

# **Spencer Community Schools**

## **Annual Report**

### **2010-2011**

#### **District Mission Statement**

All students will develop maximum knowledge and skills to become lifelong learners and responsible citizens.

#### **Vision Statement**

The Spencer School District is a cornerstone of the community. Working together, the entire community provides a dynamic, child-centered education where students feel included, respected, and valued. Students are challenged to think independently, inquire creatively, and advance intellectually. Students develop the character and confidence to make a difference in a changing world.

#### **District Motto**

Learning Today.....Leading Tomorrow

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## Student Achievement Goals

Spencer Community Schools' student achievement goals are approved by the Spencer School Board of Education. The goals are developed by Building Leadership Teams based on current data, finalized by the District Leadership Team, and presented to the Board of Education by the School Improvement Advisory Committee.

### District Long-Range Goals

<b>Goal 1:</b> All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
<b>Goal 2:</b> All K-12 students will achieve at high levels in math, prepared for success beyond high school.
<b>Goal 3:</b> All K-12 students will achieve at high levels in science, prepared for success beyond high school.
<b>Goal 4:</b> All students will use technology in developing proficiency in reading, mathematics, and science.
<b>Goal 5:</b> All students will feel safe at and connected to school.

### 2010-2011 Annual Improvement Goals

#### District Student Achievement Goals 2010-11

	Goal	Results	Was our goal met?
<b>Reading</b>	Increase the percent of students in 5 <sup>th</sup> grade performing at proficiency levels in reading on ITBS.	Data indicates that 83.1% of 5 <sup>th</sup> graders performed at proficiency levels in reading compared to 66.7% proficient in 2009-2010	Yes, our goal was met.
<b>Math</b>	Increase the percent of students in 8 <sup>th</sup> grade performing at proficiency levels in math on ITBS.	ITBS Math Total/ITED Concepts & Problem Solving test results show 80.92% proficient in 2010-2011 compared with 80.26% proficient the previous year.	Yes, our goal was met.
<b>Science</b>	Increase the percent of students in grades 9-11 in performing at proficiency levels in science on ITEDs.	In grades 9, 10, and 11 data shows an increase in the number of students proficient on the science portion of the ITED test, as compared to the previous year with a cumulative gain of nearly 4%.	Yes, our goal was met.

#### Building Student Achievement Goals 2010-11

	Goal	Results	Was our goal met?
<b>Elementary</b>	On 2011 ITBS reading test of comprehension, all cohorts will increase the percent of students proficient.	Test results show gains in each cohort. 4 <sup>th</sup> grade gained 19.7%, 5 <sup>th</sup> grade by 1.2%, and 6 <sup>th</sup> grade by 7.3%.	Yes, our goal was met.
<b>Middle School</b>	By spring 2011, 60% of middle school students will improve their reading MAP score by 3 points when comparing fall 2010 to spring 2011 RIT score.	MAP reports show that 58.9% of students showed growth and improved their reading scores when comparing Fall 2010 to spring 2011.	No, we did not meet our goal.
<b>High School</b>	100% of 11 <sup>th</sup> graders will show growth in ITBS Reading scores from spring to spring, excluding those students already above proficiency.	In 2009-2010 27.3% of 10 <sup>th</sup> graders were non-proficient in reading. Of those students, 77.8% improved their score.	No, we did not meet our goal. However, 80% of juniors were proficient this year compared with 72.7% as 10 <sup>th</sup> graders last year.

**Spencer School District  
Student Achievement Goals  
and  
District Professional Development Plan  
2010-2011 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 2010-2011 Student Achievement Goals:**

- **Reading:** Increase the percent of students in 5<sup>th</sup> grade performing at proficiency levels in reading on ITBS/ITEDs.
- **Math:** Increase the percent of students in 8<sup>th</sup> grade performing at proficiency levels in math on ITBS/ITEDs.
- **Science:** Increase the percent of students in grades 9-11 grade in performing at proficiency levels in science on ITBS/ITEDs.

**Building 2010-11 Student Achievement Goals:**

- **Elementary:** On the 2011 ITBS reading test of comprehension, all cohorts will increase the percent of students proficient.
- **Middle School:** By spring 2011, 60% of middle school students will improve their reading MAP score by 3 points when comparing fall 2010 to spring 2011 RIT score.
- **High School:** 100% of 11th grade students will show growth in ITBS Reading scores from spring to spring, excluding those students already scoring above proficiency.

