

Some SAMPLE ideas for ACADEMIC Goals (You don't need to choose one of these. They are just examples):

- Complete at least 3-4 EPGY sessions per week (or complete 90-120 minutes of EPGY per week.)
- Read 8 novels of different genres this year (fiction, classics, biography, mystery, adventure, humor, science fiction, fantasy, animals, etc.) Keep track of each genre on a checksheet.
- Read 5 classics this year (Tom Sawyer, Peter Pan, Ivanhoe, 20,000 Leagues Under the Sea, Chronicles of Narnia, etc.) I will keep a record of each book I read and turn that in.
- I will do a project on something that I am very interested in. It can be a research project, or a project that solves a problem (ex. homeless shelters don't have enough books for kids to read) (Check with your teacher to see if you might be able to do a project instead of class content that you have already mastered.) Mr. Joyner has a lot of project resources to help with this.
- Enroll in and participate in Camp Invention this summer (elementary), or in UNC's Summer Enrichment Program (\$\$)
- Participate in Young Chautauqua. I will research a person and develop a 5 minute monologue about that person's life, as if I am that person, and present it at Centennial Village in the spring.
- Complete my math class by the end of the year with a grade of A.
- Score at the advanced level in Math and/or Reading and/or Science TCAP and/or Galileo.
- Demonstrate Advanced levels on Galileo math and/or reading tests.
- Demonstrate advanced level skills in Reading, evidenced by Advanced scores in Reading CSAP, Galileo and other district level assessments, and a grade of A in the reading course.
- Demonstrate advanced performance in a ____-grade math course as evidenced by classroom rubrics, curriculum-based tests, and CSAP/Galileo performance.
- Creativity:
- I will score in the advanced/superior range on a creative product rubric for a project in the arts (painting, sculpture, etc.)

One measureable goal in an AFFECTIVE area (personal goals, social aspects, self-esteem, organization, etc.) Please include information about HOW you will achieve this goal, and how you will know you have achieved it.

Some ideas for affective goals (You don't need to choose one of these. They are just examples):

- Participate in Forensics and attend at least 2 meets
- Participate in a play
- Get along better with my sibling (as determined by parent observation). I will begin by reading a book on the topic (Mr. Joyner can help). I will keep track of and reduce the number of times my parent has to intervene to solve the situation.
- Pursue help with schoolwork/homework from teacher, parent, or other adult when needed or when grades drop.
- Examine reasons (with parent, or other adult) that may be causing lack of motivation in school and will work to increase motivation.
- Examine body image issue (with parent or counselor) that may affect well-being.
- Read about leadership skills, and practice leadership skills when working in group settings.
- Read about and learn to be a positive self-advocate for myself (speaking up for myself) with teachers when issues related to education arise.
- By the end of ____-grade, I will volunteer 2 hours a month in an area of interest.
- Create a plan for getting myself better organized. Starting _____, I will create a plan on how I will keep organized (e.g. daily assignment calendar, "to do" lists with timetable) and manage my time. (when to do homework, study, etc.) During the year I will monitor my grades and missing assignments on Infinite campus to demonstrate that the organizational plan is working.
- I (with assistance from parents/teacher if needed) will create a plan for the year with guidelines/priorities on how to complete all school assignments as well as outside-of-school activities.
- I will read The Gifted Kids' Survival Guide or The Gifted Kids' Survival Guide for Teens to help me better understand myself and others.
- I will enroll in an After School Arts class at Chappelow.

- There will be a reduction in the number of perfectionist tendencies/behaviors/anxieties between now and May as measured through parent/teacher observations. To help achieve this I will gather and use appropriate resources (read a book on the topic {Mr. J. has some}, talk with parent, GT teacher, counselor, etc.)
- I will read The Gifted Kids' Survival Guide, write a plan for addressing the issue of perfectionism with my parents and at least one teacher to measurably improve my anxiety over perfectionism as measured through a student journal and student-made pre and post assessment.
- I will call a non-profit agency and see if I can design a brochure (or help in another way) for an upcoming event they may be having.
- Participate in a service learning project/fundraiser to help others.
- Help a teacher after school ___ days a week.
- Begin to think about career goals by completing parts of the College in Colorado website (middle school).
- I will read the book entitled (fill in with the name of a book that you feel will be of help to you) _____
to help me to better understand the issue of _____.
- **Friend issues:** Read sections on Friendship in The Gifted Kids' Survival Guide or other related material, and reflect with a teacher, counselor or parent, on your friends and yourself as a friend. Create a meaningful goal to be aware of healthy and unhealthy friendships and to make new choices as needed. Reduce the number of friendship issues between now and May as measured through parent/teacher observations. At the end of the year reflect on your friendship status with a teacher, counselor or parent and document changes.
- **Stress issues:** Read sections on stress in The Gifted Kids' Survival Guide or other related material and reflect on stress, depression, or sadness. Work with an adult and choose two or three strategies to focus on this year. Reduce the number of stress tendencies/behaviors/anxieties between now and May as measured through parent/teacher observations. At the end of the year reflect on your stress level with a teacher, counselor, or parent and document changes.

Creativity

- By the end of the first semester I will identify one area at home and at school where my creativity has been associated with misbehavior and will set guidelines and boundaries within those areas that will help me use my creativity

in a more positive manner as measured by teacher/parent observations and a student journal.

Art

- By May, I will have entered 2 pieces of artwork in an art show/contest. (River of Words or other contest).