



TRIVIUM PREPARATORY ACADEMY

A Great Hearts Academy

2001 North Bullard Avenue | Goodyear, AZ 85395 | Office: (623) 866-4730 | Fax: (623) 866-4729 | www.triviumprep.org

Student Growth Plan

Rationale and notes related to the growth plan process:

The primary aim of this activity is to promote within each student reflective habits with respect to his or her relationship to the learning process itself, a time to consider not merely the attainment of grades, but more importantly, the means by which he or she arrives at that point. This is an excellent opportunity for the student to reflect on those things done well, as well as those areas which may need attention. Carrying out this activity in a thoughtful way carries many benefits, the most important of which is to gain a better understanding of how he or she might best succeed in the classroom.

The first and most important step is to read and consider each teachers' evaluation, asking the following questions:

- a) Which strengths and weaknesses can be identified?
- b) What trends seem to show themselves within the evaluations?
- c) Does the teacher's evaluation of my learning and performance match my own perceptions, both positive and negative? If not, where does this gap seem to appear and what could account for these discrepancies?
- d) Considering the questions above, of which areas do I feel most proud? In which areas could I improve?

The questions listed above are merely examples. Please feel free to use and/or create others that speak to your own experiences.

Recommendations and suggestions for completing the growth plan:

Each student will find below a number of recommendations and suggestions as a form of guidance throughout the process:

- ✓ Identify at least one (1) goal for personal growth this academic year.
- ✓ Although the goal may be general or specific in nature, it is highly suggested that the more specific the goal, the more perceivable and attainable the goal becomes.
- ✓ The goal must be set by the student and the student alone and must not give any focus to grades themselves
- ✓ Creation of the goal should logically point towards the aim of significant growth.
- ✓ The goal should be narrow enough in scope that each student may reasonably be able to track his or her progress throughout the time given to the attainment of the specified goal.
- ✓ Remain open to the possibly of revising the goal over time and in consultation with teachers.



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Considering obstacles:

As is almost always the case in the sphere of self-reflection and improvement, identifying obstacles on the path to success is arguably of the highest importance. Identifying areas for improvement requires from the individual a sense of courage, honesty, and humility, all of which are key factors in the aspiration for actualizing one's potential.

- ✓ Each student should work to consider and identify those things/habits/external forces that may stand in the path of achieving the stated goal.
- ✓ It is understood that certain factors may fall outside of the student's direct control, so the student will want to consider ways to achieve progress in spite of the interference.

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

- ✓ The student should describe, specifically, what it looks like when he/she is making progress.
- ✓ Progress on goals such as "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?



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Student Growth Plan

Student Name:

Date:

1. Taking into account your evaluations as a whole, identify three (3) things that you have done well this year, things of which you are proud:

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2. Please compose a short reflection, commenting on your observations/perceptions as a learner, summarizing key noticeable trends identified in your evaluations, and any other information you feel is pertinent.

3. Please state your goal or area of focus in a sentence or two:

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

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5. Identify key actions you will take to make progress on your goal and overcome the obstacles. (See notes for guidance:

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6. What events or outcomes will indicate progress in your area of focus and/or attainment of your goal?