COMMENTS ON PROGRESS TOWARD GOALS FOR 2009 – 2010:

IMPROVE ORGANIZATION AND TIME MANAGEMENT SKILLS BY:
1. Using a plan book where all important and long-term obligations from syllabi, sports, the school calendar, and personal commitments are entered in order to plan study time and time outside of class.
2. Breaking down long-term assignments into manageable chunks and setting target dates for completion.
3. Recognizing those tasks that will take longer to complete and creating a nightly schedule that takes this into consideration/account.
4. Organizing all academic materials in an efficient manner to keep better track of notes, handouts, homework, quizzes, and tests.
5. Developing homework and study routines designed to help keep track of academic materials.

John has adjusted very well to the demands of Proctor during his first year. He managed his workload by checking his assignments on the online database, Podium. Each Friday in Learning Skills, John was asked to print the upcoming week’s assignments then highlight all quizzes, tests, papers, and projects so he could plan his upcoming week of work. John also started the year by handwriting this same information into a planner along with extra-help sessions and other commitments. Three quarters of the way through his first term, John had dropped the planner, finding that it was too slow and cumbersome, particularly since he needed to check Podium every night anyway for added or changed assignments. Each day in Learning Skills, John and his specialist double-checked that his previous night’s work was done and checked for questions, then he talked through his nightly workload with his specialist. This oral review of work whenever Learning Skills met likely helped John to manage his load. This process was maintained all year. While John had a few missed assignments all year, they were countable on one hand and only occurred when John went into short periods of “teenageness,” where he was clearly not “on top of his game.” He experienced this right at the start of Spring Term, but it was quickly counteracted through parental guidance and
gentle threats from his specialist. Otherwise, John had no difficulty knowing what his homework was each night and completing the work without the planner during the Winter and Spring Terms.

John was also able to manage the multi-step deadlines of papers early in the year, with prompting from adults around him, starting with the first paper that was assigned in the fall. He was able to plan time to bring in several drafts to his specialist and have the final drafts back again for editing. John was able to do the same for projects; he remembered each task and managed them along with his homework. When his life got very complex towards the end of Spring Term, and he had a multi-step poetry project, a multi-task World History presentation and model, and an Introduction to Literature paper to complete, John was outstanding in his ability to manage it all. He used the iCal program to create a visual calendar of all of the dates laid out for all three major assignments, but it is unclear if this is truly what led him through this busy period (when he was also performing in the musical). John was zealous about arranging time to get help on his papers and was willing to come in extra times, showing excellent planning and effort on his part.

John started the year having trouble keeping his notebooks organized and figuring out the best systems for each class. He had created fairly convoluted systems for each subject in the fall. John would rework them each week, and his specialist would try to simplify so that he would have less to organize. In the end, the simplest systems worked best for him: a spiral notebook with one pocket, one pocket folder inside for materials, and notebook paper in the back. By Winter Term, John spent much less time organizing his notebooks. His World History teacher commented, “John is more organized and prepared for class” (T. Teacher, End-of-Term Comment, Fall 2009). It was still beneficial for John to have a prompt to clean up periodically and to organize his notes on his computer. This will continue as a goal next term in Learning Skills.

John had some difficulty in the beginning of the year with forgetting things at his home, mostly handouts and sports equipment. His specialist encouraged him to think of his bookbag as a locker, keep everything in it, and do the same with the sports bag, packing both up as the final step of his homework each night. By Spring Term, John was managing to bring all of his belongings every day, and he no longer had an issue with this. John has seen a substantial amount of growth in his organizational abilities this year. He should, however, continue to monitor his organization skills next year.

**IMPROVE WRITING SKILLS BY:**
1. Creating a work schedule which meets the due date and provides ample time for the writing process, including brainstorming, research, revising, and editing of multiple drafts with help from teachers and learning specialist.
2. Formulating an acceptable thesis statement prior to the first draft and creating an outline for organization.
3. Structuring paragraphs as they flow from main idea to supporting details to conclusion.
4. Learning proofreading skills for correcting grammar and spelling mistakes.
5. Using a thesaurus and other writer’s tools to expand writing vocabulary.
6. Perfecting note taking by using a reliable format, linking main and detail ideas, summarizing notes, and using them as effective study aids.
7. Learning the process for planning and producing a research report.

