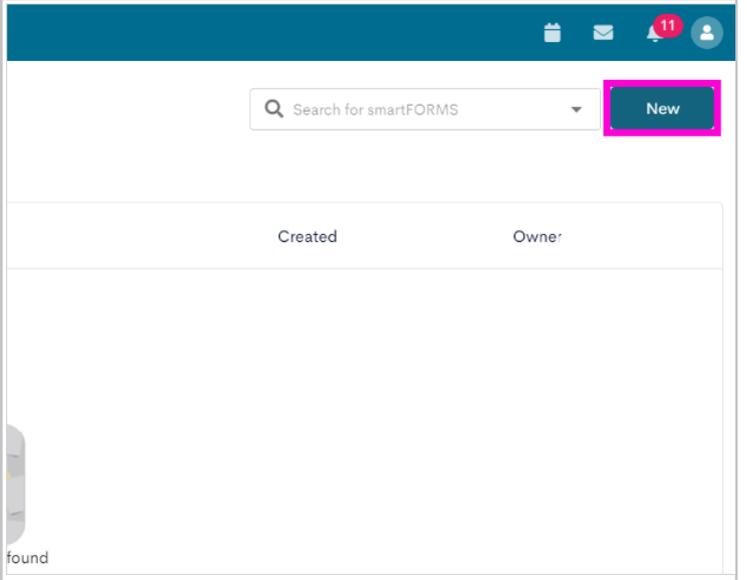
To begin to create the Student Improvement Plan or SIP for a student, Click **smartFORMS** Note that This video is linked on the TSD SST webpage, linked here. It also has other resources for SSTs.  
<https://www.thompsonschoools.org/Page/22593>



