

Spring-Ford Area School District:

**District AYP Plan for 2012-13
&
Beyond**

Spring-Ford Area School District
School Board Presentation
November 19, 2012

Dr. David Goodin
Superintendent of Schools

1. District Assessment Data
 - a. 2012 PSSA
2. Spring City Elementary Hybrid Learning School: School Improvement Plan
3. 4Sight Reading Assessments
4. Reading Specialists Team Meetings
5. Elementary Literacy Audit
6. Intermediate (Grades 5 & 6) Common Assessment Work
7. Intermediate (Grades 5 & 6) Target Time
8. SFAHS Academic Supports & Keystone Exam Benchmark Assessments
9. Common Core State Standards (CCSS) Revisions
10. November 20, 2012 (In-Service)

Agenda

2012 PSSA Results

SFASD ELEMENTARY SCHOOLS (READING)

Student Proficiency (DRC/eMetric Levels) on PSSA (2012)

READING	2012
Brooke Elementary School	92.7%
Evans Elementary School	81.4%
Limerick Elementary School	86.1%
Oaks Elementary School	88.9%
Royersford Elementary School	81.3%
Spring City Elementary School	71.1%
Upper Providence Elementary School	88.5%

SFASD SECONDARY SCHOOLS (READING)

Student Proficiency (DRC/eMetric Levels) on PSSA (2012)

READING	2012
5 th /6 th Intermediate School	81.8%
7 th Grade Center	94.9%
8 th Grade Center	95.2%
Senior HS	81.0%

SFASD ELEMENTARY SCHOOLS (MATH)

Student Proficiency (DRC/eMetric Levels) on PSSA (2012)

MATH	2012
Brooke Elementary School	92.1%
Evans Elementary School	89.8%
Limerick Elementary School	93.4%
Oaks Elementary School	94.9%
Royersford Elementary School	90.0%
Spring City Elementary School	77.6%
Upper Providence Elementary School	93.8%

SFASD SECONDARY SCHOOLS (MATH)

Student Proficiency (DRC/eMetric Levels) on PSSA (2012)

MATH	2012
5 th /6 th Intermediate School	88.7%
7 th Grade Center	95.3%
8 th Grade Center	95.2%
Senior HS	81.4%



The District is always striving for **Academic Excellence** & **Continual Growth!**

As we look to the future, our **Mathematics** programs & structures are very strong, and we wish to maintain them.

Our **Language Arts** programs & structures are an area of focus as we progress forward.

Spring City Elementary: School Improvement Plan



In-depth Improvements & Interventions

Computer-Based Software Programs:

- Compass Learning (Language Arts, Math, Science, & Social Studies)
- DreamBox (Math)
- Achieve 3000 (Language Arts – Reading & Writing)

Technology & Program Updates:

- Hybrid Learning Management System (HLMS) – Data Management System
- Interactive computer workstations
- iPads
- Smartboards

School Improvement Plans

- The implementation of the Hybrid Learning Model
- Detailed and expansive Professional Development
- The Spring City Elementary curriculum (Reading and Mathematics) have already been realigned (electronically) via the new Common Core State Standards (CCSS) via the work of Compass Odyssey (our core area content provider) for the Hybrid Learning Model.

School Improvement Plans

- Hybrid Learning Management System (HLMS) – Data Management System
- Via Pennsylvania Hybrid Learning Initiative (PA HLI) Spring City Elementary will be afforded various instructional supports throughout the 2012-13 school year. These supports will include:
 - Weekly visits and full-day (on site) instructional coaching via IU 23 personnel who have been trained in instructional and hybrid learning environment practices via support of Educational Elements Group (CA) and Harrisburg University.
 - Monthly visits and full-day (on site) instructional supports (Employment Stage-Program Management Analyst On-Site Services) via Dellicker Strategies (Educational Consultant/Program Management Analyst) via the visitation structure.

School Improvement Plans

- New technologies (Smartboards & iPads) to assist and enhance the learning environment for the students of Spring City.
- The Administrative Team feels that these steps in conjunction with the diligence of the faculty, staff, and administration will have a positive impact for the students and their achievement in the coming year.