**Data that supports academic priorities:**

- Student achievement, on ITBS/ITED and MAP tests, indicates lower than expected levels of achievement on the reading portion of the tests at all levels.

**District 2010-2011 Affective Goal:**

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

**Building 2010-2011 Affective Goals:**

- Elementary: Decrease the amount of inappropriate playground and hallway behaviors in our schools.
- Middle School: 95% of middle school students will participate and complete at least one co- or extra-curricular activity.
- High School: The positive perception by 11th grade students of bullying and teacher involvement to stop bullying will increase to 80% as measured by the IYS.
- 

**Data that supports affective priorities:**

- Elementary: office referrals for inappropriate playground and hallway behavior in elementary buildings
- Middle School: activity participation data that is less than 95%
- High School: Iowa Youth Survey data regarding student perception of teacher involvement in stopping bullying behavior

**Professional Development Targets for 2010-2011:**

- **K-12:** Improve the quality of instruction by embedding the Characteristics of Effective Instruction as part of professional practice

**Professional Development Content for 2010-11:**

- PK-6: Cognitively Guided Instruction
- 7-12 Authentic Intellectual Work (AIW)
- PK-12: Embedding Characteristics of Effective Instruction from Iowa Core, Outcome 6, into PD content focus areas

**Research Base:**

All district initiatives are evidence-based and aligned with the NCTM for CGI, State-wide Reading Team and Adolescent Literacy Initiatives from SWRT, and AIW researchers. Our Administrative Team, Literacy Teams, and District Leadership Team, in collaboration with our AEA school improvement consultant, have identified scientifically based research practices to improve student achievement.

**Design for 2010-2011:**

- Common training on 5 full-days and 7 half-days for professional learning opportunities
- Monthly meetings of grade-level/learning teams engaged in the study of Characteristics of Effective Instruction embedded in PD content
- 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, and Career/Technical Education. Principals and Central Office staff also will be actively involved.

**Standardized Testing:** The Iowa Tests of Basic Skills (ITBS) are required to be given to all students in grades 3-8, and the Iowa Tests of Educational Development are given to all students in grade 11. These standardized tests are used to compare students' levels of proficiency at the local, state, and national levels. Students scoring at the 41st percentile or better on the ITBS and ITED (intermediate or high levels) are considered proficient by Iowa standards. Students are tested in the areas of reading, math, and science

**2010-2011 ITBS/ITED APR Data – Reading**  
**FAY – Full Academic Year report data**

**GRADE 3**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	68	76.1	74	66.1	83.3
Male	65.1	82.5	81.6	73.5	84
Female	71.9	70.3	70.8	59.7	82.8
Low SES	50	63.4	71.4	59.3	78.7
IEP	34.4	52.4	53.3	45.9	55.6

**GRADE 4**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	80	75.6	80	81.5	85.7
Male	81.7	73.9	83.6	83.3	87.6
Female	79.6	77.8	83.6	80.2	82.3
Low SES	66	56.5	70.8	68.8	82.4
IEP	46.7	48.5	61.5	70.6	57.2

**GRADE 5**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	83.1	72.9	73.2	66.6	83.1
Male	80.9	67.9	77.1	66	87.3
Female	85.3	78.4	67.8	67.2	80.6
Low SES	78.8	60.6	60	52.8	73.1
IEP	60	56.4	40	40	50

**GRADE 6**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	69.7	63.0	65.1	67.5	77.3
Male	66.7	60.0	67.3	70.8	79
Female	73.8	65.7	62.8	62.5	69.4
Low SES	47.1	56.8	53.8	48.2	56.3
IEP	21.7	29.4	5.6	37	46.1

**Reading Data 2010-2011**

**GRADE 7**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	69.6	68.8	76.7	78.6	78.7
Male	57.5	64.5	78.8	74.7	76.8
Female	80.4	74.3	74.7	84.1	79.7
Low SES	51.8	40.0	71.2	59.5	65.5
IEP	22.2	20.0	25.0	27.3	30.4

**GRADE 8**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	76.5	72.0	78.6	77	80.9
Male	75.9	61.8	78.0	81.9	82.1
Female	77.1	81.8	79.2	72.6	80
Low SES	52.9	50.8	50.0	70	64.1
IEP	27.8	12.5	10.0	25	30

