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)
2012 PSSA Results
SFASD ELEMENTARY SCHOOLS (READING)
Student Proficiency (DRC/eMetric Levels) on PSSA (2012)

<table>
<thead>
<tr>
<th>School</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Elementary School</td>
<td>92.7%</td>
</tr>
<tr>
<td>Evans Elementary School</td>
<td>81.4%</td>
</tr>
<tr>
<td>Limerick Elementary School</td>
<td>86.1%</td>
</tr>
<tr>
<td>Oaks Elementary School</td>
<td>88.9%</td>
</tr>
<tr>
<td>Royersford Elementary School</td>
<td>81.3%</td>
</tr>
<tr>
<td>Spring City Elementary School</td>
<td>71.1%</td>
</tr>
<tr>
<td>Upper Providence Elementary School</td>
<td>88.5%</td>
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</tbody>
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SFASD SECONDARY SCHOOLS (READING)

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

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>5th/6th Intermediate School</td>
<td>81.8%</td>
</tr>
<tr>
<td>7th Grade Center</td>
<td>94.9%</td>
</tr>
<tr>
<td>8th Grade Center</td>
<td>95.2%</td>
</tr>
<tr>
<td>Senior HS</td>
<td>81.0%</td>
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</tbody>
</table>
SFASD ELEMENTARY SCHOOLS (MATH)
Student Proficiency (DRC/eMetric Levels) on PSSA (2012)

<table>
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<tr>
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<th>2012</th>
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</tr>
<tr>
<td>Royersford Elementary School</td>
<td>90.0%</td>
</tr>
<tr>
<td>Spring City Elementary School</td>
<td>77.6%</td>
</tr>
<tr>
<td>Upper Providence Elementary School</td>
<td>93.8%</td>
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<tr>
<td></td>
<td>2012</td>
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<tr>
<td>----------------</td>
<td>--------</td>
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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
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
SAMPLE:

CREATE LITERACY FRAMEWORK

Define Core LA Instruction

CURRICULUM (Review Cycle – Research & Study)
- Develop comprehensive curriculum & instruction
- Enhance ESL & English Learners
- Formative assessment linked to reading, writing & listening in schools
- Develop literacy curriculum units

C (Classroom Libraries)
- Support development of children’s reading & literature awareness & engagement
- Develop curriculum units
- Use of devices & devices for technology & literacy
- Develop instructional units & materials

INSTRUCTION (Engagement)
- Develop comprehensive & balanced instruction
  - Direct instruction: individual work
  - Small group instruction
  - Whole class instruction
  - Peer review & self-assessment
  - Use of technology & digital tools

ASSESSMENT
- District-wide assessment and data analysis
- (“ONCE BENCHMARK, ALWAYS BENCHMARK”)
  - Progress monitoring plan for benchmark/benchmark
  - Data analysis plan (use of data)
  - Data analysis plan (use of data)
  - Provide resources to teachers on benchmark

SYSTEMS & STRUCTURES (Monitoring & Implementation)
- Develop Action Plan & Action Plan
- Establish School-Wide Systems for School-Wide Systems
- Develop School-Wide Systems for School-Wide Systems
- Develop School-Wide Systems for School-Wide Systems

(Continue Development)
- Develop Change Management & Change Management
- Develop Change Management & Change Management
- Develop Change Management & Change Management
- Develop Change Management & Change Management

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 RtII 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