As mentioned above, John has handled the time management of his writing assignments very well this year. He begins the writing process immediately upon being assigned a paper; he brainstorms ideas and creates a thesis quickly, outlines the support for his thesis, and writes the rough draft. He then gets feedback on his rough draft, either from his teacher or his learning specialist, and then revises the paper. John understands, better than most students his age, the value of getting a head start, thereby getting more feedback once a draft is written. He also plans time to return with the final product for assistance with the final edit.

Early in the year, John used assistance in brainstorming and creating the initial thesis idea. He has a lot of ideas and produces great amounts of words on paper fairly quickly and adeptly. In the fall, his World History teacher wrote, “John should try to use juicier textual evidence and create a more detailed analysis to convey his ideas – careful proofreading would also help…” (T. Teacher, End-of-Term Comment, Fall 2009). John is a quick learner; he was able to put this criticism to use, and as the year went on, he became quite adept at locating appropriate evidence from his class text (for example, All Quiet on the Western Front) or from other outside sources. As the year progressed, John would create his own thesis ideas and outlines. He would write the rough drafts on his own and return to Learning Skills with the papers. John is better at writing for history with facts than he is at analyzing literature or writing personal narratives. John and his specialist also reviewed all of the ways to analyze poetry before he had to write a poetry analysis paper. He worked on the concept of showing rather than telling in his character paper for Introduction to Literature class, and John will likely need more work on this area next year.

Most of John’s paper help was in the overall organization of his ideas and the flow of his ideas within paragraphs. John often wrote with redundancies, though he has learned to begin to recognize these more recently. He also benefited from being prompted to add details to his writing. John can become tangled in all of the excellent ideas that he has and then cannot isolate the single thesis idea from other ideas. Even with a clear thesis and outline, when he goes to write, John often drifts to another thesis so that his quotes and evidence no longer support the idea that he was originally writing about. This happened with several of his World History speech papers and his Odyssey paper as well. There are two ways John and his specialist have attempted to deal with this in Learning Skills: by having John to create one strong, simple thesis idea and reorienting the paper back to it when he drifts away, or by having him write and reformat the paper to the new idea once he has drifted to a new thesis. In either case, John did (this year) what he must always do - start work immediately and get feedback often so that if he has changed his focus, there is time to remake the paper. This, unfortunately, creates great stress for John; he approaches all papers knowing that he might get tangled up. He will continue to work on alleviating this next year in Learning Skills. John has earned excellent grades on his papers, and while the process is not easy for him, it is working.

John’s writing often appears with minor grammatical errors and little word
omissions (such as the, an, it) as well as missed word endings and comma errors in the editing phase. In Learning Skills, John was shown how to use the voice on his computer to read back to him what he has written so that he can clean up a good deal of the errors by himself. John did not like to do this, but with prompting in Learning Skills, he has come to realize the value of this tool for his writing. He knows that he should continue to find a good human editor as a final step of writing to check his papers.

At the very end of the year, John brought his World History Artist Statement into Learning Skills on seven different occasions to revise and improve upon the paper. This persistence paid off with a final grade of 96%. He also received a 96% on the two page Defense of the Work paper as well, which he had brought in for assistance several times. John should be very proud of the hard work it took to get there.

Early in the year, John practiced taking reading notes in Learning Skills when a teacher had commented that his notes were not detailed enough (T. Teacher, Notice-to-Advisor (NTA), Fall 2009). John had a very haphazard way of taking notes and did not always stay in sequence with the book. John practiced using the textbook’s headings in his World History (religion) book to create the notes. He also practiced this in his Biology book where the reading notes were very extensive. John used the headings and the vocabulary to help drive his notes in this case. Because his subsequent grades were strong, John did not really look closely again at notes this year; however, towards the end of Spring Term, John’s Biology teacher noted that he, “…might want to make sure his notes are more thorough (open note and take-home tests should be a guaranteed “A”),” after he had gained a 58% on an open-note quiz as well as a 79% on a take-home quiz (T. Teacher, NTA, Spring 2010). John’s note taking should be considered in his Learning Skills goals for next year.

