

Implementation Phase: Progress Monitoring Form Guidance

PURPOSE

The purpose of this tool is to provide you with guidance on how to complete the *Progress Monitoring Form* starting on p. 3.

Please note that on the following pages of this document, there is a cover page, a sample progress monitoring form, and a staff member reflection form.

DIRECTIONS:

Use this document to guide you through completing the *Progress Monitoring Form* that follows and preparing for the Progress Review meeting.

Overview

The *Progress Monitoring Form* is divided into four sections:

Cover Page

- Basic Information
 - Your name, student's name and grade level, start date of your progress monitoring, referral venue, and date of progress review meeting
- Student Goals
 - List goals from *Student Support Plan*
- Support Strategies
 - List support strategies from the *Student Support Plan*

Sample Progress Monitoring Form

This form provides you space to document the supports/strategies that you are implementing. Additional sheets may be needed, depending on the frequency of support implementation as per the *Student Support Plan* or if you are implementing supports for more than one goal.

Measuring Student Progress Toward Goals Form

This form is to be used in conjunction with Sample Progress Monitoring Form A. This is where you will be able to record anecdotal notes or progress monitoring dipsticks that will help to inform whether the student is making progress toward the *Student Support Plan* goals.

Staff Member Implementation Reflection Form:

In preparation for the Progress Review meeting, you will be asked to think more deeply about things that contributed to the student's progress (or not), the implementation of the supports you provided, and any additional support you might need. There is also space to add any additional information that would be helpful for the Tier 2 or Tier 3 team to know.

Documenting Your Progress Monitoring Efforts

- Complete the basic information section and record the *Student Support Plan* goals and support strategies on the first page of the *Progress Monitoring Form*.
- We have provided an example of a progress monitoring form to support documentation (see p. 4). You are encouraged to make edits to the form as it meets your school's context.

- Before you begin implementation of the *Student Support Plan*, document and/or collect baseline data so that you can measure progress toward goals during this cycle of implementation. That will come in the form of anecdotal notes or administering the “as measured by” tool that is identified in the *Student Support Plan*.
 - Record that information to the Progress Monitoring: Measuring Student Progress table on p. 5.
- Begin support implementation.
 - Follow the [Student Support Plan](#) to ensure you are implementing the support with fidelity.
 - You will find information in the Progress Monitoring Plan section of the support plan.
 - Record information about the support you are implementing **AND** the student’s response to the support in the Progress Monitoring: Support/Strategy Implementation table on p. 4. You will also see space to record the week/day/time when you are providing the support and the goal number on which you are working.
 - **NOTE:** Describing the student’s response to the supports that are being implemented provides the necessary data to gauge how students are being impacted. Record any observed changes in the student’s behavior (academic, social, emotional, behavioral, etc.) in response to the support.
 - If there are other students listed in the plan who would benefit from the support you are providing, include them when you are providing the support.
- Monitor progress in increments as identified in the Progress Monitoring Plan section of the [Student Support Plan](#).
 - Record your progress monitoring data in the Progress Monitoring: Measuring Student Progress Toward Goals table on p. 5. This tool is divided by goal. Record the date, anecdotal notes about how the student is doing in terms of the goal **OR** the name of the “as measured by” tool identified in the Student Support Plan, and any noticings you have.
 - **NOTE:** The score column is provided for when you are collecting a score from the “as measured by” tool that you were asked to use to measure progress toward a student’s goal.
- Proactively refer back to the *Student Support Plan* on an ongoing basis leading up to the Progress Review meeting and make note of anything that may have changed in the child’s context since the support plan was developed.

Reflecting on the Implementation of the Supports

- In preparation for the Progress Review meeting, complete the Staff Member Implementation Reflection section of the *Progress Monitoring Form* found on p. 6.
 - This provides an opportunity for you to reflect on your practice and overall feedback about the implementation experience and the support you provided to the student.
 - **NOTE:** Potential adjustments to a student’s plan will be more holistic in nature as it takes into consideration the student’s response along with other contextual factors noted by you and others who are supporting the student as part of the *Student Support Plan*.
 - There are three core reflection questions; this is a space for you to add any additional information about your experience with implementing the support.