7



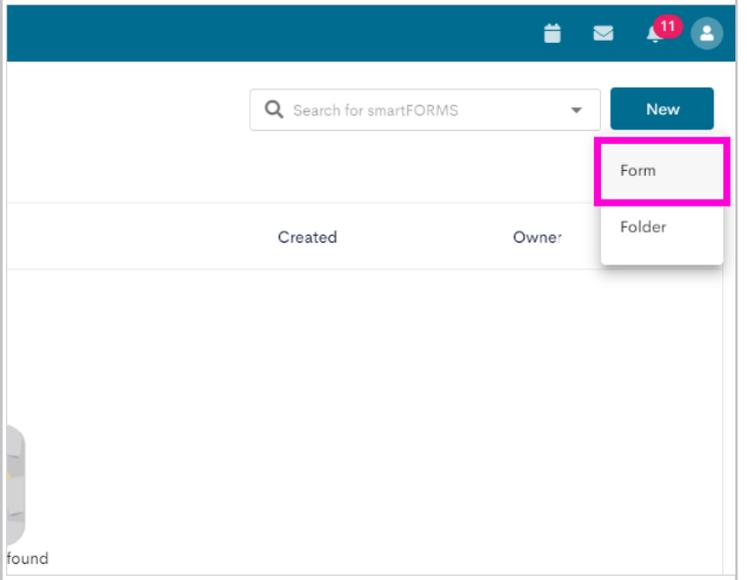
Click **New**



8



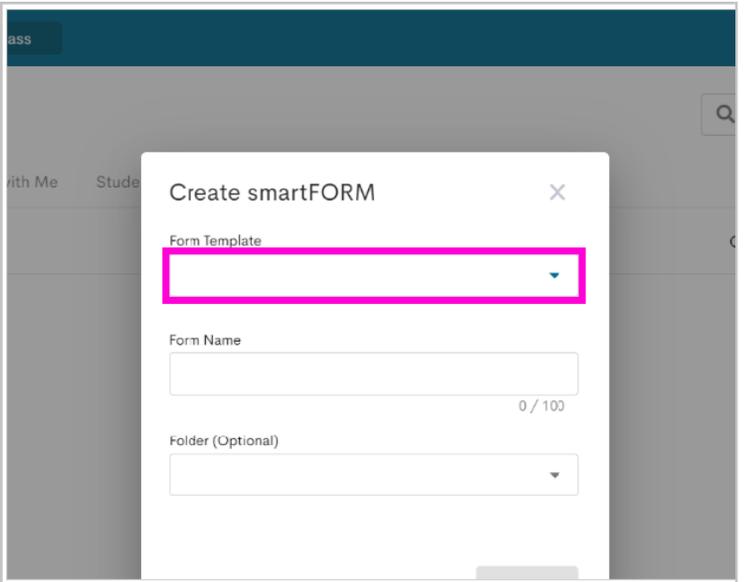
Click **Form**



9



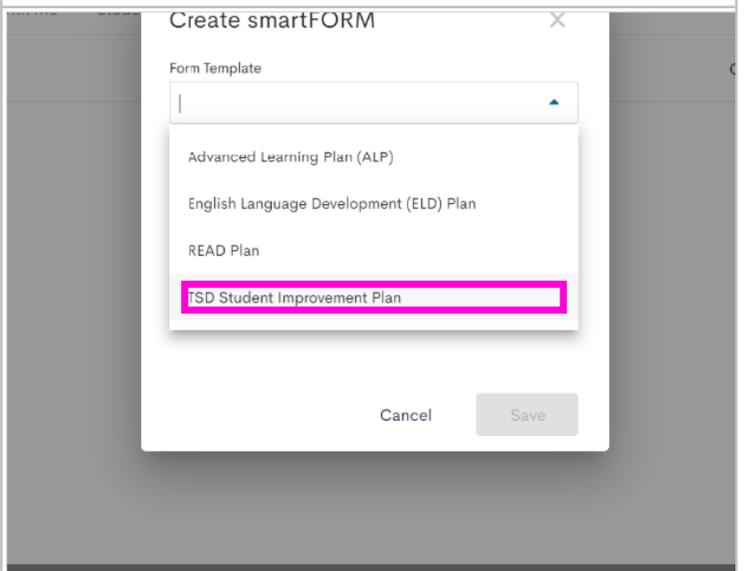
Click the Form Template box



10



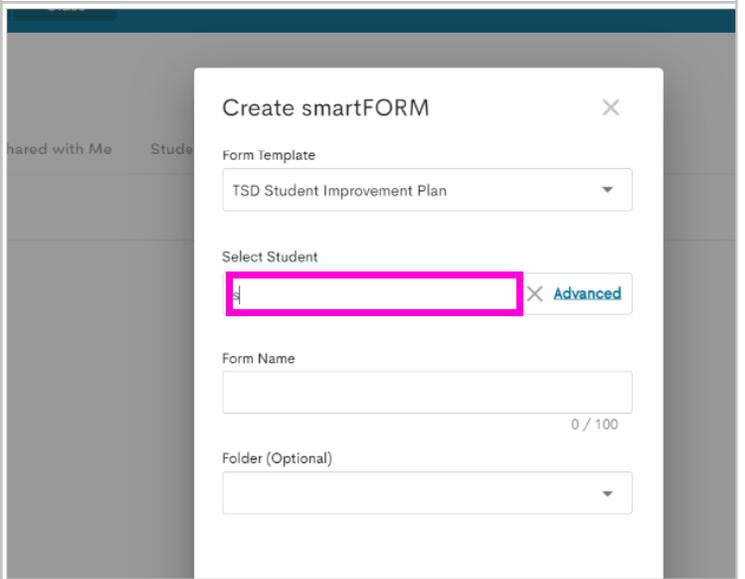
Select **TSD Student Improvement Plan**



11



Search for Student (3 characters minimum)



12



Type a Form Name using the setup: SIP-LastName, FirstName

13



Optional Field - Select a Folder from the Drop-Down if you are using folders.

14



The Smart Form is populated in your list of My smartForms. Open Form.

smartFORMS

Recents My smartFORMS Shared with Me Student Forms

All Columns Search

	Form Name	School Year
<input type="checkbox"/>	Student Name - [redacted]	2021-2022

15



Click **Set Status**.