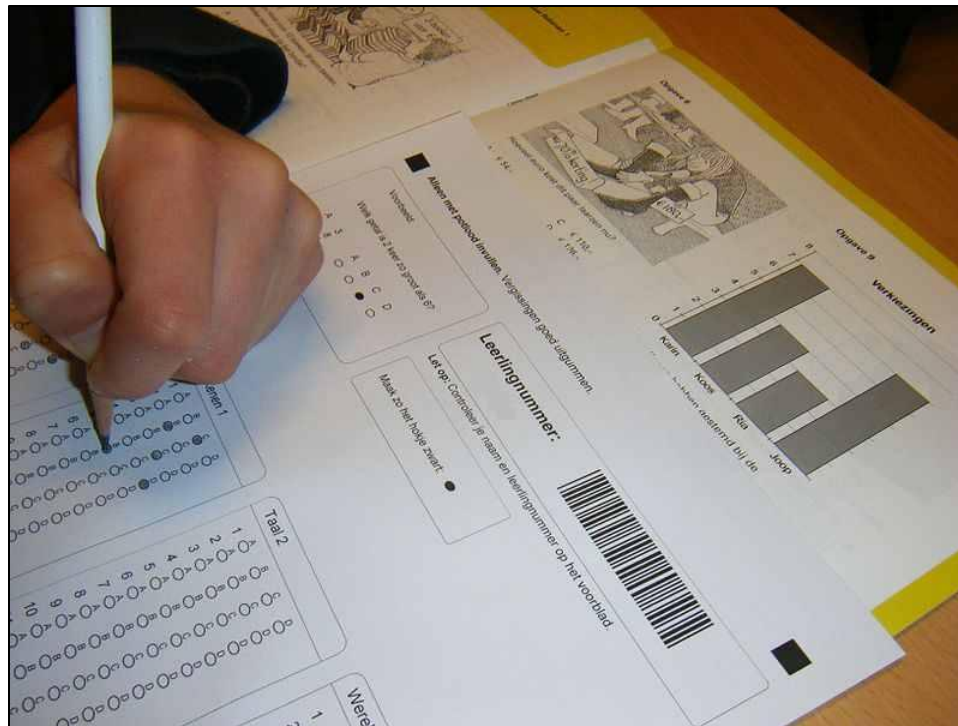
4Sight Reading Assessments

2012-13

Elementary Division

Grade 3

Grade 4



Elementary Reading Specialists Team Meetings

Purpose

To discuss, brainstorm, and evaluate the state of
Reading & Literacy in the
K-4 Program,
as well as create an ongoing Literacy Action Plan