John did not have a traditional research report this year in World History class, but he will likely have one next year in U.S. History. John did, however, have to research for various shorter “seminar” papers using evidence from outside resources and citing these ideas for his World History class. These papers also involved having a thesis idea which analyzed an aspect of history. For example, John was assigned to analyze why Hitler was so successful in convincing a country to carry out genocide. For this, John had to theorize why, choose points to develop, and then prove the points using the class text (Facing History and Ourselves) and outside resources. In Learning Skills, John was given guidance in collecting from acceptable resources, in how to cite the sources, in using primary sources, and in how to have quotations incorporated into his sentences. In this way, John has begun important steps to learn the process of a research report. More will come his way next year in U.S. History.

IMPROVE MATH SKILLS BY:
1. Practicing problem solving and applying appropriate concepts and ideas.
2. Actively using textbooks by marking, starring, and making visuals/study sheets.
3. Learning to isolate the concepts being learned in order to recognize them in problems.
4. Creating examples which contain specific numbered steps for solving problems whenever possible.
5. Using plenty of space to work through problems and write legibly.
6. Checking answers regularly to measure understanding and seeking help regularly.
7. Correcting returned quizzes and tests regularly.

John experiences difficulty with understanding some concepts in math, and he has trouble keeping the sequences for problem-solving straight. His work this year in Algebra 1 revealed some glitches in his math background. For example, early in the year, John was losing points on problems because he was particularly weak in working with negative numbers in problems. To address this, John and his specialist made up a review card with the rules for calculating with negative integers, and John also did a one-time tutoring session with a Learning Skills math tutor who clarified this very process for him within the Algebra 1 problems they were solving. John’s test scores had been in the 70s all term, but he achieved an 87% on his Fall Term final exam in Algebra 1, where his teacher allowed him to use his “cue” card for negatives on the exam.

An area that John has made progress in this year is in checking his answers on a regular basis to know when he is confused. He started the year handing the homework in with no idea whether his answers were correct. By Winter Term, John realized that checking his answers was a part of the process of trouble-shooting, so he checked each answer as he solved each homework problem. Sometimes, a quick review of the text or notes would clear the question up, and John would redo the work correctly. At other times, he was directed to his teacher for extra help. It took him most of the year to realize that, although it was very difficult as a day student, John needed to come in on Sunday nights for regular extra-help sessions with the Algebra 1 teacher so that he started off his week in a solid position.

Periodically in Learning Skills, John would be asked to open his Algebra 1 book, and his specialist would check his understanding by having him do some problems. It was helpful because it gave John an opportunity to discuss the problems out loud in a “non-math” environment and see if he could figure out the sequences on his own. He and his specialist will continue to work on how John reviews his math most effectively next year in Learning Skills. John will need to continue to make a goal of correcting returned quizzes and tests, which will also help him to rework weak areas.

John took at least one Algebra 1 test in Learning Skills this year to see if this helped with his accuracy, but it did not seem to matter where he took the test. For example, he received a 95% on the test with positive and negative integers, and he had taken that in the classroom. Since John does not carry a diagnosis of a learning disability, it is best that he try to stay in his classes for tests unless there is a specific reason to bring him into Learning Skills for testing. John did not take exams in Learning Skills and did not want to change the schedule of his exams in order to ensure he had only one exam per day. John took two exams in one day both in Fall Term and Spring Term with no discernable trouble.

**CURRENT STATUS:**

John is a first-year student in excellent academic standing at Proctor. This is clear through his achievement of both Honor Roll and Effort Honor Roll for all three terms this
year. John is a serious student who can be very tough on himself when he is not living up to his own standards. He has done extremely well in his first year at Proctor and should be pleased with himself. John was a scoring forward on the Soccer Team in the fall and a fast-learning Snowboader during the winter. John clearly hit life running at full speed. He was also an enthusiastic participant in the Field and Stream activity in the spring. In addition, John challenged himself by performing in the Spring Musical with a role involving acting, singing, and dancing.

Next year, John is scheduled to take French 2, Geometry, U.S. History, American Literature, and potentially a science credit. John will return to full Learning Skills as well.