Student Name - [Redacted]

**Set Status**

**Student Improvement Plan (SIP)**

The purpose of a Student Improvement Plan (SIP)  
The Student Support Team (SST) will collectively create a Student Improvement Plan (SIP) the student's needs.

**Student Information**

Student Name [Redacted]

State ID [Redacted] Student District ID [Redacted] DOB [Redacted]

16



There are Drop-Down options, such as: **In Progress**.

Student Name - [Redacted]

Set Status

**In Progress** Student Improvement Plan (SIP)

On Hold Student Improvement Plan (SIP)  
Team (SST) will collectively create a Student Improvement Plan (SIP)

Complete

**Student Information**

Student Name [Redacted]

State ID [Redacted] Student District ID [Redacted] DOB [Redacted]

17



Select school year.

Student Name [Redacted]

State ID [Redacted] Student District ID [Redacted] DOB [Redacted]

School Year [Redacted] School [Redacted]

**Student Tags**

**Student Plans and/or Accommodations**

18



Click **2021-2022**

Student Name - [Redacted]

2021-2022

2020-2021

2019-2020

2018-2019

2017-2018

2016-2017

2015-2016

Student District ID

DOB

School

Student Tags

19



Any TSD Student Tags will auto-populate in this section.

Student Name - [Redacted]

Set Status

School Year: 2021-2022

School: [Redacted]

Student Tags

Student Plans and/or Accommodations

Any current student Plan(s) have been reviewed prior to SIP

If student has accommodation in an existing plan, accommodations have been provided with fidelity

Plan Information

First Meeting Date

Plan Type

20



There is the expectation to review all other student plans available.

Student Tags

Student Plans and/or Accommodations

Any current student Plan(s) have been reviewed prior to SIP

If student has with fidelity

Plan Information

First Meeting Date

Plan Type

21



After you have reviewed all other plans, check this box.

Student Tags

Student Plans and/or Accommodations

+ Add Action Item

Any current student Plan(s) have been reviewed prior to SIP  If student has with fidelity

Plan Information

First Meeting Date  Plan Type

22



Note: you will be able to find old Alpine forms as an attachment within the student profile.

Accommodations

Any current student Plan(s) have been reviewed prior to SIP  If student has accommodation in an existing plan, accommodate with fidelity

Plan Type

Updating the Plan)  Additional Team Plan Member

23



Hover over and Click on date field.

Student Name - [Name]

Set Status

Plan Information

First Meeting Date  Plan Type

Plan Team Manager (Reporting & Updating the Plan)  Additional Team Member

Team Manager Contact Number  Team Manager

Family Information

24



Select date of meeting.

The screenshot shows a form with several fields: "First Meeting Date", "Plan Type", "Additional Team Plan Member", "Team Manager Contact Email", "Relationship to", and "Email Address". A calendar overlay is displayed over the "First Meeting Date" field, showing the month of October 2021. The date "8" is highlighted with a pink square.

25



Select the plan type.

The screenshot shows the same form as in step 24. The "Plan Type" dropdown menu is highlighted with a pink rectangle. The other fields are visible but not highlighted.

26



Click **Initial or Continuing**.

The screenshot shows the same form as in step 25. The "Plan Type" dropdown menu is open, showing two options: "Initial" and "Continuing". The "Initial" option is highlighted with a pink rectangle. A "+ Add Action Item" button is visible in the top right corner of the form.

27



Document the name of the Plan Manager. Drop-Down is populated.

The screenshot shows a 'Set Status' form with a 'Plan Information' section. The 'First Meeting Date' is set to 2021-10-08 and the 'Plan Type' is 'Initial'. A '+ Add Action Item' button is visible. The 'Plan Team Manager (Reporting & Updating the Plan)' dropdown menu is highlighted with a pink box, indicating it is populated with a name.

28



Click drop-down for Options to appear.

This screenshot shows the same 'Set Status' form, but the 'Plan Team Manager (Reporting & Updating the Plan)' dropdown menu is open, displaying a list of options. The dropdown is highlighted with a pink box.

