

Albany Middle School
S.P.S.A. 2011-13
(updated DRAFT 04-11-2012)

School Goal Number ONE: English Language Arts
“All Students will demonstrate growth”

Introduction: The following goal number ONE is designed to address the perspective that we should follow cohorts of students and measure their growth from one year to the next. This perspective recognizes academic growth from one grade level to the next grade level. It's important to recognize that each grade level STAR exam is built upon the standards at that grade level. Therefore, as a student progresses from one grade to the next and demonstrates Basic, Proficient, or Advanced levels of performance; they demonstrate growth.

Goal number ONE: Albany Middle School students will demonstrate growth toward achieving grade-level proficiency in English Language Arts as measured by comparing students' achievement on the STAR from one year to the next. In this goal, growth is defined as maintaining or increasing Basic, Proficient, or Advanced levels of performance from one grade to the next. In this goal, we follow cohorts of students.

Student groups and grade levels to participate in this goal

All students in Sixth, Seventh, and Eighth grades grouped in a variety of ways:

- Grade level
- Ethnic groups
- Sub groups (SPED, SED, ELL)

Anticipated annual performance growth for each group

90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam.

Students who demonstrate growth from FBB to BB will be considered students who made growth.

Students who maintain FBB or BB will not be considered students who made growth.

Means of evaluating progress toward this goal

- We recognize that currently, we have very limited methods for evaluating progress in the interim periods. We have no periodic benchmark exams that all students take that directly correlate to the test formats of the STAR Exams. The development of these exams may become an action step we take this year in pursuit of our long-term goals.
- We can review report card grades in English Language Arts. However, current report card grades are not exclusively a demonstration of standards-based learning. The calculation of grades includes other factors such as participation, homework completion, attendance, and other areas of responsible behavior.

Group data to be collected to measure academic gains

We will analyze data on the STAR test scores from the previous year (2011) to the current year (2012). We will identify the following statistics:

- # of students who maintained Basic, Proficient or Advanced.
- # of students who increased their performance from any level Far Below Basic, Below Basic, Basic, or Proficient to the next level.
- # of students who increased their performance as measured by lexile scores.
- # of students who did not increase their performance levels
- # of students who decreased their performance levels

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
1. We will review every student's current performance levels on State exams and identify those who need additional support.	September, 2012				Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support.	
2. We will provide a standards-based English Language Arts curriculum at each grade level. (EPC #1)	Ongoing	Textbooks, Supplemental Mtls, Computers and other technology, Supplies			Lesson Plans, Classroom Observations, Department Meeting notes, Student achievement data	
3. We will revisit the work done in 2010/11 focusing on the identification of essential standards for instruction. (EPC #1)	March, 2012				Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	
4. We will review the new national common Core standards for ELA and look for a vertical alignment of standards. (EPC #1)	March 2012 – May 2013	Substitute release time, Mtls & Supplies, Professional Development			Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	
5. We will begin the process of re-designing and adopting a Reading English Language Arts program. (EPC #1)	February 2012 – June, 2013	Substitute release time, curriculum purchases, professional development			Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	
6. Grade Level Teams and the English Department will meet at least once per month to discuss common curriculum, common instructional practices, and common assessments. (EPC #8)	September, 2011 – June, 2013				Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments	

7. The Eighth Grade English Department will implement a performance-based, standards based, research project (commonly called 'I-Search'). (EPC #1)	January, 2012 – April 2012	Substitute Release Time, Access to Library time and library instruction, Mtls. & Supplies, Computer access & other technologies, Parent Ed Events				
8. The Eighth Grade English Department will contract with the Bay Area Writer's Connection program to provide each 8 th grade student a coach for their I-Search project. (EPC #1)	January 2012 – April 2012 January 2013-April 2013	Contract for services including training, materials & supplies, and on-site director.				
9. Teacher librarian(s) will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration.	2011 – 2013	Credentialed Librarian, Library Technician,				
10. We will incorporate the instruction of computer skills including online research, word processing, Power Point, and instructional software.	2011 - 2013	Desktop and Laptop Computers, Internet access, instructional software programs, training and professional development				