

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

School Goal Number FOUR: Math
“All Students will demonstrate growth”

Introduction: The following goal number FOUR 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 FOUR: Albany Middle School students will demonstrate growth toward achieving grade-level proficiency in Math 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 Math. 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.	August 31 st , 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 provide a standards-based Math curriculum at each grade level. (EPC #1)	Ongoing	Textbooks, Supplemental Materials, Computers and other technology, Supplies			Lesson Plans, Classroom Observations, Department Meeting notes, Student achievement data	1, 2, 3
3. We will provide a tracked Math program in 7 th and 8 th grades that includes intervention, pre-Algebra, two levels of Algebra, and Honors Geometry.	January 2012 – June, 2013	General Education staff credentialed in Math instruction. Curriculum materials and supplies. Professional development Substitute Release Time			Class lists of all current students. Reports of student performance on benchmark assessments and STAR exams. Reports of student performance on grades. Master Schedule	
4. We will revisit the work done in 2010/11 focusing on the identification of essential standards for instruction and design common 'benchmark' assessments. (EPC #1)	September-December, 2012	Curriculum materials and supplies. Professional development Substitute Release Time			Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	1, 2, 3
5. We will review the new national common Core standards for MATH and look for a vertical alignment of standards. (EPC #1)	August-September 2012	Substitute release time, Materials & Supplies, Professional Development			Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	1, 2, 3
6. Grade Level Teams and the Math 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	

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
7. Some Teachers will pilot the use of Khan Academy online software as an instructional resource.	2011 - 2013	Desktop and Laptop Computers, Internet access, instructional software programs, training and professional development, library hours			STAR Assessment data from 2011-12 students who used Khan Academy. Local assessment results.	
8. Teachers will communicate regularly with parents and students through the use of the Aeries online system.	2011 – 2013	Computers, Internet access, training and professional development			Samples of student profiles, messages to parents, and on-line resources in the Aeries program.	