



Student Learning Goal for: Powell Middle School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>By 2012, 90% of Powell Middle School students will be at or above Proficient in writing as measured on the CSAP exam.</p> <p>79% of Powell Middle School Students are at or above Proficient on the CSAP exam.</p>	Writes for a Variety of Purposes	<p>CSAP</p> <p>Common Assessments</p>	<p>83% of all PMS students will be proficient in writing for a variety of purposes by 2010; 87% of PMS students will be proficient by 2011; 90% of all PMS students will be proficient by 2012</p> <p>A grade level average of 80% of students score a 3 or better at the end of the first semester; 85% at the end of the second semester. Data collection areas from the PMS LA writing rubric.</p>				<p>School wide use of writing rubrics with common criteria embedded within the curricular focus.</p> <p>Increase student use of writing rubrics as tools for revision of writing.</p> <p>Increase teacher modeling of exemplary writing.</p> <p>Increase use of student exemplars of writing.</p> <p>Increase the use of "Writing Better Answers" and other short, specific content area writing strategies.</p>
<p>09-10</p>	Writes using Conventions	<p>CSAP</p> <p>Common Assessments</p>	<p>83% of all PMS students will be proficient in writing for a variety of purposes by 2010; 87% of PMS students will be proficient by 2011; 90% of all PMS students will be proficient by 2012</p> <p>A grade level average of 80% of students score a 3 or better at the end of the first semester; 85% at the end of the second semester. Data collection areas from the PMS LA writing rubric.</p>				<p>All content area teachers will give, score, and analyze common writing assessments specific to their respective disciplines a minimum of twice per semester.</p> <p>All 6th grade LA classrooms will implement the LPS district sponsored <i>Inspired Writing Project</i>.</p>
<p>10-11</p>							<p>2009 LPS ALI Initiative: All teachers will have a renewed focus on Critical Thinking and Problem Solving as it pertains to 21st Century Literacy.</p> <p>PMS Faculty will save Advanced and Proficient</p>



11-12

writing examples as defined by the PMS writing rubric to compare against actual CSAP scores in writing to more accurately assess understanding.

Students may be placed in a writing standards class in addition to their LA class as a Tier II intervention in writing.

Students may be placed in a co-taught LA class with a content area specialist and intervention specialist as a Tier II/III intervention in writing.

LA Faculty may participate in after school classes as professional development in writing instruction and writing assessment.



Equity Access Goal for: Powell Middle School

Goals	Indicators	Measures	Target	Progress Checks			Action Priorities
				1	2	3	
<p>The achievement gap in writing between the performance of students who are identified as GT in Language Arts and those who score Advanced as measured by CSAP will be reduced by half by 2012</p> <p><50% of GT students score in the Advanced range on the CSAP exam</p> <p>*West Middle School, CCSD comparison data: * Euclid MS comparison data: *AHS comparison data:</p>	<p>Appropriate identification and enrollment in programs</p>	<p>CSAP</p> <p>Common Assessments</p>	<p>59% of LA identified GT students will score Advanced in writing on CSAP by 2010; 68% of all GT students will score Advanced in writing on CSAP by 2011; 75% of all GT students will score Advanced in writing on CSAP by 2012.</p> <p>A grade level average of 80% of students score a 3 or better at the end of the first semester; 85% at the end of the second semester. Data collection areas from the PMS LA writing rubric.</p>				<p>PMS Faculty will receive Assess Track training so they can access, analyze, and monitor students' CSAP and MAP scores.</p> <p>PMS Faculty will use strategies learned in the school-wide book read regarding differentiated instruction to further enhance their curriculum and meet the needs of our GT students.</p> <p>PMS Faculty will provide interventions across the spectrum of performance to include enrichment opportunities for Gifted learners.</p>
<p>09-10</p>	<p>Sentence Fluency and Vocabulary using sophisticated and multisyllabic language</p>		<p>59% of LA identified GT students will score Advanced in writing on CSAP by 2010; 68% of all GT students will score Advanced in writing on CSAP by 2011; 75% of all GT students will score Advanced in writing on CSAP by 2012.</p> <p>A grade level average of 80% of students score a 3 or better at the end of the first semester; 85% at the end of the second semester. Data collection areas from the PMS LA writing rubric.</p>				<p>PMS GT coordinator will work in concert with classroom teachers in developing lessons and curriculum to further improve and enhance GT learning as it pertains to writing.</p>
<p>10-11</p>							
<p>11-12</p>							



Climate/Culture Goal for: Powell Middle School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>PMS will successfully implement the Positive Behavior Support program schoolwide by 2012 as measured by an 80/80 score on the SET assessment</p> <p>Pre-SET administered 05/09 results 45/20</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>Progress on SET School Feedback Form Next Steps</p>	<p>In response to results obtained from the SET, a minimum of one recommendation from each category on the "Next Steps" outline from the PBS program</p>				<p>A representative team is established to lead the implementation of PBS in the building.</p> <p>Students and Parents are involved in the design and implementation of PBS.</p> <p>Staff will know, follow, and teach school rules</p> <p>A documented system for acknowledging positive behavior will be developed.</p> <p>A system for collecting and summarizing discipline referrals will be created.</p> <p>Five or fewer positively stated school rules/behavioral expectations will be established and displayed in the building "CORE".</p> <p>Use discipline data to make decisions, design, implement, and revise school-wide behavior support efforts.</p>
<p>09-10</p>	<p>Management</p> <p>District Level Support</p> <p>*These are subsections of the SET from the PBS program</p>						
<p>10-11</p>							
<p>11-12</p>							