29



Add others, as needed.

This screenshot focuses on the 'Additional Team Plan Member' dropdown menu, which is highlighted with a pink box. The form also shows the 'Plan Type' dropdown set to 'Initial' and the 'Team Manager Contact Email' field.

30



Include Contact Number at left, and be sure to include Contact email here.

Plan Type  
Initial

Additional Team Plan Member

Action Item

Team Manager Contact Email

Relationship to Student

Email Address

31



Find information in Infinite Campus to complete the Family information section which includes Parent/Guardian Name, Relationship to Student, Phone Number, Email Address, and Primary Language.

Student Name - [Redacted]

Set Status

+ Add Action Item

Parent/Guardian Name

Relationship to Student

Phone Number

Email Address

Primary Language Spoken in Home

Other Primary

Overall Student Strengths, Interest, and Challenges

What are your child's strengths and interests? What is their overall attitude towards school? What are your

32



This is the student information section, from the Family Perspective, with the school's insights included. Type in the relevant information per prompt.

Student Name - [Redacted]

Set Status

Overall Student Strengths, Interest, and Challenges

What are your child's strengths and interests? What is their overall attitude towards school? What are your school?

Any additional notes

District Assessment Data

33



After strengths and interests are added on the left, you will enter challenges here, from the Family Perspective, with insights from the school.

This screenshot shows a form section titled "Action Item" with a sub-header "towards". Below this, there are two text input fields. The first field contains the text "What are your child's challenges? What might help support your child's success at school?". The second field is empty. A pink rectangular box highlights the first input field.

34



If there are other notes, add them here.

This screenshot shows a form section for a student named "Student Name - [REDACTED]". It includes a "Set Status" button and a "Overall Student Strengths, Interest, and Challenges" section. This section has two text input fields: "What are your child's strengths and interests? What is there overall attitude towards school?" and "What are your child's challenges? What might help support your child's success at school?". Below these is an "Any additional notes" section with a text input field highlighted by a pink box. There is also an "Add Action Item" button. Further down, there are sections for "District Assessment Data" and "Additional Data (if needed)" with an "Assessment Screener or Diagnostic" input field.

35



Information about assessments completed in-district will populate here. Note: This demo example does not have visual data populated. Other assessments can be added in by the form creator in box below.

This screenshot shows a form section for a student named "Student Name - [REDACTED]". It includes a "Set Status" button and an "Any additional notes" section with a text input field. Below this is a "District Assessment Data" section with a text input field highlighted by a pink box. There is also an "Add Action Item" button. Further down, there are sections for "Additional Data (if needed)" and "Assessment Screener or Diagnostic" with a text input field.

36



Next, Select Area of Concern. You may check as many as apply.

Student Name - [REDACTED]

Set Status

Area  Reading  Writing

Area  Math  Behavior

Other Description and/or Additional Information (Sub Skills identified)

If multiple areas are selected above, select one area of focus

Primary Area of Focus:  Secondary Area of Focus:

37



You will then specify from the drop-down which is the Primary Focus and, potentially, a Secondary Focus, at right. If a Secondary Focus is selected, the intervention details will show up below the Additional Plan Design Details.

Student Name - [REDACTED]

Set Status

If multiple areas are selected above, select one area of focus

Primary Area of Focus:  Secondary Area of Focus:

Supplemental Instructional Strategies or Interventions Provided

In addition to Universal Supports and Gen Ed Practices, what has been provided?

38



After naming focus areas, you will type in the box the Supplementary Supports that have been provided so far.

If multiple areas are selected above, select one area of focus

Primary Area of Focus:  Secondary Area of Focus (as needed):

Math  Reading  Math  Writing  Behavior

Supplemental Instructional Strategies or Interventions Provided

In addition to Universal Supports and Gen Ed Practices, what has been provided?