**GRADE 9**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	65.3	67.6	73.0	61	69
Male	54.6	61.3	67.9	57	67
Female	77.2	75.0	77.4	84	72
Low SES	60.0	51.9	64.2	34	72
IEP	10.0	25.0	34.8	7	74

**GRADE 10**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	68.6	68.7	70.7	73	68
Male	64.0	61.6	68.3	84	57
Female	73.3	76.6	81.8	81	82
Low SES	57.6	63.9	60.0	57	76
IEP	11.1	63.0	42.9	29	6

**GRADE 11**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	78.7	79.6	83.7	80	78.1
Male	81.4	77.8	78.2	75.7	65.3
Female	75.6	81.5	89.3	84.7	89.2
Low SES	66.7	77.8	72.7	69.2	73.2
IEP	12.5	22.2	30.8	53.9	41.2

**Math data 2010-11**

**GRADE 3**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	71.4	72.2	76.6	71	74.9
Male	72.3	74.7	75.0	82.9	76
Female	70.3	70.4	76.0	60.8	74.1
Low SES	50.0	61.5	65.3	60.9	57.4
IEP	37.5	52.4	46.7	38.1	33.4

**GRADE 4**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	79.8	77.3	77.5	78	78.3
Male	83.3	74.6	82.0	79.3	83
Female	75.9	80.7	73.5	77.5	75.1
Low SES	70.2	60.6	66.7	70.9	71.4
IEP	66.7	48.5	38.5	47	46.3

**GRADE 5**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	77.9	72.6	76.8	74	84.5
Male	80.9	78.2	75.9	75	85.2
Female	75.0	66.7	78.0	73.1	84.2
Low SES	75.0	62.1	61.7	58.5	74.5
IEP	40.0	62.6	26.7	58.4	47.1

**GRADE 6**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	71.0	82.2	73.8	73.2	77.3
Male	66.7	85.7	80.8	73.4	84.2
Female	77.0	78.9	66.7	73.2	70.9
Low SES	49.0	77.7	59.0	57.4	62.6
IEP	21.7	53.0	66.7	25.9	30.7

**GRADE 7**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	83.2	74.4	81.3	80.9	78.7
Male	78.2	66.7	84.7	81.2	79.1
Female	87.6	84.4	77.9	80.6	78.2
Low SES	66.1	42.5	70.7	71.8	61.8
IEP	40.7	15.0	55.0	27.3	30.4

**Math data 2010-11**

**GRADE 8**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	77.8	72.0	77.3	80.3	80.9
Male	78.3	63.9	74.7	87.1	81.6
Female	77.1	79.7	80.3	73.9	79.9
Low SES	64.7	55.3	42.9	70	67.5
IEP	33.3	29.2	25.0	50	44.4

**GRADE 9**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	79.0	81.8	77.2	80.6	81
Male	75.0	78.8	67.1	76.7	85
Female	83.5	85.3	86	85.7	77
Low SES	75.6	70.4	50	55.9	72
IEP	30.0	43.8	25	28.5	44

**GRADE 10**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	83.1	74.4	72.4	77.2	75
Male	84.2	77.8	67.4	79.5	67
Female	81.8	70.9	77.9	74.6	85
Low SES	68.8	58.8	69.4	63.6	51
IEP	30.4	26.3	18.8	41.7	19

**GRADE 11**

	2006-07	2007-08	2008-09	2009-10	2010-11
All Students	85.4	84.8	82.9	83	78.1
Male	84.9	84.5	79.2	85.7	77.9
Female	85.9	85.1	86.7	80	78.3
Low SES	71.4	77.7	63.6	73.1	58.5
IEP	37.5	50.0	53.9	53.9	29.4



Science data 2010-2011

GRADE 4

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	84.2	76.3	80.62	85.8	86.6	
Male	86.7	78.9	86.88	91.7	91.7	
Female	81.5	73.0	75	81.7	82.8	
Low SES	76.6	66.1	66.67	77.1	84.3	
IEP	80.0	57.7	64	76.5	71.5	

