

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

**School Goal Number TWO: English Language Arts**  
***“We will increase the percentage of students scoring at Proficient or Advanced levels of performance.”***

**Introduction:** The following goal number TWO is designed to meet Annual Yearly Progress (AYP) as defined by No Child Left Behind (NCLB) federal legislation. This goal addresses the need to increase performance in the current year's student body as compared to the previous year's student body. Federal AYP focuses on the percentage of students at Proficient or Advanced.

On the 2011 STAR exam, 67.6% of all students, including all subgroups of students, were expected to perform at Proficient or Advanced levels. On the 2012 STAR exam, 78.4% of all students, including all subgroups of students will be expected to perform at Proficient or Advanced levels.

In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%. It is not reasonable to name increases of more than 10% even if that means we won't meet AYP requirements.

**Goal number TWO:** Albany Middle School students in the current year will demonstrate increased levels of performance on the STAR Exam as compared to students in the previous year.

- The percentage of total students scoring Proficient or Advanced will increase by 5% from 79.6% to 84.6%. In 2011 there were 677/851 students at Proficient or Advanced. So, for 2012, this translates to approximately 720 students total and approximately 43 who need to increase their performance.
- The percentage of Black/African American students will increase by 5% from 61.1% to 66.1%. In 2011 there were 44/72 students at Proficient or Advanced. So, for 2012, this translates to approximately 47 students total and approximately 3 who need to increase their performance.
- The percentage of Asian students scoring Proficient or Advanced will increase by 5% from 84.6% to 89.6%. In 2011, there were 226/267 students at Proficient or Advanced. So, this translates to approximately 239 students total and approximately 13 who need to increase their performance.
- The percentage of Hispanic/Latino students scoring Proficient or Advanced will increase by 5% from 65.9% to 70.9%. In 2011, there were 81/123 students at Proficient or Advanced. So, for 2012, this translates to approximately 87 total students and approximately 6 students who need to increase their performance.
- The percentage of White students scoring Proficient or Advanced will increase by 5% from 85.3% to 90.3%. In 2011 there were 289/339 students at Proficient or Advanced. So, for 2012, this translates to approximately 306 total students and approximately 17 students who need to increase their performance.
- The percentage of Socioeconomically Disadvantaged students scoring Proficient or Advanced will increase by 5% from 61.1% to 66.1%. In 2011, there were 102/167 students at Proficient or Advanced. So, for 2012, this translates to approximately 110 total students and approximately 8 students who need to increase their performance.
- The percentage of English Language Learners scoring Proficient or Advanced will increase by 5% from 72.1% to 77.1%. In 2011, there were 150/208 students at Proficient or Advanced. So, for 2012, this translates to approximately 160 total students and approximately 10 students who need to increase their performance.
- The percentage of Students with Disabilities scoring Proficient or Advanced will increase by 5% from 46.7% to 51.7%. In, 2011, there were 43/92 students at Proficient or Advanced. So, for 2012, this translates to approximately 48 total students and approximately 5 students who need to increase their performance.