39



Check this box if the Family-Partnership Forms have been signed demonstrating agreement. They are available in English & Spanish on the TSD SST webpage, hyperlinked here. <https://www.thompsonschools.org/Page/22593>

Student Name - [REDACTED]

Set Status

Family Participation

Signed Partnership Agreement  Or date if the family is declining additional supports

Define the Problem

Write a Precise Statement? Example: Adam scored 42% on the BoY Vender Name Math Test, which is well below benchmark at 55%.

40



Select the date if the family declined the partnership. This might affect any further Form Completion.

Student Name - [REDACTED]

Set Status

Family Participation

Signed Partnership Agreement  Or date if the family is declining additional supports

Define the Problem

Write a Precise Statement? Example: Adam scored 42% on the BoY Vender Name Math Test, which is well below benchmark at 55%.

41



Per example provided, type a Precise Problem Statement that describes clearly what the difference is between the student performance and the expectation.

Student Name - [REDACTED]

Set Status

Or date if the family is declining additional supports

Define the Problem

Write a Precise Statement? Example: Adam scored 42% on the BoY Vender Name Math Test, which is well below benchmark at 55%.

What is the Root Cause

Why is this problem occurring? Aim for the "cause", not the symptom. Example: Adequate instruction in the Colorado Academic Standard Skill area of "Place Value" has not been provided.

Plan Design

42



Type the Root Cause, following the description provided. For example, Adequate instruction in the Colorado Academic Standard Skill area of Place Value has not been provided.

Define the Problem

Write a Precise Statement? Example: Adan scored 42% on the BoF Vender Name Math Test, which is well below benchmark at 55%.

What is the Root Cause

Why is this problem occurring? Aim for the "cause", not the symptom. Example: Adequate instruction in the Colorado Academic Standard Skill area of "Place Value" has not been provided.

Plan Design

What intervention will be used? Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

43



Enter the description of the Intervention. If you have a primary and secondary focus, the secondary focus Plan Design will be below. The plan has three plan design section if needed.

What is the Root Cause

Why is this problem occurring? Aim for the "cause", not the symptom. Example: Adequate instruction in the Colorado Academic Standard Skill area of "Place Value" has not been provided.

Plan Design

What intervention will be used? Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

Date Intervention Starts      Date of Planned Intervention to End      Intensity

44



After naming the Intervention you have selected, include the date here.

Set Status

Plan Design

What Intervention will be used? Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

Date Intervention Starts      Date of Planned Intervention to End

How will you measure Fidelity?      Who is responsible?

Progress Monitoring Goal (Includes the target score and the PM tool name)

Frequency of Progress Monitor      Who is responsible?

45



Select the date that the intervention is intended to end and be evaluated for effectiveness.

Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

[+ Add Action Item](#)

Date of Planned Intervention to End  Intensity

Who is responsible?

Progress Monitoring Goal (Includes the target score and the PM tool name)

Who is responsible for documenting Progress Monitoring & where?

46



Select the Level of Intensity from the drop-down options.

Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

[+ Add Action Item](#)

Date of Planned Intervention to End  Intensity

Who is responsible?

Progress Monitoring Goal (Includes the target score and the PM tool name)

Who is responsible for documenting Progress Monitoring & where?

47



Click on "How will you measure Fidelity?"

Plan Design

What Intervention will be used? Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

Date Intervention Starts  Date of Planned Intervention to End

[+ Add Action Item](#)

How will you measure Fidelity?  Who is responsible?

Progress Monitoring Goal (Includes the target score and the PM tool name)

Frequency of Progress Monitor  Who is responsible?

When is the Review Meeting to be held?  Reason for Ending

48



Select where you will track the intervention implementation.

Plan Design

What Intervention will be used? Label/Title (brief description). (e.g. Checkin-Checkout, Skill-based explicit instruction, etc.)

Date Intervention Starts \_\_\_\_\_ Date of Planned Intervention to End \_\_\_\_\_

+ Add Action Item

How will you measure Fidelity? \_\_\_\_\_ Who is responsible? \_\_\_\_\_

Intervention Tracking in eduCLIMBER

Teacher created spreadsheet

Measure built into Intervention Protocol

When is the Review Meeting to be held? \_\_\_\_\_ Reason for Ending Intervention \_\_\_\_\_

49



Select who is responsible from the drop-down menu.