GRADE 5

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	79.4	75.5	72.53	79.1	87.8	
Male	80.9	72.8	72.29	85.8	89.4	
Female	77.9	78.4	72.88	73.4	87.1	
Low SES	73.1	62.1	61.67	69.8	78.9	
IEP	46.7	68.8	43.33	64	61.1	

GRADE 6

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	71.0	73.1	70	76.2	71.4	
Male	70.2	79.6	75.51	79.7	78.9	
Female	72.1	67.1	64.7	71.5	64.5	
Low SES	43.1	61.5	60.52	61.1	52.2	
IEP	34.8	50.1	53.34	37	34.6	

GRADE 7

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	83.7	84.4	88.76	89.4	88.2	
Male	77.0	82.2	90.37	88.3	88.1	
Female	89.7	87.1	87.21	90.4	88.3	
Low SES	73.2	62.5	85.97	82.1	74.6	
IEP	48.1	50.0	64.71	90.9	60.8	

GRADE 8

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	92.2	81.3	92.55	84.7	87.9	
Male	91.6	71.9	91.96	85.7	90.3	
Female	92.9	90.4	93.24	83.9	85	
Low SES	88.2	69.1	83.33	78	76.3	
IEP	77.8	58.3	63.16	66.6	40	



Science data 2010-2011

GRADE 9

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	82.0	82.4	82.7	82.7	91	
Male	76.1	77.5	73.7	79.3	92	
Female	88.6	88.2	90.7	87.3	90	
Low SES	73.3	63.0	66.7	58.8	90	
IEP	35.0	75.0	45	35.7	56	

GRADE 10

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	85.8	79.8	89	85.5	86	
Male	86.7	74.4	84.9	79.2	80	
Female	84.9	85.7	93.7	92	94	
Low SES	73.5	75.0	86.4	74.4	66	
IEP	68.4	50.0	58.3	57.1	56	

GRADE 11

	2006-07	2007-08	2008-09	2009-10	2010-11	
All Students	88.4	89.6	89.54	92.5	87.8	
Male	88.4	84.4	88.47	88.4	79.2	
Female	88.5	95.0	90.67	96.9	95.2	
Low SES	81.0	85.2	78.79	92.2	85.3	
IEP	56.3	55.6	61.54	84.6	58.9	



**Measures of Academic Progress  
(MAP Testing)**

The Iowa Department of Education requires all districts in Iowa to administer district-wide assessments in reading, math and science that align with the district curriculum. For this second assessment requirement, Spencer Community Schools uses the Measures of Academic Progress (MAP). It is used for reporting purposes as well as a progress monitoring tool for teachers to make instructional decisions.

MAP reports have proven to be an understandable and clear way for parents to see the progress of their child. Achievement is measured from fall to spring of the year so growth can easily be measured. Parents receive a report each fall and spring on their child’s progress. Parents are encouraged to contact their child’s teacher or the principal if there are questions or concerns about the reports.

The following graphs show the proficiency levels for each grade over time, and include the 201-2011 school year, in the areas of reading, math and science.

**MAP Testing Data – Reading** (Non-proficient growth group not included in data)

	Spring 08	Spring 09	Spring 10	Spring 2011
3 <sup>rd</sup>	NA	76	75.5	92.5
4 <sup>th</sup>	57	87.2	90.4	88
5 <sup>th</sup>	68	71.5	72.6	76
6 <sup>th</sup>	62	81.4	80.7	79.3
7 <sup>th</sup>	57	79.5	85.6	82.5
8 <sup>th</sup>	61	73.2	85.9	93.1
9 <sup>th</sup>	69	59.2	81.5	80.1
10 <sup>th</sup>	65	65.8	75.4	80.5
11 <sup>th</sup>	66	64	NA	NA

Trendline data moves across the grid, Cohort data moves down at an angle from one level to the next.

**MAP Testing Data – Math** (Non-proficient growth group not included in data)

	Spring 08	Spring 09	Spring 10	Spring 2011
3 <sup>rd</sup>	NA	76.4	70	73.9
4 <sup>th</sup>	63	79.3	91.5	84.4
5 <sup>th</sup>	59	76.5	78.7	82.6
6 <sup>th</sup>	66	77.9	81.9	88.3
7 <sup>th</sup>	68	78.6	86.2	75.8
8 <sup>th</sup>	74	70.1	82.1	82.8
9 <sup>th</sup>	65	39.8	69.6	75.8
10 <sup>th</sup>	61	29	72.6	79
11 <sup>th</sup>	55	70	NA	NA

Trendline data moves across the grid, Cohort data moves down at an angle from one level to the next.