<p><b>Student groups and grade levels to participate in this goal</b></p> <p><i>All students in Sixth, Seventh, and Eighth grades grouped in a variety of ways:</i></p> <ul style="list-style-type: none"> <li>• <i>Grade level</i></li> <li>• <i>Ethnic groups</i></li> <li>• <i>Sub groups (SPED, SED, ELL)</i></li> </ul>	<p><b>Anticipated annual performance growth for each group</b></p> <p><i>Total students by 5% from 79.6% to 84.6%. (approx. 720 students total and approx.. 43 who need to increase performance)</i></p> <p><i>Black/African American students by 5% from 61.1% to 66.1%. (approx. 48 students total and approx. 5 who need to increase performance)</i></p> <p><i>Asian students by 5% from 84.6% to 89.6%. (approx. 240 students total and approx. 14 who need to increase performance)</i></p> <p><i>Hispanic/Latino students by 5% from 65.9% to 70.9%. (approx. 87 total students and approx.. 6 students who need to increase performance)</i></p> <p><i>White students by 5% from 85.3% to 90.3%. (approx. 306 total students and approx.17 students who need to increase performance.)</i></p> <p><i>Socioeconomically Disadvantaged by 5% from 61.1% to 66.1%. (approx. 110 total students and approx. 8 students who need to increase performance.)</i></p> <p><i>English Language Learners by 5% from 72.1% to 77.1%. (approx. 160 total students and approx. 10 students who need to increase their performance.)</i></p> <p><i>Students with Disabilities by 5% from 46.7% to 51.7%. (approx. 48 total students and approx. 5 students who need to increase performance.)</i></p>
<p><b>Means of evaluating progress toward this goal</b></p> <ul style="list-style-type: none"> <li>• <i>We recognize that at this point, we have very limited methods at evaluating progress in the interim period. We have no periodic benchmark exams that all students take in English Language Arts that directly correlate to the test formats of the STAR Exams. This may become an action step we take this year in pursuit of our long-term goals.</i></li> <li>• <i>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.</i></li> </ul>	<p><b>Group data to be collected to measure academic gains</b></p> <p><i>We will analyze data from the School Accountability Report Card 2011 and compare it to the School Accountability Report Card 2012. We will identify the following statistics:</i></p> <ul style="list-style-type: none"> <li>• <i>% of students scoring Proficient or Advanced in all subgroups in 2011.</i></li> <li>• <i>% of students scoring Proficient or Advanced in all subgroups in 2012.</i></li> </ul> <p><i>We will analyze data from our internal Data Director systems in the following areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Overall Lexile Scores</i></li> <li>• <i>Performance bands</i></li> <li>• <i>Cluster Scores (Word Analysis, Reading Comprehension, Literary Responses &amp; Analysis, Written Conventions, and Writing Strategies)</i></li> </ul>

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.	August 31 <sup>st</sup> , 2012				Class lists of all current students, lists of students newly enrolled to AUD. Reports of CST and CELDT Scores from 2012 exams. Lists of students identified for additional support.	1, 2, 3
2. We will begin the process of re-designing and adopting a Reading English Language Arts program. The re-design and adoption will include strategies and curriculum that address the needs of at-risk student performance in E.L.A. (EPC #1)	February 2012 – June, 2013	Substitute release time, curriculum purchases, professional development			Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	1, 2, 3
3. We will begin the process of re-designing and adopting an English-Language Development program. The re-design and adoption will include strategies and curriculum that address the needs of English Language Learners (EPC #1)	January 2012 – June, 2013	Substitute Release Time Curriculum resources Materials & Supplies Professional Development			Meeting Agendas Calendar timelines Summary reports Rating sheets from staff Schedules of pilot programs Student work samples Classroom observations	
4. Grade Level Teams and the English Department will meet at least once per month to discuss common curriculum, common instructional practices, and common assessments. These meetings will include a review of at-risk student performance in E.L.A. (EPC #8)	September, 2011 – June, 2013				Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments	1, 2, 3

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
5. We will provide a daily period of reading instruction for students who are identified as needing extra support. (EPC #1)	2011-13	0.4 FTE Credentialed Teacher Instructional Materials Professional Development Substitute release time	\$20,000 \$5,000	Title One General Fund		1, 2, 3
6. We will provide a daily period of English Language Development instruction for students who are identified as 'Intermediate' and 'Advanced' English Language Learners.	2012-13	0.4 FTE Credentialed Teacher Instructional Materials Professional Development Substitute release time			Reports of student performance levels on the California English Language Development Test. Reports of student performance levels on the STAR Exams. Master Schedule of classes.	
7. We will provide a daily sheltered English, History, Science, & Math, instructional program for 'Beginning' English Language Learners.		0.8 FTE Credentialed Teacher Instructional Materials Professional Development Substitute Release Time 0.4 FTE Classified Instructional Assistant			Reports of student performance levels on the California English Language Development Test. Reports of student performance levels on the STAR Exams. Master Schedule of classes.	
8. We will provide individualized parent-teacher-counselor conferences in November and May to gather information and explore strategies for success.	November, 2011 May, 2012 November, 2012 May 2013	N/A			School schedules, conference schedules, Counselor notes and logs, SST notes	
9. Establish a system of teacher-to-teacher modeling and reciprocal learning relationships for instructional practices.	April, 2012 through June, 2013	Substitute Release Time			Teacher notes, teacher survey feedback	