Checkin-Checkout, Skill-based explicit instruction, etc.)

Planned Intervention to End \_\_\_\_\_ Intensity \_\_\_\_\_

Tier 2 (Targeted) in general education setting

+ Add Action Item

Who is responsible? \_\_\_\_\_

Who is responsible for documenting Progress Monitoring & where? \_\_\_\_\_

Reason for Ending Intervention \_\_\_\_\_

Success

50



Click on Frequency of Progress Monitor

Set Status

How will you measure Fidelity? \_\_\_\_\_ Who is responsible? \_\_\_\_\_

Intervention Tracking in eduCLIMBER

Progress Monitoring Goal (Includes the target score and the PM tool name)

+ Add Action Item

Frequency of Progress Monitor \_\_\_\_\_ Who is responsible? \_\_\_\_\_

When is the Review Meeting to be held? \_\_\_\_\_ Reason for Ending Intervention \_\_\_\_\_

Intervention Notes

Intervention Tracking in eduCLIMBER? \_\_\_\_\_ SST Meeting Followup \_\_\_\_\_ If SST Meeting \_\_\_\_\_

51



There are 5 options: Daily, weekly, biweekly, every 3 weeks, and monthly.

Progress Monitoring Goal (Includes the target score and the PM tool name)

+ Add Action Item

Frequency of Progress Monitor

Who is respon

Daily

**Weekly**

Biweekly

Monthly

Reason for End

Intervention Tracking in eduCLIMBER?

SST Meeting Followup

If SST Meeting

52



Select who is responsible for documenting progress. There may be an additional field for where Progress is Monitored, if needed.

Who is responsible?

me)

+ Add Action Item

Who is responsible for documenting Progress Monitoring

Reason for Ending Intervention

If SST Meeting Follow is "Other" Please Specify Below

53



After noting when the Review Meeting is to be held, at left, you will see the Reason for Ending Intervention box.

me)

Who is responsible for documenting Progress Monitoring & where?

+ Add Action Item

Reason for Ending Intervention

If SST Meeting Follow is "Other" Please Specify Below

Success

54



This will not be completed when you start the plan as it is done at Plan End during Evaluation.

me)

Who is responsible for documenting Progress Monitoring & where?

+ Add Action Item

Reason for Ending Intervention

If SST Meeting Follow is "Other" Please Specify Below

Success

55



Options for the Reasons to End - or continue - are provided in a drop-down.

Continue intervention (Increase intensity)

Continue intervention (maintaining, not ending)

Continue intervention (decrease intensity)

Continue intervention ( and add more)

Discontinue intervention (goal was reached)

Discontinue intervention (not needed)

Discontinue intervention (not effective)

56



Type in any additional notes that need to be part of the SIP that have not been previously captured above in the General Notes section.

SIP Dec 7-Fauxpas, Francois

Set Status

Frequency of Progress Monitor

Who is responsible for documenting Progress where?

General Notes

SST Meeting Followup

If SST Meeting Follow is "Other" Please Specify Below

57



Select where the intervention will be tracked. Click **Yes or No** depending on if the tracking will be in EDC. This must be selected.

Progress Monitoring Goal (Includes the target score and the PM tool name)

Frequency of Progress Monitor: Weekly

Who is responsible for documentation

When is the Review Meeting to be held?: 2021-10-29

Reason for Ending Intervention: Continue intervention (Increase)

Intervention Notes

Intervention Tracking in eduCLIMBER? [Red box]

SST Meeting Followup

If SST Meeting Follow is "Other" Follow up

58



Similarly, select where meeting follow-up will be. Click this box.

Monitoring Goal (Includes the target score and the PM tool name)

Frequency of Progress Monitor

Who is responsible for documentation

When is the Review Meeting to be held?: 10-29

Reason for Ending Intervention: Continue intervention (Increase)

Intervention Notes

Intervention Tracking in eduCLIMBER?

