

Student Growth Plan

This plan is central to the parent-student-teacher conferences and to the evaluation process this year.

Student Name:

Student Section:

Current Evaluation Feedback (Summarize key trends from the evaluations written by teachers.)

Reminder: Trends can be positive, neutral or about a challenge.

Additional factors (Provide context or relevant observations that factor into the area of focus or plan, including the student's maturity, capacity, or life situation.)

What learning area or habit would you like to focus on moving forward? (Please state this in a sentence or two. See notes for further guidance.)

What are some strategies you can use to keep yourself accountable for your progress/maintenance?

What support do you need from parents or teachers?

Guidance (for students) for completing the Student Growth Plan

Notes on the Area of Focus:

- It is vital that the student embrace the achievement of the area of focus.
- The area of focus may pertain to one subject area or apply to student behavior across subjects.
- The attainment of the area of focus should logically result in significant growth for the student. The area of focus may be the establishment of a specific habit or the culmination of behaviors which result in a specific outcome.
- It may be directly observable, or specifically measurable, or not. If not, there should be some indirect means to know of its attainment.
- The area of focus should be reasonably attainable given the current capacities of the student. For some students the stretch area of focus is best. For others, an easily achievable area of focus is better to build confidence and momentum.
- The area of focus should be achievable by the end of the school year or sooner.
- We humbly ask that parents and students remain open to teacher suggestions regarding the size and scope of the area of focus during the conference discussion.

Notes on the Plan:

- It is vital that the student have a primary role in developing the plan. Any coercion, however well intentioned, will likely undermine the aim to cultivate independent, lifelong learners.
- Identify the habits necessary to support this area of focus.
- Consider that some behavior changes may be gradual while other changes can be immediate but need to be sustained.
- Identify supports and checks that are necessary to give feedback.

Notes on outcome(s) that will indicate area of focus attainment:

- Generally, completing steps in the plan indicates progress. At the same time it is important that the steps make a difference so it is valuable to look for differences in performance and/or how a student feels about the work or their joy in the learning process. Since our aim is for students to *love* learning, *joy* is an experience they should have on the journey.
- In many cases the indications of progress will be clearly visible in the work produced by the student. In other cases, indications may be visible only at home in the habits related to study or homework.
- Progress on an area of focus like “conquering procrastination” may not be so visible to the parent or teacher of an upperclassman without the student’s assistance. The student, however, may behave differently in several observable ways as well as feel differently about work as they near the due date. The following might be an example of indicators of area of focus attainment with respect to conquering procrastination:
 - Planner notes indicating self-imposed due dates for portions of a project
 - Completion of small portions of a project over time rather than big chunks of time near the due date
 - Meetings with the teacher early on in the project when questions arise as the student tackles various difficulties
 - A feeling of calm as the deadline approaches because the student knows he/she will be done on time and with a solid effort
 - The graded outcome may be an improved grade, but it will more likely result in a better quality or more enjoyable experience for the student

