



Student Learning Goal for: Goddard Middle School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>80% of all students will be at or above grade level in writing, as measured by CSAP, by the spring of 2012.</p> <p>2008-2009 CSAP: 62% At or Above Proficient in Writing</p>	<p>Writes for a Variety of Purposes</p> <p>Extended Writing</p>	<p>CSAP</p> <p>Common Assessment</p> <p>CSAP</p> <p>Common Assessment</p>	<p>70% of all GMS students will be proficient in writing for a variety of purposes by 2010; 75% of all GMS students will be proficient by 2011; 80% of all GMS students will be proficient by spring 2012.</p> <p>A grade level average of 60% of students will score a 3 or above at the end of the first semester; 68% at the end of the second semester. Data collection areas from GMS 3 trait Rubric: Ideas and Organization</p> <p>70% of all GMS students will be proficient in extended writing by 2010; 75% of all GMS students will be proficient by 2011; 80% of all GMS students will be proficient by spring 2012.</p> <p>A grade level average of 60% of students will score a 3 or above at the end of the first semester; 68% at the end of the second semester. Data collection areas from GMS 3 trait Rubric: Ideas and Organization</p>				<p>Partner with the Public Education and Business Coalition: staff development focused on writing in every content area and elective class. Focus on <i>“Using Evidence to Support Ideas.”</i></p> <p>All content area teachers will give, score and analyze a common writing assessment a minimum of four times per year.</p> <p>Together with PEBC, develop two sixth-grade lab classrooms. Classrooms will model best practice in literacy instruction with an emphasis on writing.</p> <p>All sixth-grade language arts classrooms will implement the district sponsored <i>Inspired Writing Project</i>.</p> <p>2009 LPS Adolescent Literacy Institute Initiative: all teachers will develop and implement a Vocabulary Action Plan.</p> <p>PLC meetings will focus on best practice in writing instruction.</p> <p>Three additional sections of GT language arts, one at each grade level, were added to the 09-10 schedule to support student achievement in writing.</p>
<p>09-10</p>							



Equity Access Goal for: Goddard Middle School

Goals	Indicators	Measures	Target	Progress Checks			Action Priorities	
				1	2	3		
The achievement gap in math between the performance of white students and Hispanic students, as measured by CSAP, will be cut in half by the spring of 2012. 2008-2009 CSAP: 30% gap	Appropriate identification and enrollment in support programs	Enrollment in math intervention	70% of all GMS Hispanic students who are not proficient in Math as measured by CSAP will be enrolled in a math intervention by spring 2010; 75% of all GMS Hispanic students who are not proficient in Math as measured by CSAP will be enrolled in a math intervention by spring 2011; 80% of all GMS Hispanic students who are not proficient in Math as measured by CSAP will be enrolled in a math intervention by spring 2012.				Students who score Unsatisfactory will have first access to content support class or a similar intervention through Special Education or English as a Second Language. Continue co-taught classes in ESL and Special Education. Attend district co-teaching training Enrollment in Core Plus SuccessMaker Provide an ESL math class to support the specific learning needs of ESL students. Math Fundamentals class for special education students in grades seven and eight. PEBC staff development GMS faculty will receive AssessTrack training so they can access, analyze and monitor CSAP and MAP scores.	
								09-10
								10-11
								11-12



Climate/Culture Goal for: Goddard Middle School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>To fully and successfully implement Schoolwide Positive Behavior Support Goddard will select a minimum of one recommendation from each category on the "Next Steps" on the School-Wide Evaluation Tool (SET) School Feedback Form.</p> <p>Post SET 2009 94/100 indicates full fidelity to PBS.</p>	<p>Expectations Defined</p> <p>Behavioral Expectations Taught</p> <p>Ongoing System for Rewarding Behavioral Expectations</p> <p>System for Responding to Behavioral Violations</p> <p>Monitoring and Decision Making</p> <p>Management</p> <p>District Level Support</p>	<p>Progress on SET School Feedback Form Next Steps</p>	<p>A minimum of one recommendation from each category on the "Next Steps" on the School-Wide Evaluation Tool (SET) School Feedback Form</p>				<p>Effectively display and use PR² posters</p> <p>Develop a yearlong plan with ten PBS lessons.</p> <p>Use both intrinsic and extrinsic motivation.</p> <p>Include WEB leaders in sixth grade PBS launch.</p> <p>Ask parents to complete a PR² as part of Teacher Appreciation Week.</p> <p>Provide an opportunity during conferences for parents to complete a PR² for their student.</p> <p>Review discipline flow chart, clarify procedures and expectations.</p> <p>Revise office referral form to match SWIS by the start of the 2010-2011 school year.</p> <p>Implement SWIS data collection 09-10.</p> <p>Review SWIS data reports a minimum of once a semester with PBS team and month with Administrative team and Student Services team.</p> <p>Assistant Principal and staff member will co-</p>
<p>09-10</p>							
<p>10-11</p>							



11-12

facilitate PBS.
PBS weekly agenda item for administrative team.
Include PBS as part of new teacher induction activities at the building level.
PBS staff development to support student lesson delivered during faculty meetings.
GMS will welcome new district PBS facilitator.
GMS principal to provide PBS updates to level director.