

# SPRING-FORD IS MAKING EVERY DAY COUNT!



Dr. David Goodin  
Spring-Ford Area School District  
2014-2015 Year In Review







## THE PATH TO STATE AND NATIONAL RECOGNITION

**THE GOAL:** Increase recognition by identifying specific state/national ranking matrixes and the data points used to qualify for these rankings.

**PATH TOWARDS ACHIEVEMENT:** With the assistance of the Spring-Ford Area High School Principal, Dr. Patrick Nugent, I compiled a list of state and national rankings along with the data points used to qualify the school district for consideration. I am proud to report that in the 2014-2015 school year the Spring-Ford Area High School was nationally recognized in:

- Newsweek's Top High School List
- The Washington Post's Most Challenging High School List
- AP District Honor Roll List

At the elementary level, Spring City Elementary Hybrid Learning School continued to lead the way in hybrid learning across the nation. Spring City's success was featured in a number of publications including the Philadelphia Inquirer, the Christensen Institute and the Lexington Institute.

In addition to our academic recognition, dozens of school programs and individual students were recognized for their contribution to the arts, sciences and community service.

**LOOKING AHEAD:** While our recognition in 2014-2015 was substantial, I will continue to aim for national recognition for our elementary and secondary schools. It is my hope that Spring-Ford will be known as an educationally relevant district, focused on student achievement and growth. And, of course, will be known as the district that every parent chooses as their child's educational provider.



## SUPPORTING AND EXPANDING THE SPRING-FORD STEM PROGRAM

**THE GOAL:** To create a comprehensive K-12 STEM program that prepares students for the demands of STEM careers; with the understanding that all subjects and disciplines play a role in preparing students to be critical, creative problem solvers.

**PATH TOWARDS ACHIEVEMENT:** Earlier this year, I worked with the Assistant Director of Curriculum and Instruction, Kimberly Bast, to conduct a review of STEM offerings and explored options to expand STEM opportunities. Based on our findings, we determined that a Spring-Ford STEM program could include:

- K-4 inquiry based science/technology curriculum with an emphasis on PA Core Math Practice Standards.
- A 5-8 Vertical Progression of math, science and technology content to support student growth and achievement, and provide opportunities for students to participate in STEM clubs.
- 9-12 course offerings to support success in STEM, and would also allow students to:
  - Explore STEM careers, partner with and learn from local community members and businesses, and participate in dual-enrollment in college level STEM courses.

In addition, we saw a greater interest in the Project Lead the Way (PLTW) Program as nearly 130 students enrolled in one course. The PLTW Program is a nationally recognized curriculum focusing on engineering, science, math and technology to solve complex, open-ended problems in a real-world context. Students focused on the process of defining and solving a problem, not on getting the "right" answer. They learned how to apply STEM knowledge, skills and habits of mind to make the world a better place through innovation.

**LOOKING AHEAD:** In 2015-2016, Spring-Ford will continue to offer professional learning opportunities to teachers to encourage more "doing" of science, more inquiry-based activities and experiences at all grade levels.

We will also create and expand information available to parents and students regarding STEM career opportunities, and will work with the high school to include information in the 2015-2016 Course Selection Guide.





## CONTINUING EDUCATION OF GRADUATES

**THE GOAL:** Use the annual Senior Survey results to evaluate where our graduates applied for further education, the college(s) and/or vocational institutes students are attending, the reasons for their decision and the degree of support provided by the Future Planning Center (FPC) and Guidance Department.

**PATH TOWARDS SUCCESS:** For the second year, I partnered with K12 *Insight* to conduct the Senior Survey. Seniors were asked to reflect on their high school experience with regards to career/college planning. I'm pleased to report that 76% of the class of 2014 participated in the survey, far exceeding the 43% participation rate of the previous year.

Overall, we found that students pushed themselves further than previous years when considering post-graduation plans by utilizing the FPC. From the Class of 2014:

- 86% attended a four-year college, this is a 13% increase from the Class of 2013;
- 7% attended a two-year college; and
- the remaining 7% entered the work force, served in the military or attended a trade school.

**LOOKING FORWARD:** According to their surveys, students and parents alike indicated a need to start the college planning process earlier, and requested more financial aid and SAT/ACT information. I plan to work with the College Career Coordinators and communications team to ensure this information is readily available at an earlier age. Once complete, I look forward to reviewing and sharing the 2015 Senior Survey results.



