

**Albany Middle School**  
**S.P.S.A. 2011-2013**  
(updated DRAFT 04-11-2012)

**School Goal Number THREE: English Language Arts**  
***“We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance”***

**Introduction:** This following goal number THREE is designed to address the needs of our most at-risk students. It's important to recognize that under-performing students are most vulnerable to social, emotional, and academic problems in the short and long term. It's also important to recognize that these students have a greater dependence on the school system to foster success because they often have fewer resources in their homes to depend on. For this goal, we will follow cohorts of students and measure their growth from one year to the next.

**Goal Number THREE:** At least 10% of Albany Middle School students in the current year who previously performed at Basic, Below Basic and Far Below Basic will demonstrate increased levels of performance on the STAR Exam.

**Student groups and grade levels to participate in this goal**

*Students grouped in a variety of ways who scored Below Basic or Far Below Basic in 2011.*

*The student groups will include:*

- *Grade levels*
- *Ethnic groups*
- *Other Sub groups (SPED, SED, ELL)*

**Anticipated annual performance growth for each group**

- *10% of all students who scored Basic, Below Basic, and Far Below Basic in 2011 will score at least one performance band higher in 2012.*
- *10% of students in each sub-group (ethnic and other) who scored Basic, Below Basic, and Far Below Basic in 2011 will score at least one performance band higher in 2012.*

**Means of evaluating progress toward this goal**

- *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.*
- *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 from the School Accountability Report Card 2011 and compare it to the School Accountability Report Card 2012. We will identify the following statistics:*

- *% of students scoring Basic, Below Basic, and Far Below Basic in all subgroups in 2011.*
- *% of students scoring Basic, Below Basic, and Far Below Basic in all subgroups in 2012.*

*We will analyze data from our internal Data Director systems in the following areas:*

- *Overall Lexile Scores*
- *Performance bands*
- *Cluster Scores (Word Analysis, Reading Comprehension, Literary Responses & Analysis, Written Conventions, and Writing Strategies)*

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	