

Implementation Phase: Progress Monitoring Form (Completed Sample)

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: Teacher B.

Start Date: 11/5/21

Student: Anisha B.

Grade: 7

Referral Venue: ☒ Tier 2 meeting ☐ Support Staff/Service Provider: _____ ☐ Tier 3 meeting

Review Date(s):
12/3/21

Student Goals and Support Strategies

Student Goal(s) and Support Strategies as documented on the *Student Support Plan*

GOAL #1: By 12/3/21, Teacher B will increase their capacity to proactively support students' social-emotional needs as well as improve their effectiveness in implementing the predicting and questioning comprehension strategies.

Support Strategies (Goal 1): The teacher will prioritize leveraging Anisha's ideas first when planning for the non-academic interactions among students. However, all students will be invited to provide input and facilitate non-academic activities in the classroom. This will contribute to a more equitable learning environment inclusive of student voice. The teacher will work closely with student support to consider some things that can be proactively included in the classroom environment to support Anisha and other students when difficult emotions arise.

GOAL #2: By 12/3/21, Anisha will learn and utilize 1-2 additional coping strategies to reduce/manage difficult emotions as evidenced by verbal reports and usage from the student and student support staff member working with her.

Support Strategies (Goal 2): The student will meet with the school counselor on a regular basis to learn and develop her skills. Teacher will support student in utilizing the strategies as needed.

GOAL #3: By 12/3/21, Anisha will improve in her reading comprehension by 20% as measured by reading comprehension quizzes through using predicting and questioning strategies.

Support Strategies (Goal 3): The instructional coach will support the teacher with using predicting and questioning comprehension strategies during small-group reading lessons.

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

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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. 3.

Once you have the baseline data, in the table on p. 3, 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 <i>NOTE: This section contains much more detail than would be needed in real practice in order to demonstrate how to complete the form.</i>	Student Response <i>What are you noticing in the student as a result of implementing this strategy or support?</i>
Week 1 11/10/21 9:30 a.m.	Goal #3	<p>Modeled a “before reading” predicting strategy using a short text:</p> <ul style="list-style-type: none"> Looked at title and images in a short text Thought aloud about what I knew about the topic Made a prediction about what I thought the text would be about <p>Students recorded the strategy into their reading journals.</p> <p>Guided practice – pairs of students made predictions about another short text on their independent reading level using above steps; provided support and encouragement to students as they worked.</p> <p>Students began to read the text independently and finished back at their seats.</p>	Anisha was highly engaged during the reading group. She and her partner recorded a prediction.
Week 1 11/12/21 9:30 a.m. and lunchtime	Goal #3	<p>Reviewed “before reading” predicting strategy by asking students to recall steps.</p> <p>Modeled a “during and after reading” predicting strategy using the same short text from the last time we met and a graphic organizer to capture their thinking while reading:</p> <ul style="list-style-type: none"> Recorded my initial prediction While reading aloud, I thought aloud as I completed the graphic organizer (key ideas and major events) After reading, I determined if my prediction was correct and shared aloud my thought process for my thinking Made a revised prediction based on my comprehension of the text <p>Guided practice – pairs of students mirror the process above using the short text they independently read; provided support and encouragement to students as they completed the graphic organizer; discussion about process; students reflect on their level of progress in their reading journals.</p> <p>Students were asked to continue practicing with the predicting strategy and to share completed graphic organizers with me for feedback.</p> <p>Asked Anisha if she would have lunch with me so we could talk in more detail about her thinking leading up to the incorrect predictions.</p>	<p>Anisha correctly recalled the steps to the “before reading” predicting strategy.</p> <p>Anisha was engaged in the reading group; however, the prediction she and her partner made was not accurate after reading. She showed signs of frustration and agitation during the discussion.</p> <p>As our lunch time together closed, Anisha reported she was appreciative of our time together and was excited to try the strategy again.</p>