**MAP data, continued**

**Science Testing Data – General Science** (Non-proficient growth group not included in data)

	Spring 08	Spring 09	Spring 10	Spring 11
3 <sup>rd</sup>	50.4	49	55.4	65
4 <sup>th</sup>	52.1	67	57.8	63
5 <sup>th</sup>	52.3	60	58	61
6 <sup>th</sup>	60.5	76	72.5	64
7 <sup>th</sup>	73.1	84	84.6	78
8 <sup>th</sup>	71.9	84	76.8	81
9 <sup>th</sup>	60.7	78	77.4	78
10 <sup>th</sup>	64.3	73	66.8	80

Trendline data moves across the grid, Cohort data moves down at an angle from one level to the next.

### Basic Reading Inventory (BRI) Proficiency

The BRI assessment is given to students three times during the year to monitor improvements in reading skills, and to give teachers information so they can adjust teaching to better meet student learning needs. Accuracy, fluency, and comprehension are the areas that are assessed in the fall, winter, and spring.

#### Percent of Students Proficient on grade-level passage

##### BRI Spring Comprehension: 2005-2011

	2005	2006	2007	2008	2009	2010	2011
1 <sup>st</sup>	88	92.5	96.2	94.2	99	89.9	95.7
2 <sup>nd</sup>	94.7	88.4	93.4	90.8	94.7	90.9	94.8
3 <sup>rd</sup>	96	97.4	95.2	90.8	97.5	96.5	98.3
4 <sup>th</sup>	97	94.6	96.5	85.1	96.1	94.6	95.9
5 <sup>th</sup>	91	97.8	96.4	95.3	95.1	96.1	99.3
6 <sup>th</sup>	92	94.4	92.3	91.8	96.1	98.6	91.7

##### BRI Spring Fluency 2005-2011

	2005	2006	2007	2008	2009	2010	2011
1 <sup>st</sup>	76	76.7	83.1	82.5	93.3	84.4	90.1
2 <sup>nd</sup>	73	71.9	76.8	80.9	76.3	78.5	85.1
3 <sup>rd</sup>	78	59.8	66	72.9	71.3	66.4	72.3
4 <sup>th</sup>	72	80.9	75.9	74.5	77.7	77.7	78
5 <sup>th</sup>	53	65	81	67.9	65.5	67.5	73.5
6 <sup>th</sup>	65	47.7	57.4	53.7	52.4	59.7	59.4

##### BRI Spring Accuracy 2005-2011

	2005	2006	2007	2008	2009	2010	2011
1 <sup>st</sup>	83	88.4	93.1	90	95.3	89	89.4
2 <sup>nd</sup>	97	94.2	95.9	96.9	93.8	93.3	91
3 <sup>rd</sup>	98	96.6	95.1	97	98.4	97.4	98.3
4 <sup>th</sup>	98	97	97.4	98.7	97.7	99.2	95
5 <sup>th</sup>	93	96.5	98.5	97.2	98.6	100	97.8
6 <sup>th</sup>	97	96.5	97.2	98.6	99	100	97.7

## Preparing Students for the Future – Indicators of Success

### Results for the Class of 2011

**ACT Scores** - A score of 20 or above on the ACT assessment is considered an indicator of post-secondary success. The data below indicates the percent of students who had an ACT score of 20 or higher.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
69.5%	70.25%	71.17%	79.21%	79.90%	77.2%	79.2%

**Pursuing post-secondary training:** the data below indicates the number of students intending to pursue post-secondary education over the past 5 years.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
87.5%	79.10%	80.82%	83.54%	94.3%	93%	93%

**Completion of a Core Program of Study:** A core program of study is defined by the state of Iowa. It is to include four years of English or language Arts, as well as three or more years of science, math, and social studies. Our data indicates that more students are completing a core program of study over time.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
46.30%	53%	46.58%	60.13%	62.67%	62.5%	88%

**Number of Advanced Placement Class enrollment for 2010-11: 46 students**

**Number of Dual Credit Class enrollment for 2010-11: 506 students**

**Post-secondary Class Enrollment for 2009-10: 14 students enrolled in 17 courses**

**Most recent data available provided by Iowa Department of Education:**

**Dropout Rate:** this is when a school-aged student enrolled in grades 7-12 withdraws from school for a reason other than death or transfer to another approved school, or has been expelled with no option to return.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1.10%	1.13%	.85%	1.59%	3.09	4.5	3.2

**Average Daily Attendance by K-12 students:** this is the total number of days of student attendance, divided by the total days of enrollment.

