Student Growth Plan

This plan is central to each student's conference and to his/her supported and intentional growth.

Student Name: _____   Student Section: _____ Date: _____

Current Teacher Feedback (What key trends have your teachers shared with you in evaluations and in person?)

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Learning Goal (What goal would you like to accomplish this year? See notes for further guidance.)

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Challenges to Overcome (What obstacles may make it more difficult to help you achieve your goal?)

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Actions to Achievement (How will you achieve this goal? What key actions can you take? See the Action Menu.)

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Measuring Progress (How can you tell you are progressing in your goal? What events or outcomes will you look for?)

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Guidance for Completing the Student Growth Plan

Notes on the Goal:

- This entire process aims to foster the love of learning in the student and to move attention from grades to learning.
- Each student should identify ONE goal for personal growth this school year.
- The goal may be specific (turn in homework each day), or general (improve preparation to class).
- It is vital that the choice of the goal belong to the student.
- The goal should lead toward mastery of a habit, process, or subject area.
- The goal should **NOT** include a grade.
- The goal may pertain to one subject area or across several subjects.
- Progress in pursuit of the goal should logically result in significant growth for the student.
- It may be directly observable, or specifically measureable, or not. If not, there should be some indirect means to know of its attainment.
- The goal should be achievable by the end of the school year.
- We humbly ask that students remain open to teacher suggestions regarding the size and scope of the goal 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, life-long learners.
- The Action Menu, posted on the Cicero Prep website, lists an abundance of ideas that may be useful.
- Identify the habits necessary to support this goal.
- Consider that some behavior changes may be gradual while other changes can be immediate but need to be sustained.

Notes on outcome(s) that will indicate goal 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 a goal like "conquering procrastination" may not be so visible to the parent or teacher of a student without his or her 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 goal 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