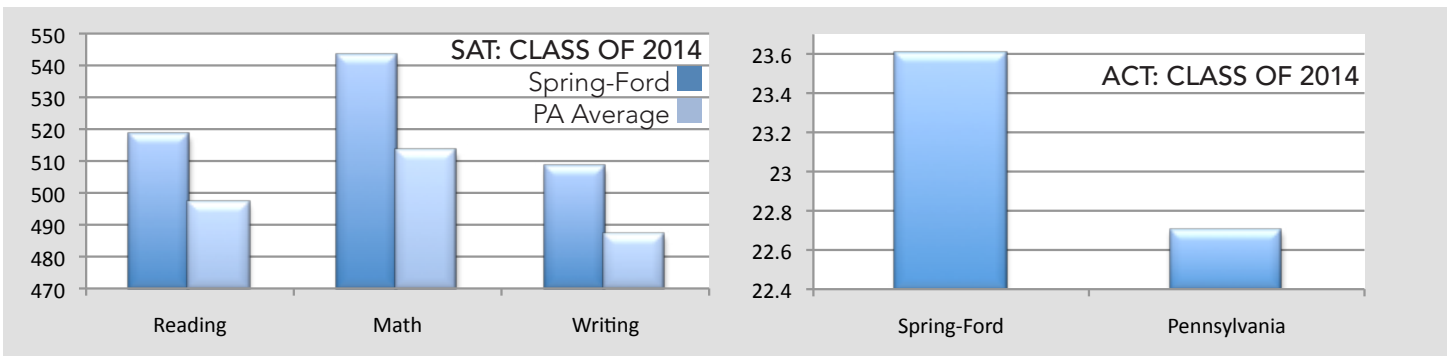
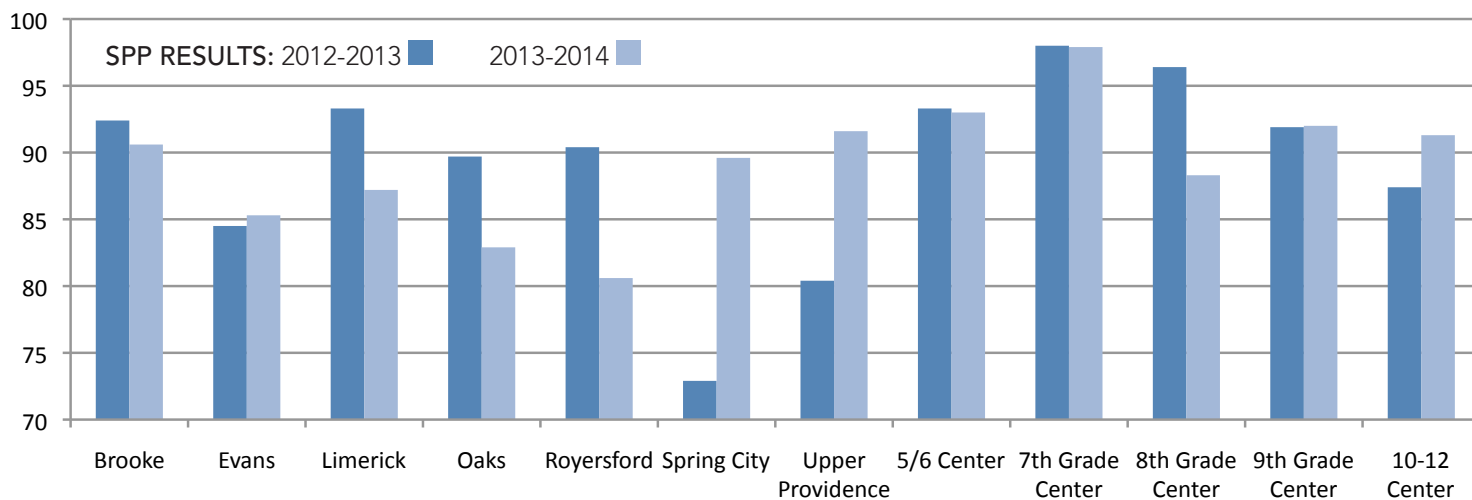