2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
95.88%	96.23%	96.4%	96.04%	95.41	95.16	95.43

**Graduation Rate:** the graduation rate is calculated by dividing the number of graduates in a given year by the estimated number of freshmen four years earlier.

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Spencer	91.1%	94.2%	98.3%	89.94%	87.22%	85.8%	85.71%
State	90.66%	90.78%	90.49%	88.70%	87.21%	87.21%	N/A

**Spencer School District  
Student Achievement Goals  
and  
District Professional Development Plan  
2011-2012 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 2011-2012 Student Achievement Goals:**

- **Reading:** On the Spring 2012 ITBS, there will be an increase in the percent of 7th graders performing at proficiency levels in reading as compared to the same students (cohorts) as 6th graders on the Spring 2011 ITBS.
- **Math:** On the Spring 2012 ITEDs, there will be an increase in the percent of 11th graders performing at proficiency levels in math as compared to the same group of students (cohorts) as 10th graders on the Spring 2011 ITED.
- **Science:** On the Spring 2012 ITEDs, there will be an increase in the percent of students in grades 9-11 performing at proficiency levels in science as compared to the same students (cohorts) in grades 8-10 on the Spring 2011 ITED (Average of grades 9-11: 88.2%).

**Building 2011-12 Student Achievement Goals:**

- **Elementary:** On the 2012 ITBS reading test of comprehension and total math scores, all cohorts of students will increase proficiency.
- **Middle School:** By spring 2012, 60% of middle school students will improve their reading MAP score by 3 points when comparing fall 2011 to spring 2012 RIT score.
- **High School:** 90% of 11<sup>th</sup> grade students will score above proficiency in math, reading, and science on ITEDs.

**Data that supports academic priorities:**

- Student achievement, on ITBS/ITED and MAP tests, indicates lower than expected levels of achievement on the reading portion of the tests at all levels.

**District 2011-12 Affective Goal:**

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

**Building 2011-12 Affective Goals:**

- Elementary: Create more self-regulated students.
- Middle School: 95% of middle school students will participate and complete at least one co- or extra-curricular activity.
- High School: The positive perception by 11th grade students of bullying and teacher involvement to stop bullying will increase to 80% as measured by the IYS.

**Data that supports affective priorities:**

- Elementary: Monitored by noting fewer bus write-ups and discipline referrals.
- Middle School: Activity participation data that is less than 95%
- High School: Iowa Youth Survey data regarding student perception of teacher involvement in stopping bullying behavior

**Professional Development Targets for 2011-12:**

- **K-12:** Improve the quality of instruction by embedding the Characteristics of Effective Instruction as part of professional practice

**Professional Development Content for 2011-12:**

- PK-6: Cognitively Guided Instruction
- 7-12: Authentic Intellectual Work (AIW)
- PK-12: Embedding Characteristics of Effective Instruction from Iowa Core, Outcome 6, into PD content focus areas

**Research Base:**

All district initiatives are evidence-based and aligned with the NCTM for CGI, State-wide Reading Team and Adolescent Literacy Initiatives from SWRT, and AIW researchers. Our Administrative Team, Literacy Teams, and District Leadership Team, in collaboration with our AEA school improvement consultant, have identified scientifically based research practices to improve student achievement.

**Design for 2011-12:**

- Common training on 5 full-days and 7 half-days for professional learning opportunities
- Monthly meetings of grade-level/learning teams engaged in the study of Characteristics of Effective Instruction embedded in PD content
- Quarterly meetings of district leadership team

**Participation:**

All K-12 teachers will be engaged in training, including those responsible for Library/Media, Title I, Special Education, At-Risk, ELL, Gifted/Talented, and Career/Technical Education. Principals and Central Office staff also will be actively involved. Training will prepare employees to work effectively with diverse learners, implementing research-based instructional strategies to promote MCGF approaches.

