

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 for 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 measurable, or not.
- The student should be reasonably able to make significant progress toward the goal this school year.
- We humbly ask that students remain open to adjusting the goal as a result of the conference discussion.

Notes on obstacles or contextual factors:

- The student should identify the elements of his/her situation that may interfere with achieving the goal.
- These may be outside of the student's direct control, so the student will want to figure out a way to make progress in spite of the interference.

Notes on the key actions:

- It is vital that the student have the primary role in deciding how to go about achieving the goal and overcoming any obstacles. Any coercion, however well intentioned, risks undermining the aim to cultivate independent learners who are ready to lead.
- The Action Menu, provided on the Trivium Prep website, lists an abundance of ideas that may be useful.
- For the conference, identify just key actions to pursue the goal or overcome obstacles.
- Some behavior changes may be gradual while other changes can be immediate, yet need to be sustained.

Notes on outcome(s) that will indicate goal attainment:

- The student should describe, specifically, what it looks like when he/she is making progress ... for him or herself.
- Progress on goals like "conquer procrastination" or "enjoy learning" may not be visible to anyone but the student.
- Sample indicators of goal progress for "conquer procrastination:"
 - Planner notes indicating self-imposed due dates for portions of a project and those dates are met
 - Small portions of a project are completed over time rather than big chunks completed near the due date
 - The student meets with the teacher early when questions arise as the student tackles difficulties
 - A feeling of calm as deadlines approach
 - Work is done before deadlines
- Sample indicators of goal progress for "enjoy learning"
 - A feeling of calm (perhaps ask weekly: "How stressed do I feel, on a scale 1-10)
 - Observe: Do I read extra material for enjoyment?
 - Observe: Am I more curious about the subjects I am studying?
 - Observe: Do I engage others in conversation about what I am learning, outside class?
 - Observe: Am I able to enjoy the class and look at tests with an eye toward growing?

Student Growth Plan

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

Student Name

Student Section

Date

Summarize key trends from your evaluations written by teachers.

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Please state your goal or area of focus in a sentence or two. (See notes for further guidance.)

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Identify external obstacles or contextual factors that may interfere with pursuing the goal/area of focus.

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Identify key actions you will take to make progress on your goal and overcome the obstacles. (See notes for guidance. Find the Action Menu on the Trivium Prep website.)

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What events or outcomes will indicate progress in your area of focus and/or attainment of your goal? (See notes.)

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