Focus

Consistency

RtII

Resources

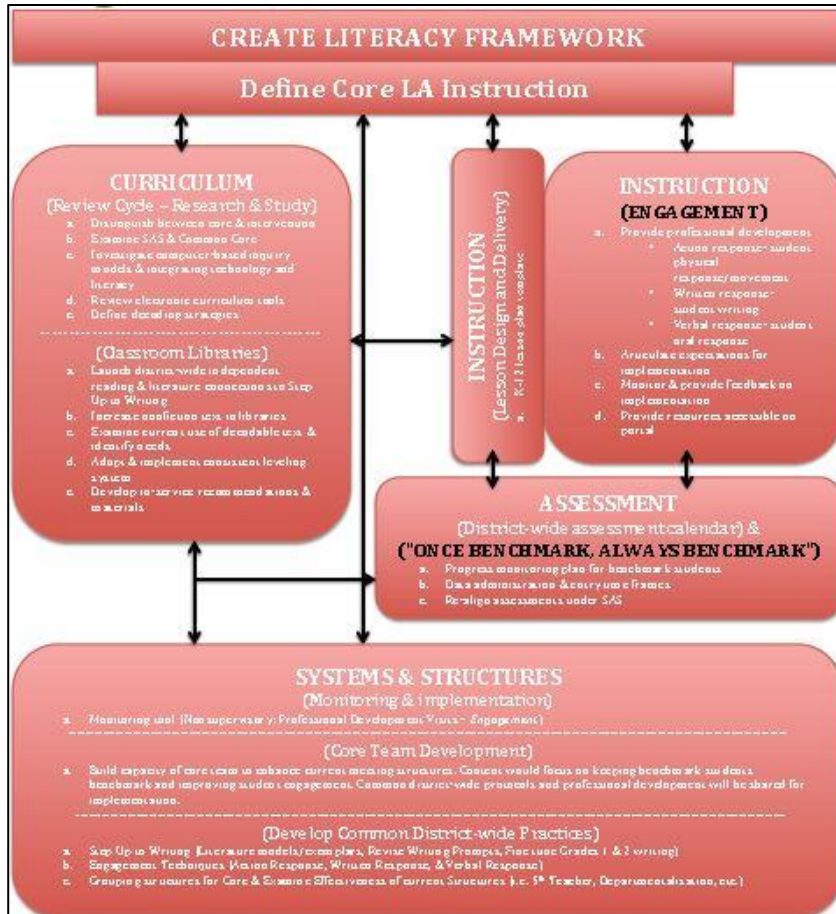
Meetings

Regular Meeting Dates

Elementary Literacy Audit

Steps & Action Plans

SAMPLE:



Walkthroughs &
Data Collection

Data Analysis

Collaborative Work &
Planning

Curriculum, Instruction &
Assessment Focus

Professional Development

Intermediate (Grades 5 & 6) Common Assessment Work



Key Components

Being Developed In All Core Content Areas

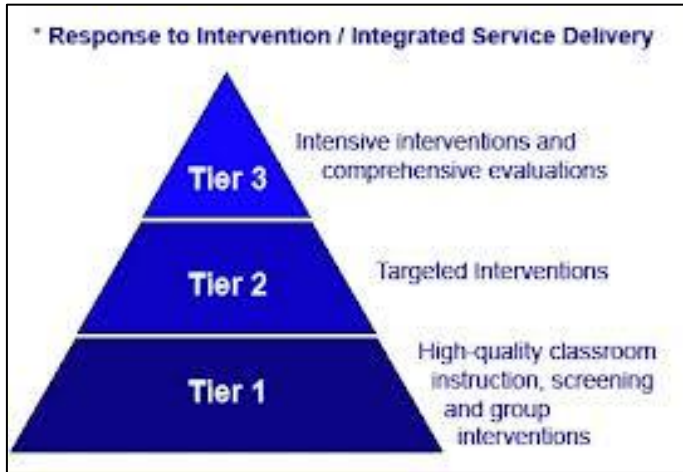
Aligned to Academic Standards

Consistency Across Teams & Grade Levels

Foundation to Standards-Based Grading

Intermediate (Grades 5 & 6)

Target Time



Key Components

Renewed Focus

Adhering to RtI Core Principles

Increased Data Collection & Analysis

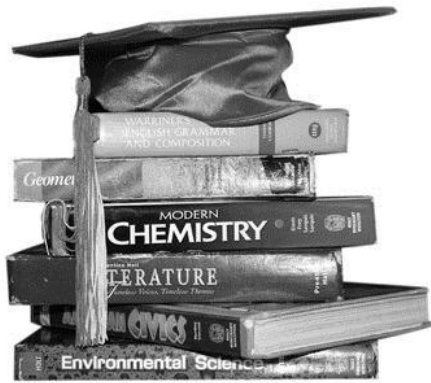
Smaller Group Settings

Targeted Interventions

Focused Instruction on Key Learning Needs

Spring-Ford Area High School

**Academic Supports
&
Keystone Exam Benchmark
Assessments**



Key Components

Building-Wide Literacy Team

RAM Period (focus on Reading & Literacy)

WEBBS Depth of Knowledge (foundation of CCSS)

De-tracking of Courses

Common Assessments across ALL Content Areas

Keystone Benchmark Assessments (for ALL Keystone Exams)

“Bell Ringers, Closure Activities, & Do Knows”

Common Core State Standards (CCSS) Revisions



Curriculum & Content Revisions
(In Collaboration with)

Department Heads

Curriculum & Content Facilitators

November 20, 2012
(In-Service)



*Thank You to Mr. Roche & the Team for all
the time & hard work that went into
planning the In-service!*

More than 60 Instructional Sessions

In all Content Areas

Including:

Assessment & Data,
Instructional Strategies,
Technology,
Reading & Writing,
Just to name a few!





Questions & Answers