### MIDDLE SCHOOL STUDENT PERFORMANCE GOALS

<table>
<thead>
<tr>
<th><strong>Academic Goals</strong></th>
<th><strong>Behavior Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Be On Time and Prepared for Learning</td>
<td>□ Use Work-Time Appropriately</td>
</tr>
<tr>
<td>□ Complete Assigned Tasks On-Time</td>
<td>□ Demonstrate Respect for People and Property</td>
</tr>
<tr>
<td>□ Strive for Academic Success</td>
<td>□ Respond Appropriately to Staff Member Directives</td>
</tr>
</tbody>
</table>

#### PREVENTION through INSTRUCTION

<table>
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<th><strong>Be Prepared for Learning</strong></th>
<th><strong>Use Work Time Appropriately</strong></th>
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<tr>
<td>▶ Make sure all materials are ready.</td>
<td>▶ Listen for teacher prompts about how to use work time.</td>
</tr>
<tr>
<td>▶ Scan through materials.</td>
<td>▶ Make sure you understand work time directions.</td>
</tr>
<tr>
<td>▶ Prepare yourself for instruction.</td>
<td>▶ Work at the appropriate time and in the appropriate way.</td>
</tr>
</tbody>
</table>

*Define tolerance for tardies.*

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<th><strong>Complete Assigned Tasks On-time</strong></th>
<th><strong>Demonstrate Respect for People and Property</strong></th>
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<tr>
<td>▶ Write assignments in planner.</td>
<td>▶ Show value for other people’s time and space.</td>
</tr>
<tr>
<td>▶ Practice new skills/knowledge during class.</td>
<td>▶ Show value for school’s property</td>
</tr>
<tr>
<td>▶ Ask for teacher input on work samples.</td>
<td>▶ Only touch others property with permission.</td>
</tr>
</tbody>
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<th><strong>Demonstrate Academic Proficiency</strong></th>
<th><strong>Respond Appropriately to Staff Member Directives</strong></th>
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<tr>
<td>▶ Respond to instruction by answering questions, taking notes, and asking questions.</td>
<td>▶ Listen for teacher directions.</td>
</tr>
<tr>
<td>▶ Prepare for daily work/tests/quizzes by practicing skills/knowledge independently with ___% accuracy.</td>
<td>▶ Make sure you understand the direction.</td>
</tr>
<tr>
<td>▶ Respond to teacher feedback.</td>
<td>▶ Follow through at the appropriate time and in the appropriate place.</td>
</tr>
</tbody>
</table>

#### THREE LEVELS OF CORRECTIVE PROBLEM SOLVING

**REMEDIAL PROBLEM SOLVING**
Parents
Teacher
Facilitates 3 PS Meetings
Students

Possible Consultants: Admin., SAT Coordinator, Counselor, Sped., School Psych, Title 1 (Not invited to Problem Solving (PS))

Possible Supports:
- Admin.
- Counselor
- Sped Staff
- Outside Agencies
- Nurse
- Title 1
- SCIP

PROBLEM SOLVING
- PS 1 – with student
- PS 2 – with student and phone call home
- PS 3 – Parent/teacher/student meeting.

Possible Supports:
- Level 2 Supports
- School Psych.
- Counselors
- Doctors
- Outside Agencies

Remediation:
- Testing??
- HHS??
- Probation??
- Doctor??
- Blue Valley??
- 504??
- OSS
- Alt. Placement

This meeting defines the “what’s next?”

Level 1

Level 2

Level 3