SST Meeting Followup [Red box]

If SST Meeting Follow is "Other" Follow up

59



The drop-downs are provided, such as: **In eduCLIMBER** or **google suite**

Monitoring Goal (Includes the target score and the PM tool name)

Frequency of Progress Monitor

Who is responsible for documentation

When is the Review Meeting to be held?: 10-29

Reason for Ending Intervention: Continue intervention (Increase)

Intervention Notes

Intervention Tracking in eduCLIMBER?

SST Meeting Followup

If SST Meeting Follow is "Other" Follow up

Dropdown menu options: In eduCLIMBER, In Google Suite, Other

60



If you have chosen "other", you will need to specify in the next space.

Monitoring Goal (Includes the target score and the PM tool name)

Frequency of Progress Monitor  Who is responsible for documenting Progress where?

When the Review Meeting to be held? 10-29 Reason for Ending Intervention Continue intervention (Increase/Decrease)

Intervention Notes

Intervention Tracking in eduCLIMBER?  If SST Meeting Follow up is "Other" Please Specify Below

**In eduCLIMBER**

In Google Suite

Other

61



Notes: If this section does not appear make sure the the initial section question about Intervention Tracking is EduClimber is completed.

Frequency of Progress Monitor  Who is responsible for documenting Progress where?

Intervention Notes

SST Meeting Followup  If SST Meeting Follow up is "Other" Please Specify Below

**In eduCLIMBER**

Decision(s) for Next Steps

Status of SIP  Reason for Ending Intervention

**Continuing**

Exiting

62



Click **Continuing or exiting**.

Frequency of Progress Monitor  Who is responsible for documenting Progress where?

Intervention Notes

SST Meeting Followup  If SST Meeting Follow up is "Other" Please Specify Below

**Continuing**

Exiting

Reason for Ending Intervention

63



An additional plan design section will appear if continuing is selected from above. Complete this section. Follow this same instructions to have the last additional plan design section to appear.

The screenshot shows the 'Set Status' form. The 'Status of SIP' dropdown is set to 'Continuing'. Below it, the 'Additional Plan Design' section is expanded, showing a '+ Add Action Item' button and a dropdown menu for 'Intervention Tracking in eduCLIMBER?'. Other fields include 'Reason for Ending Intervention', 'What Intervention will be used?', 'Date Intervention Starts', 'Date of Planned Intervention to End', 'How will you measure Fidelity?', and 'Who is responsible?'.

64



Remember the **Set Status icon**.

The screenshot shows the 'Set Status' form with the 'Set Status' button highlighted in pink. The form is filled with data: 'Intervention Tracking in eduCLIMBER' for fidelity measurement, 'Weekly' for frequency, and '2021-10-29' for the review meeting date. The 'Continue in' button is visible at the bottom right.

65



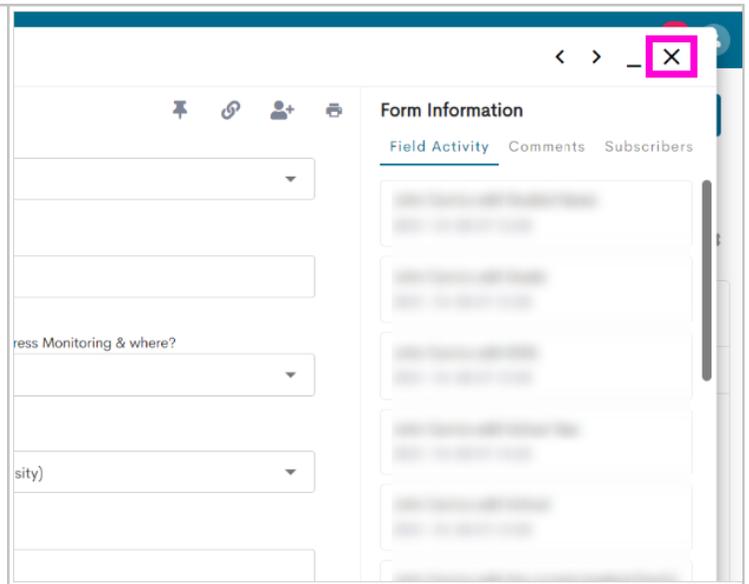
Determine your status such as: **In Progress**

The screenshot shows the 'Set Status' form with a dropdown menu open. The 'In Progress' option is selected and highlighted with a pink box. Other options include 'On Hold', 'Complete', and 'Clear Status'. The background form shows the same data as in slide 64.