SUMMARY OF ACADEMIC COURSES/GRADATES FOR 2009 – 2010:

<table>
<thead>
<tr>
<th>Fall End-of-Term</th>
<th>Grade/Effort</th>
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<tbody>
<tr>
<td>Introduction to Literature</td>
<td>90/H</td>
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<tr>
<td>Algebra 1</td>
<td>81/S+</td>
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<tr>
<td>Honors Biology</td>
<td>89/H</td>
</tr>
<tr>
<td>World History</td>
<td>87/H</td>
</tr>
<tr>
<td>French 1</td>
<td>87/S+</td>
</tr>
<tr>
<td>Learning Skills</td>
<td>Pass/H</td>
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<tr>
<td><strong>Average:</strong></td>
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<tr>
<th>Winter End-of-Term</th>
<th>Grade/Effort</th>
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<tbody>
<tr>
<td>Introduction to Literature</td>
<td>91/H</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>80/S+</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>87/H</td>
</tr>
<tr>
<td>World History</td>
<td>89/H</td>
</tr>
<tr>
<td>French 1</td>
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</tr>
<tr>
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<td>Pass/H</td>
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<tr>
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<thead>
<tr>
<th>Spring End-of-Term</th>
<th>Grade/Effort</th>
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<tbody>
<tr>
<td>Introduction to Literature</td>
<td>90/H</td>
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<tr>
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<td>Pass/H</td>
</tr>
<tr>
<td><strong>Average:</strong></td>
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</tbody>
</table>

PLAN FOR NEXT YEAR, GOALS FOR 2010 – 2011:

IMPROVE ORGANIZATION AND TIME MANAGEMENT SKILLS BY:
1. Using a plan book where all important and long-term obligations from syllabi, sports, the school calendar, and personal commitments are entered in order to plan study time and time outside of class.
2. Recognizing those tasks that will take longer to complete and creating a nightly schedule that takes this into consideration/account.
3. Organizing all academic materials in an efficient manner to keep better track of notes, handouts, homework, quizzes, and tests.
4. Developing homework and study routines designed to help keep track of academic materials.
5. Making correction of returned quizzes and tests a part of your homework routine as well as redoing homework if necessary.

**IMPROVE WRITING SKILLS BY:**
1. Creating a work schedule which meets the due date and provides ample time for the writing process, including brainstorming, research, revising, and editing of multiple drafts with help from teachers and learning specialist.
2. Formulating an acceptable thesis statement prior to the first draft, creating an outline for organization, and working to stick with it.
3. Structuring paragraphs as they flow from main idea to supporting details to conclusion.
4. Learning proofreading skills for correcting grammar and spelling mistakes.
5. Using a thesaurus and other writer’s tools to expand writing vocabulary.
6. Improving note taking by using a reliable format, linking main and detail ideas, summarizing notes, and using them as effective study aids.
7. Learning the process for planning and producing a research report.

**IMPROVE MATH SKILLS BY:**
1. Practicing problem solving and applying appropriate concepts and ideas.
2. Actively using textbooks by marking, starring, and making visuals/study sheets.
3. Learning to isolate the concepts being learned in order to recognize them in problems.
4. Creating examples which contain specific numbered steps for solving problems whenever possible.
5. Checking answers regularly to measure understanding and seeking help regularly.
6. Correcting returned quizzes and tests regularly.

**REVISED PROFILE INFORMATION:**

**LEARNS BEST WHEN:**
1. Syllabi and assignment sheets are provided in writing with clear expectations and due dates.
2. Opportunities for discussion are available in the classroom.
3. Multiple drafts are required for lengthy writing assignments to ensure time for revising and editing.
4. A multi-sensory (hands-on, visual, auditory) approach is used to impart information across the curriculum.
5. Large assignments are broken into chunks with separate due dates.
6. He can work in a quiet area with no distractions, except for white noise (like music) in the background.
7. A computer is available for taking notes in classes and for any lengthy writing in class and out.

**LEARNING STYLE:** John is a successful student whose interests lie in the sciences and in history. He is equally adept at reading and math but struggles with the multiple steps in math and keeping track of details in longer calculations. John also struggles with organization of materials. He would benefit from continued development of his writing and analytical skills. He is a talkative student who benefits from discussion and group problem solving. John has handwriting that is difficult to read and cumbersome for him to produce in large amounts. Use of a computer frees him from this difficulty. John is athletic, loves to hunt, knows a great deal about outdoor skills, and has a strong sense of right and wrong. He is generous and is interested in the well being of those around him.

**STUDENT RESPONSIBILITIES:**
1. Maintain a weekly planning system to remain attentive to deadlines and to be able to work ahead when necessary, especially on written assignments.
2. Get to teachers for extra help immediately when questions arise and attend extra-help sessions regularly for classes that are taxing for you.
3. Bring all writing assignments into Learning Skills for assistance.