



TRACKING ACTION PLANNING RESOURCES

Not all teachers approach planning in the same way. This document provides two different types of templates for different types of thinkers. Both help teachers get to the same outcome - tracking student progress. These templates are “meant to be a tool to help teachers plan, start or adjust tracking in their classroom. While these templates don’t cover all of the details, they provide a strong framework to help teachers outline the major elements needed for tracking student progress effectively in their classrooms.

Determining what template to use

Do you know what data excites your students? Do you have an idea of what metrics you want to track?

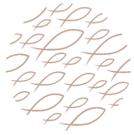
If you answered yes to these questions, consider using this template: [the action plan template](#)

Are there specific student behaviors you want to change? Are there specific student habits you want to build?

If you answered yes to these questions, consider using this template: [the reflection template](#)

Do you have a tracker already? Just need a place to capture your thoughts? Want to think about how grading and accountability fits in?

If you answered yes to these questions, consider using this template: [the tracking and accountability thought catcher](#)



Reflection template

**Step one: What blended learning behavior do you want to increase? What impact will that shift have on student achievement?
If you can only think of behaviors you want to limit or decrease, start by reflecting on what you would rather see instead.**

Step two: What data point best represents that desired shift?

Step three: What is your goal regarding the data point above? What would represent success?

**Step four: What do you want to show your students?
Examples include how their behavior has changed over time, a “snapshot” of how they did last week, month, etc.**

Step five: Where in your room can you place the tracker so both you and your students can see it?

Step six: How often will you update your data?

Step seven: What will you say about how this impacts student learning? Or why the data is important?



Example reflection template

Sixth grade mathematics (Imagine Math)

<p>Step one: What blended learning behavior do you want to increase? What impact will that shift have on student achievement?</p> <p>If you can only think of behaviors you want to limit or decrease, start by reflecting on what you would rather see instead.</p>
<p><i>I want to have my student use the “live help” feature in Imagine Math more often. I think if my students were talking with teachers before the moved on to practice that the independent practice would be more meaningful as they wouldn’t be trying to still sort out how to be successful. I think it would lead to more passed lessons, and more skill gaps closing</i></p>
<p>Step two: What data point best represents that desired shift?</p>
<p><i>Class wide “Live Helps”</i></p>
<p>Step three: What is your goal regarding the data point above? What would represent success?</p>
<p><i>I’d like us to average three live helps per student across a week</i></p>
<p>Step four: What do you want to show your students? Examples include how their behavior has changed over time, a “snapshot” of how they did last week, month, etc.</p>
<p><i>I think I want to track the change over time, comparing the average number of live helps compared to our pass percentage. That way students can hopefully see that the more we use the “live help” the better we do as a class</i></p>
<p>Step five: Where in your room can you place the tracker so both you and your students can see it?</p>
<p><i>On the left side of my room I have our posted Imagine Math and Computer Learning expectations, I think having it next to those anchor items will be really helpful as we review them most days, and that will make it easy to add a connection to using the “live help” feature.</i></p>
<p>Step six: How often will you update your data?</p>
<p><i>The first week or two I think I wanted to update it at the end of every day, then talk about it before we rotate into blended learning. Then transition to weekly and maybe bi-weekly after that.</i></p>
<p>Step seven: What will you say about how this impacts student learning? Or why the data is important?</p>
<p><i>“Using live helps is important because it is just like talking to an extra teacher. If you could talk to a teacher whenever you were doing math, wouldn’t you take that opportunity?”</i></p> <p><i>“When you get to high school and college being successful will depend on making systems work for you. This is a great example of using the resources that are available to you.”</i></p>



Action plan template

What do you want to track?		
Circle one: Option 1: Publicly tracking class wide data Option 2: Publicly tracking individual student data Option 3: Student owned individual data tracking		
What is the goal?	How do you want to track it? Where would you want to display it?	How often will you update it?
How will you introduce the tracker to students? What message will you communicate to invest students?	After updating results, how will you discuss progress with students?	When will you introduce this tracker to students?
What do you still need to figure out? What do you need help with?		



Examples: action plan templates

What do you want to track?		
Circle one:	Option 1: Publicly tracking class wide data	Option 2: Publicly tracking individual student data Option 3: Student owned individual data tracking
Class wide tracking of iReady lessons passed (how many have we passed?)		
What is the goal?	How do you want to track it? Where would you want to display it?	How often will you update it?
As a class, we will pass <i>at least</i> one hundred lessons a week [thirty students, three to five lessons a week]	I will have a section of my whiteboard sectioned off to keep track of our class "Race to 100". This will have a numerical value of how many lessons we have passed so far.	I will update this every Monday morning before students arrive. I will highlight how many total lessons we passed last week. We will keep a "Class Record" and update that as well. On Wednesdays, I will update it as a halfway mark check in for how many we have so far, and how many more we need to reach one hundred.
How will you introduce the tracker to students? What message will you communicate to invest students?	After updating results, how will you discuss progress with students?	When will you introduce this tracker to students?
I will emphasize with students: <ul style="list-style-type: none"> - Why one hundred lessons a good goal for us as a class each week (about four lessons per student) - Their part in helping the class reach the goal of one hundred lessons 	Each week we will discuss either: <ul style="list-style-type: none"> - How close we were to the goal and why we think we didn't reach it (ownership) - Why we think this week we were able to reach our goal (what did we do differently) 	I will introduce this on Monday, September 15th. On Wednesday, September 17th we will check in on our progress. The following Monday we will see if we met our goal or not.
How will you celebrate student success in reaching this goal that is being tracked?	What do you still need to figure out? What do you need help with?	
Every Monday we will review if we reached our goal or not. Students will then get to vote on their prize for that week, which will change between a few things. (Ideas: extra recess, free computer time, bring in a stuffed animal for a day, popsicle party)	What report helps me find this data? Extra ideas for rewards for the class?	



