

Progress Monitoring Phase: Progress Monitoring Form

PURPOSE

The purposes of this form are 1) to provide a place to document supports provided and 2) to provide staff a way to reflect on how well the plan is meeting the needs of the student, in order to ultimately increase responsiveness to the student's needs.

DIRECTIONS:

Complete this form following the creation and implementation of a Student Support Plan. It will require observation of student (academic, social, emotional, etc.) responses. *Please be sure to have the Student Support plan with you.* The data documented on this form should feed directly into the review form completed at the meeting and should be brought to the meeting to support decisions about the student(s) plan.

Form Component	Rationale/Guidance:
Basic information	This identifying data will help in keeping track of which students are receiving supports, the venue in which the supports were developed and how frequent they were implemented. This data will aid in determining potential adjustments to a student's plan.
Goals	Naming the goals as reflected on the students support plan reinforces consistency in the intent behind the selected support strategies but also the outcome as a result. Writing the goals on this form also provides clarity to other staff that may interact with the form.
Supports Implemented <i>What are the specific changes to teacher practice that are expected to positively impact the context of the child?</i>	Document the support implemented as indicated on the student's support plan. Specificity about the supports provided allow for a more targeted and accurate discussion during the review meeting about what was effective or ineffective for the student(s). Otherwise, 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 a development of a plan that reflects accurately how well the student is progressing and avoid potentially creating a new plan or additional meetings.
Student Response	Describing the student's response to supports implemented provides the necessary data to gauge how students are being impacted. This data specifically helps to determine whether or not the current supports should be continued, adjusted and/or relevance of the goal. The staff member observes change in student's behavior (academic, social, emotional, etc.) in response to the support and documents it on the form. Be sure to document data that captures student's quantitative, incremental progress.
Staff Member Reflection	This portion of the tool allows for the staff member to reflect in preparation for the review of implementation and student progress. It also allows the staff member to consider potential needs they may have to effectively support the student. Potential adjustments to a student's plan will be more holistic in nature as it takes into consideration the students' response along with other contextual factors noted by the staff member.

Sample Progress Monitoring Form A

Progress Monitoring Form			
Staff Member:			Start Date:
Student:			Grade:
Referral Venue: <input type="checkbox"/> T2 Meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> T3 Meeting			Review Dates:
<p>Student Goal(s) as documented on the Student Support Plan:</p> <p>GOAL #1:</p> <p>GOAL #2:</p> <p>GOAL #3:</p>			
Day/Time:	Goal #(s):	Support(s) Implemented:	Student Data/Response:

Staff Member Reflection

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

1. What went well for you and the student? What supports seemed the most effective? What evidence do you have that supports this?
2. Were there any challenges that came up while implementing supports? Are there any supports that you did not implement? Has the student's context or indicators of need changed?
3. Are there any supports you need more assistance with? Are there adjustments that need to be made?
4. Please add additional information that is not captured in the reflection questions above. Is there new context information that would be relevant to discuss at the meeting? For example, has anything within the student's context (home/school) or other indicators of need changed?

Sample Progress Monitoring Form B

Progress Monitoring Form	
Staff Member:	Start Date:
Student:	Grade:
Referral Venue: <input type="checkbox"/> T2 Meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> T3 Meeting	Review Dates:
<p>Student Goal(s) as documented on the Student Support Plan:</p> <p>GOAL #1:</p> <p>GOAL #2:</p> <p>GOAL #3:</p>	

In the table below, record both the **supports implemented** and notes about the **student's response**, including any relevant data.

	Mon	Tues	Wed	Thurs	Fri
Week 1	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				
Week 2	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				
Week 3	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				
Week 4	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				

Staff Member Reflection

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2. Were there any challenges that came up while implementing supports? Are there any supports that you did not implement? Has the student's context or indicators of need changed?
3. Are there any supports you need more assistance with? Are there adjustments that need to be made?
4. Please add additional information that is not captured in the reflection questions above. Is there new context information that would be relevant to discuss at the meeting? For example, has anything within the student's context (home/school) or other indicators of need changed?