Preparing for the Progress Review Meeting

- Gather all of your progress monitoring artifacts (i.e., all four completed pages of the *Progress Monitoring Form*, anecdotal notes, etc.) and submit them prior to the meeting or bring them with you to the meeting.
- The completed *Progress Monitoring Form* contains the following pages: Cover Page, Sample Progress Monitoring Form, Measuring Student Progress Toward Goals, and Staff Member Implementation Reflection

Should you have any questions throughout the process, please contact the meeting facilitator, administration, or a member of the student support team.

Implementation Phase: Progress Monitoring Form

PURPOSE

The purposes of this form are 1) to provide a space to document supports provided, the student's response to the supports, and the data that will help determine the level of progress the student has made toward the goal(s) and 2) to prompt staff reflection regarding the effectiveness and implementation of supports to better address the student's needs.

DIRECTIONS:

Complete this form during the time when you are implementing a *Student Support Plan*. This will require observation of student responses (academic, social, emotional, etc.) and the measuring of student progress toward the identified goals, if applicable. **Please be sure to have the *Student Support Plan with you when completing this form*.** The data documented on this form should be brought to the Progress Review meeting to support decisions about the student's plan and will feed directly into the *Progress Review Meeting Form* completed at the meeting.

Basic Information	
Staff Member:	Start Date:
Student:	Grade:
Referral Venue: <input type="checkbox"/> Tier 2 meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> Tier 3 meeting	Review Date(s):
Student Goals and Support Strategies	
Student Goal(s) and Support Strategies as documented on the <i>Student Support Plan</i>	
GOAL #1:	Support Strategies (Goal 1):
GOAL #2:	Support Strategies (Goal 2):
GOAL #3:	Support Strategies (Goal 3):

Please bring this page, along with Sample Progress Monitoring Form, the Measuring Student Progress page, and the Staff Member Implementation Reflection form, to the Progress Monitoring Review meeting.

Sample Progress Monitoring Form

Before you begin implementation of the *Student Support Plan*, document and/or collect baseline data so that you can measure progress toward goals during this cycle of implementation. That will come in the form of anecdotal notes or by administering the “as measured by” tool that is identified in the *Student Support Plan*. Please add that information to the “Progress Monitoring: Measuring Student Progress” section on p. 5.

Once you have the baseline data, in the table on p. 5, record both the **supports implemented** and notes about the **student's response**, including any relevant data below.

Progress Monitoring: Support/Strategy Implementation			
Week/Day/ Time	Goal #(s)	Support(s) Implemented	Student Response <i>What are you noticing in the student as a result of implementing this strategy or support?</i>

NOTE: The week/day/time data is important to include because it may help with identifying trends that may contribute to a student's response to the support.

NOTE: Depending on the frequency of providing the support to the student, you may need to have multiple copies of this document. This document, along with the cover page, the Measuring Student Progress page, and the Staff Member Implementation Reflection form, should be brought to the meeting.

Measuring Student Progress Toward Goals

This form is intended to accompany the Sample Progress Monitoring Form. The first row is for you to record a baseline, where the student currently is in terms of the goal. This will be in the form of anecdotal notes or the administration of the “as measured by” tool that is identified in the *Student Support Plan*. There is space to record two progress checks using the named “as measured by” tool/process.

Progress Monitoring: Measuring Student Progress Toward Goals			
GOAL #: _____			
Date	Progress Monitoring Measure/Observation	Score	Notes
			This is the baseline score: how the student scored/how the student was responding prior to supports being implemented.
GOAL #: _____			
Date	Progress Monitoring Measure/Observation	Score/Observation	Notes
			This is the baseline score: how the student scored/how the student was responding prior to supports being implemented.
GOAL #: _____			
Date	Progress Monitoring Measure/Observation	Score/Observation	Notes
			This is the baseline score: how the student scored/how the student was responding prior to supports being implemented.

This document, along with the cover page, the Support/Strategy Implementation page, and the Staff Member Implementation Reflection page, should be brought to the meeting.

Staff Member Implementation Reflection

Reflect on your implementation of the student's support plan and respond to the following questions:

1. What supports seemed the most effective? Why?
2. Are there any supports that you did not implement? Were there challenges while implementing supports? (For example, the student's context changed, scheduling difficulties, etc.) Are there any supports with which you need more assistance?
3. How has implementation of the plan impacted your relationship with the student and/or their family? How has implementation impacted any assumptions you might have made about the student, their family, or yourself?

Please use this space to add additional information that is not captured in the reflection questions above.

This document, along with the cover page, the Support/Strategy Implementation page, and the Staff Member Implementation Reflection form, should be brought to the meeting.