66



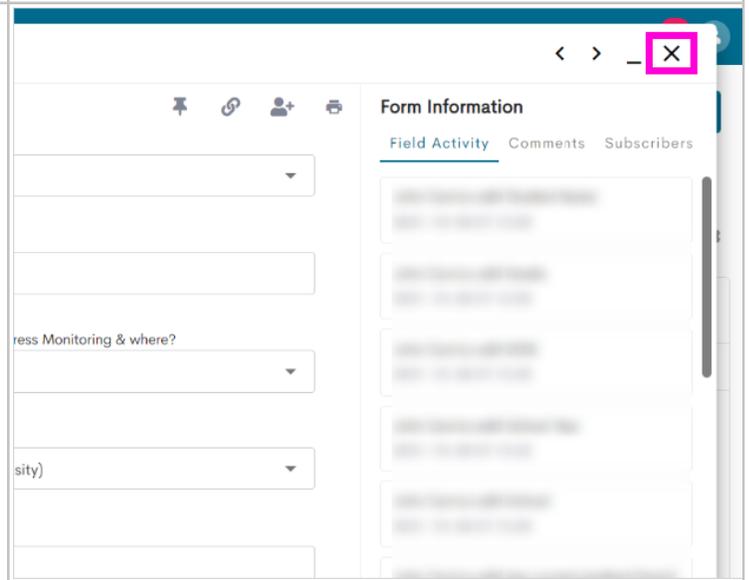
On the right, you will note the activity completed by the Form Creator. You also may see other tabs possible.



67



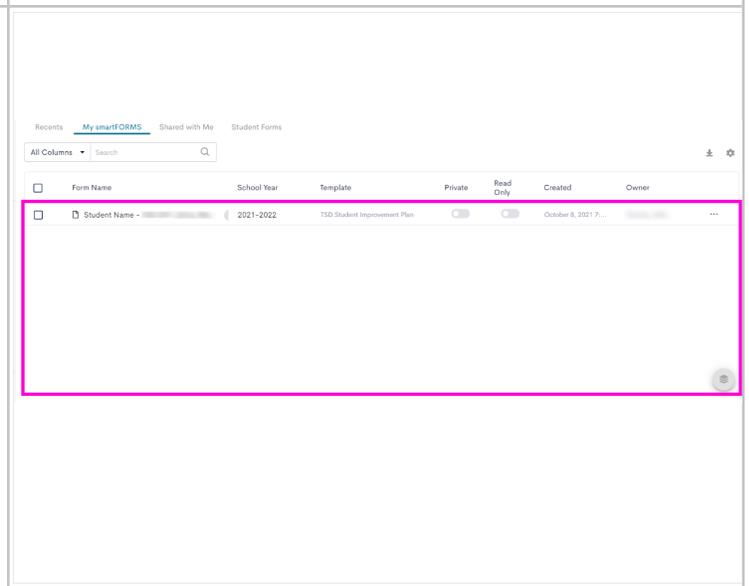
Click **close**



68



The Form is in the "My smartForms" tab and can be searched with the Student Forms tab at top right.





That's it. You're done.

Rechts My smartFORMS Shared with Me Student Forms

All Columns Search

<input type="checkbox"/>	Form Name	School Year	Template	Private	Read Only	Created	Owner
<input type="checkbox"/>	Student Name - [REDACTED]	2021-2022	ISD Student Improvement Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	October 8, 2021 7...	[REDACTED]