

Implementation Phase: Conducting a Progress Review Meeting Guidance

PURPOSE

The purpose of this tool is to provide you with support as you plan for conducting a Tier 2 or Tier 3 Progress Review meeting. The audience for this tool is those school staff who are responsible for setting up a Tiered System of Supports (administration, school support staff, etc.).

DIRECTIONS:

Use this document to guide you through preparing to conduct a Tier 2 or Tier 3 Progress Review meeting.

Preparing for a Progress Review Meeting

As you prepare to conduct/facilitate a Progress Review meeting, it will be helpful to refer back to the [Collaboration Phase: Guidance for Staff Responsible for Setting Up the Meeting Structure](#) tool.

Here are few questions for your consideration:

- Is there a process for reviewing the progress a student has made after implementation of the strategies on the student support plan?
- Is there a structure in place for the teacher or staff member implementing the supports to reflect on their execution of the strategies?
- Is there a structure in place that captures data related to the quality of implementation as indicated on the student support plan?

Review the support plan for the student(s) about whom you will be meeting. Be sure to invite the same people who were at the student's initial Tier 2 or Tier 3 meeting.

Communicate with the staff who implemented the support strategies to ensure they are clear on what data they need to bring to the meeting (e.g., completed *Progress Monitoring Form*, implementation data, anecdotal notes, progress monitoring data).

- Check in with them to see what data, new or existing, will be relevant to collect and share with the team.
- NOTE: Specificity about the supports provided allow for a more targeted and accurate discussion at the Progress Review meeting. Challenges in implementation that led to limited or no progress may not be accounted for if not directly shared or considered. Clarity on supports provided will allow for the development of a plan that accurately reflects how well the student is progressing and will avoid the potential need to create a new plan or the need for additional meetings.

Conducting a Progress Review Meeting

At the bottom of the *Tier 2 or Tier 3 Meeting Agenda*, you will find the steps for conducting the Progress Review meeting. The note taker should record information on the *Progress Review Meeting Form*.

- The facilitator restates the goal(s) found on the student support plan.
- The staff who implemented the strategies provides information about the fidelity of implementation.
 - The team can use the Progress Review meeting guiding questions (below) to probe or clarify about responses and staff reflections.
- Student progress is shared; team reviews the data that was brought to the meeting.
 - The level of progress is identified and recorded on the *Progress Review Meeting Form*.
- The team determines whether revisions are necessary to the goals or supports.
 - The team can use the Progress Review meeting guiding questions (below) to probe or clarify any of the data presented.
- Record status and next steps.

Progress Review Meeting Guiding Questions

- What progress has been made so far? What contributed to that progress or what hindered it?
 - Is the progress attributed to the supports that were put in place by the support plan or some other factor? How do we know?
 - Have there been any changes in situation, circumstance, or need? If so, how have these changes impacted implementation of the support plan? Goal attainment?
- Are there changes that need to be made?
 - Are the supports still required for the student? Why or why not?
 - Do the strategies or supports need to be adjusted or modified based on new information, situation, or need? Why or why not?
 - Do any of the strategies or supports need to be phased out or removed in order to support autonomy and independence? Why or why not?
 - Do additional supports need to be implemented to supplement those already in place? If so, what would those supports be? How would they be implemented?
 - Regarding adult practice, what support might be needed to successfully implement these strategies?
- Should the student support plan continue?
- What are the next steps? (e.g., continue with this plan, revise goals, revise supports)
- Is it necessary to revisit this support plan? If so, how soon and how often?

There are additional reflection questions Tier 2 and Tier 3 teams can use to understand more deeply how best to support the student:

- [Identification Phase Guiding Questions](#)
- [Referral Phase Guiding Questions](#)
- [Collaboration Phase Guiding Questions](#)

Completing the Progress Meeting Review Form

- The note taker will complete the form during the meeting.
- Fill in the name of the staff member who made the referral, the student's name, grade level, and date of review meeting.
- As each goal is discussed, the evidence provided and the level of progress are recorded.
- If the decision is made to create a new goal, the note taker records that on the form under the previous goal.
- If the decision is made to keep the current goal but revise the supports, the note taker records that on the form.
- The team makes a decision about the status of the plan and chooses the next review date, if applicable.

Next Steps

The facilitator or Tier 2/Tier 3 lead will follow through on any action that came as a result of the meeting.

Implementation Phase: Progress Review Meeting Form

PURPOSE

The purpose of this tool is to provide a sample template for use during a Progress Review meeting. This tool is flexible in that it can be used at both the Tier 2 and Tier 3 support levels.

DIRECTIONS:

Complete this form during a Tier 2 or Tier 3 Progress Review meeting and/or in consultation with a member of student support, to document the level of progress that was made toward the goal(s) identified on the *Student Support Plan*.

Progress Review Meeting Form		
Staff Member:	Student:	Grade:
GOAL #1: Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant Evidence/Data: Notes: New Goal? New Support?		Review Date: Status of Plan <i>Check all that apply.</i> <input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
GOAL #2: Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant Evidence/Data: Notes: New Goal? New Support?		Next Steps <input type="checkbox"/> Refer to Tier 2 Meeting <input type="checkbox"/> Refer to Tier 3 <input type="checkbox"/> Mental Health Partner Referral <input type="checkbox"/> Other: (referral to school's mental health team, referral to a community partner, referral for special education services, etc.) <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
GOAL #3: Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant Evidence/Data: Notes: New Goal? New Support?		Next Review Date (if applicable):

Progress Review Meeting Form (for subsequent review meetings)			
Staff Member:		Student:	Grade:
GOAL #1: Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant Evidence/Data: Notes: New Goal? New Support?			Review Date:
			Status of Plan <i>Check all that apply:</i> <input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue
			Next Steps <input type="checkbox"/> Refer to Tier 2 Meeting <input type="checkbox"/> Refer to Tier 3 <input type="checkbox"/> Mental Health Partner Referral <input type="checkbox"/> Other: (referral to school's mental health team, referral to a community partner, referral for special education services, etc.) <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>
			Next Review Date (if applicable):
GOAL #2: Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant Evidence/Data: Notes: New Goal? New Support?			
GOAL #3: Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant Evidence/Data: Notes: New Goal? New Support?			