Week 2 11/15/21 9:30 a.m.	Goal #3	Short review of the “before, during, after reading” predicting strategy before students used the strategy while reading another text; observed students while completing the organizer and provided support and encouragement as needed; group discussion about accurateness of predictions and ways to improve the accurateness of predictions.	Anisha continued struggling with formulating an accurate prediction after completing the graphic organizer.
Week 2 11/17/21 9:30 a.m.	Goal #3	<p>Met independently with students in reading group to review the independently completed graphic organizers, hear about their successes and challenges using the organizer, and discuss what to do differently to yield more accurate predictions before reading.</p> <p>During Anisha’s meeting, she was frustrated and articulated that this strategy wasn’t working for her. She was willing to keep trying but told me that she came across lots of words in the text that she did not understand. We read through another short text on her independent reading level and completed the organizer together while discussing the events and ideas happening in the text. I suggested she use context clues or a dictionary when reading independently to support defining unfamiliar words.</p> <p>We did this through part of the next story, and she completed the graphic organizer on her own, back at her seat. I asked her to share the completed graphic organizer with me and to continue working on making predictions with the newly added scaffold.</p>	Anisha is frustrated because she is not able to use the strategy successfully when reading on her own due to lack of understanding words in the text. Adding the use of context clues and/or a dictionary to look up unfamiliar words seemed to help Anisha re-engage.
Week 3 11/20/21 9:30 a.m.	Goal #3	<p>1:1 meeting with Anisha during the reading block to discuss the most recently completed graphic organizers. Anisha’s revised predictions were accurate, at the independent reading level, based on the events and details in the text. We then tried using the scaffold with a text that was at Anisha’s instructional reading level. This was difficult because more words were unfamiliar. Anisha started to shut down during the 1:1 meeting; however, I reminded her how the dictionary proved helpful to her. We continued through the text, revising her prediction along the way, until she finished the story. When we got to the end of the story, Anisha successfully revised her prediction to align with what happened in the text.</p> <p>Anisha was asked to use context clues and/or a dictionary to define unfamiliar words and to revise her predictions as she read.</p>	The scaffold appeared to be working when Anisha was working with the teacher.
Week 3 11/22 9:30 a.m.	Goal #3	Continued to practice making predictions with a scaffold of using context clues and making predictions at intervals while reading.	Anisha’s confidence has improved with instructional level texts.
Week 2 11/17/21 8:50 a.m.	Goal #2	Led a discussion with class about emotional regulation and introduced the quiet space that has been added to the classroom. Introduced two of the proactive strategies determined during my collaboration with the counselor. Students generated ideas about how these strategies could be used and with what kinds of emotions. Students were provided opportunities to interact with one of the strategies of their choice.	Anisha went directly to the paper and writing utensils.
Week 2 11/19/21 8:50 a.m.	Goal #2	Introduced remaining two emotional regulation strategies and engaged students in brainstorming uses for them. Students spent time interacting with tool of choice.	Anisha chose to pick up a squishy ball.
Week 3 11/21/21 8:50 a.m.	Goal #2	Provided time for students to proactively engage with the tools placed in the quiet area.	Anisha returned to the drawing and poem she created last week.

Week 2 11/18/21 Lunchtime	Goal #1	Met with Anisha to discuss the non-academic peer interaction time and planned the activity.	
Week 2 11/19/21 9:00 a.m.	Goal #1	Introduced the class to the activity co-created with Anisha yesterday at lunchtime; group created shared norms and expectations and documented them on a piece of chart tablet; Anisha co-facilitated the activity.	

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.

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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 #: 3			
Date	Progress Monitoring Measure/Observation	Score (if applicable)	Notes
11/9/21	Reading Assessment	60%	This is the baseline score: how the student scored prior to supports being implemented.
11/23/21	Reading Assessment	70%	The predicting strategy with using context clues and/or dictionary to support comprehension of read text brought some improvement.
GOAL #: 2			
Date	Progress Monitoring Measure/Observation	Score (if applicable)	Notes
11/5/21	Anisha has relied on drawing on her desk.		This is the baseline score: how the student scored prior to supports being implemented.
11/17/21 8:45 a.m.	When introducing the first two proactive emotional regulation strategies, Anisha interacted with the paper and writing utensils.	n/a	Anisha drew a picture of her and her dad who had passed away and started to write a poem about him.
11/23/21 9:45 a.m.	During the reading block, Anisha was working independently and walked over to the quiet area. She read through a few of the positive affirmations and returned to her desk.	n/a	I spoke to Anisha after class to inquire what she was feeling. She articulated that she was not feeling successful and used some of the positive affirmations to calm her down so she could get back to work.
GOAL #: 1			
Date	Progress Monitoring Measure/Observation	Score (if applicable)	Notes
			This is the baseline score: how the student scored prior to supports being implemented.
11/18/21	Met with Anisha during lunch time to plan out the first non-academic interaction time.		Anisha was excited to take a more active role and asked to co-facilitate.
11/19/21	For the most part, students were really engaged and enjoyed the interaction time with peers; they enjoyed learning more about one another and asked when they could do one again.		Anisha did a great job co-facilitating and was complimented by her peers for helping to organize the first activity.

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Staff Member Reflection Form

Staff reflection on the implementation of the Student Support Plan is an important process. This form should be completed prior to the Progress Review 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?

Allowing Anisha some insight into her student support plan, her input and participation in non-academic activities, and the meeting with the school counselor seem to be impactful in a positive way. Anisha is already starting to benefit from the reading strategies used during small group. It appears her increase in her connection to the class and being leveraged for her strengths has supported a little bit of an increase in her motivation toward school. My ongoing relationship with her and her mother may also have an impact on even the small progress that has been made thus far.

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?

All of the supports were implemented; however, some of the challenges included finding time to initially connect with the instructional coach and the school counselor. The counselor needed some time to communicate with Anisha and her mother before scheduling any appointments to begin providing support to Anisha.

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?

My relationship has improved over time. We are in close communication about how the school is supporting Anisha and how she is performing in class. Her mother is engaged and willing to provide input as necessary. At the onset of meeting Anisha and her family, I was worried that her mother would not be involved, given some of the initial challenges with communication and the mother's work schedule. I realize that I also assumed Anisha didn't care about her work, but I recognize now that she was juggling some other responsibilities, struggling with reading comprehension due to unfamiliar words, and doing the best she could to cope with the trauma of losing her father. This loss has had a significant impact on the family.

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

I am thinking about other ways to build more relationships with students and their families in my classroom. I think this is something that might be beneficial to make a priority as a grade.

I want to build in more time to have students interacting with one another. The first time I was able to do this yielded a positive experience. Several students who had not spoken to Anisha previously are starting to interact with her more during class.

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