What do you want to track?			
Circle one:	Option 1: Publically tracking class wide data	Option 2: Publicly tracking individual student data	Option 3: Student owned individual data tracking
The number of articles that individual students complete with a 75% or higher on the first attempt.			
What is the goal?	How do you want to track it? Where would you want to display it?	How often will you update it?	
Each student will pass two Achieve3000 articles each week.	<p>Students who meet the weekly goal will get a check mark next to their name on the tracker.</p> <p>The tracker will be on the wall to the left of the window on a sticker chart.</p>	Every Monday morning before the start of the students' school day (for the previous week)	
How will you introduce the tracker to students? What message will you communicate to invest students?	After updating results, how will you discuss progress with students?	When will you introduce this tracker to students?	
<ul style="list-style-type: none"> - Why this is the goal: This is the goal because achieving a 75 percent or higher on the first attempt helps to raise your Lexile level. - Lexile growth impacts their future - It will be updated on Monday mornings with last week's data 	<ul style="list-style-type: none"> - Analyze results to determine who needs a check in or celebration & talk to those students - Make a general class announcement summarizing class-wide trends 	<p>Introduce Goal and tracker: November 6th</p> <p>Update progress for first time and show students: November 13th</p>	
How will you celebrate student success in reaching this goal that is being tracked?	What do you still need to figure out? What do you need help with?		
After students receive two checkmarks, they can bring in a device for free time on Friday afternoons from 2:00 - 2:30PM.	<p>Where can I get a grid-like sticker chart?</p> <p>What report should I pull on Achieve3000 to easily find this data?</p>		



What do you want to track?		
Circle one:	Option 1: Publicly tracking class wide data	Option 2: Publicly tracking individual student data
		Option 3: Student owned individual data tracking
Individual student quiz pass rate on Imagine Math.		
What is the goal?	How do you want to track it? Where would you want to display it?	How often will you update it?
Students will pass two lessons a week with 75 percent or higher	Students will each have an individual graph to paste inside their math notebooks. After every lesson is completed, students will graph the quiz score.	Students will update this graph after every lesson completed. Students will participate in a quick graph check on Fridays so that I can see every tracker at the end of the week.
How will you introduce the tracker to students? What message will you communicate to invest students?	After updating results, how will you discuss progress with students?	When will you introduce this tracker to students?
I want students to know why passing lessons is important, and why I have created this goal. I want them to understand that monitoring this goal will help them visualize their progress and allow us to discuss how we can get better.	On Fridays when I check student trackers, I will make note of students who are passing and students who are struggling. This will inform which students I need to sit down to discuss roadblocks with, and which students could get a public shout-out for their success.	I will introduce the tracker to students on September 15. I will check trackers on September 19, and give quick shout-outs on the morning of September 19.
How will you celebrate student success in reaching this goal that is being tracked?	What do you still need to figure out? What do you need help with?	
During our quick graph check on Fridays, those students who have reached their goal will get to select a prize from my prize bin.	Are there any examples of an individual student tracker that I might be able to adapt for my own students? What report helps me find this data?	



Tracking and accountability thought catcher

Mindsets, habits or skills you want students to develop

Investment

What metric will you track?

How will you celebrate and pump up students?

Accountability

What metric will you grade?

How will you communicate your expectations? What will you say?



Example: seventh grade Achieve3000

Mindsets, habits or skills you want students to develop

I want students to summarize each paragraph while they read in order to help them more effectively and accurately answer reading comprehension questions.

Investment

What metric will you track?

How will you celebrate and pump up students?

That notetakers are filled out completely and accurately for each article completed.

I will invest students in a comprehension challenge – how many articles can they get 100 percent on while also having a complete note taker!

Accountability

What metric will you grade?

How will you communicate your expectations? What will you say?

Article comprehension score (on second try)

- 1) Explanation in class – Why, what, how
 - Why: Because reading comprehension of complex texts is difficult and requires readers to have a full understanding of what was said. Summarizing is one tool/technique to help. This is a critical skill for high school and college!
 - Comprehension score AND tracker
 - Weekly averages
- 2) Letter to families (with signature required by guardian)
- 3) Sign posted in classroom with frequent verbal reminders