

**Spencer School District
District Professional Development Plan
2009-2010 School Year**

District Long-Range Goals:

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

Goal 2: All K-12 students will achieve at high levels in math, prepared for success beyond high school.

Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

Goal 4: All students will use technology in developing proficiency in reading, mathematics, and science.

Goal 5: All students will feel safe at and connected to school.

District 2009-2010 Student Achievement Goals:

- **Reading:** By Spring 2010, at least 55% of students in grades 3-10 will meet or exceed the national average growth target for each grade as measured by a comparison of fall 2009 data to spring 2010 scores on the reading comprehension portion of the Measures of Academic Performance Test (MAP).
- **Math:** Increase the percent of proficient students on the math portion of the ITED test in grades 9-11 during 2009-2010 school year as compared to math test scores from the previous year, including subgroups.
- **Science:** Increase the percent of proficient students in grades 5-8 on the science portion of the ITBS/ITED during 2009-2010 school year as compared to science test performance from the previous year.

Building 2009-10 Student Achievement Goals:

- **Elementary:** 76% of students will be proficient on the spring Basic Reading Inventory's fluency and comprehension assessment components.
- **Middle School:** By spring 2010, 56% of middle school students will improve their reading MAP score by 3 points when comparing fall 2009 to spring 2010 RIT score.
- **High School:** By spring of 2010, 60% of the students in each grade 9, 10 and 11 will make typical growth or better on the reading portion of the Measures of Academic Performance (MAP) as indicated by RIT score.

District 2009-2010 Affective Goal:

- All students will feel safe at and connected to school.

Building 2009-2010 Affective Goals:

- Increase community and parent involvement in our elementary schools
- 95% of middle school students will participate and complete at least one co- or extra-curricular activity.
- Decrease building tardies from spring 2009 data to spring of 2010 data.

Professional Development Targets for 2009-2010:

K-12: Improve proficiency in reading comprehension through embedded strategies across content areas

District/building data that supports academic priorities:

- Scores on the ITBS/ITED indicate that a significant percent of students are still not proficient in reading comprehension.
- Reading and Math scores on the ITBS indicate that the district is not making adequate yearly progress (AYP) with low SES and/or IEP students in grades 3-5, and is not making adequate yearly progress (AYP) with and IEP students in grades 7-8.

Data that supports affective priorities:

- Evidence shows that community and parent involvement helps students feel more connected to school and achieve at higher levels
- Fewer than 95% of middle school students participated and completed at least one co- or extra-curricular activity during 2008-09
- JMC data indicates a significant number of high school students have had tardies in the spring of 2009

Professional Development Content for 2009-10:

PK-6: Embedding Literacy strategies into science and social studies content units

7-12 Authentic Intellectual Work (AIW)

Research Base:

Our administrative team, literacy teams, and District Leadership Team work closely with our AEA school improvement and reading consultants to identify scientifically based research to improve student achievement. All district initiatives are evidence-based and aligned with the State-wide Reading Team (SWRT), Adolescent Literacy, and AIW researchers.

Design for 2009-2010:

- Common training on 5 full-day inservices and 11 half-day inservices for learning opportunities
- Monthly meetings of elementary literacy teams and secondary AIW teams
- Two times/month meetings of learning teams
- Quarterly meetings of district leadership team

Participation:

All K-12 teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, Gifted/Talented, Career/Technical Education. Principals and Central Office staff also will be actively involved.