## STUDENT ACHIEVEMENT

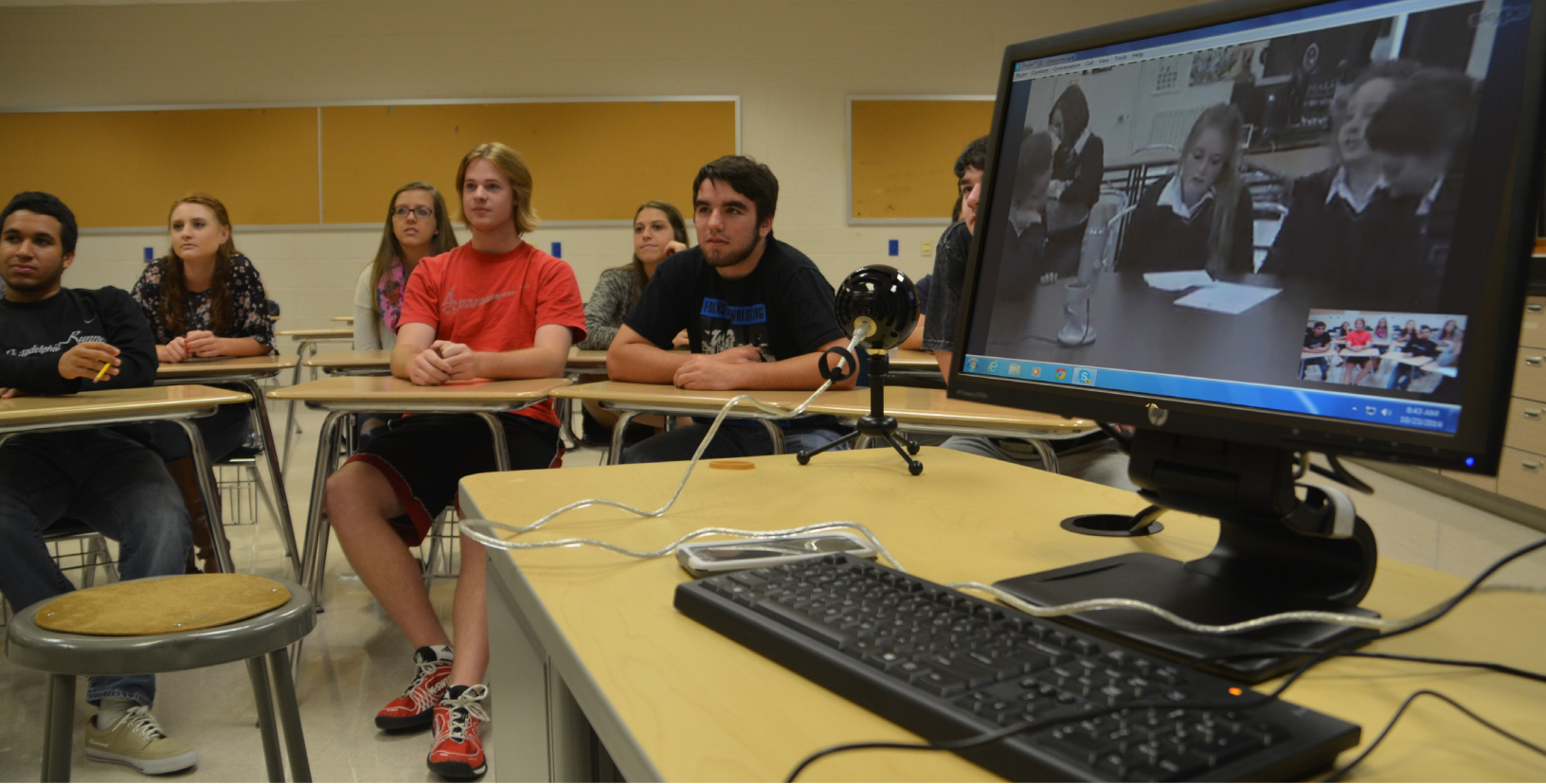
**THE GOAL:** Use data from the School Performance Profile (SPP) to identify areas of need and/or of growth.

**PATH TOWARDS SUCCESS:** I compared year-to-year results from the PSSA exam, Keystone exam, AP exam and SAT/ACT exam, and reviewed these results with building level administration and Curriculum Department to address areas of concern and areas that show growth. Together we identified areas in need of improvement.



**LOOKING FORWARD:** Based on ongoing research, I plan to work with the building level and district office administration to implement new educational strategies for those schools, classes and students in need of additional support, allowing each student to learn at their fullest potential.





## IMPLEMENTATION AND USE OF TECHNOLOGY

**THE GOAL:** Implement a One-to-One Technology Program at the high school level and increase the use of current instructional technology such as SMART Boards and iPads.

**PATH TOWARDS SUCCESS:** In early 2015, we piloted the Modernized Learning Program, a one-to-one model, at the high school level. The program included a select group of teachers whose students were provided a laptop or tablet to use in conjunction with the classroom lesson.

Throughout the year, the district level administrative team visited each school to evaluate the use of technology in classrooms. Based on that data, we provided staff with additional technology driven professional development opportunities, encouraging staff to use technology tools to enhance their teaching strategies.

**LOOKING FORWARD:** Continuing to use the results from our classroom visits, I will work with building level administrators to ensure our teachers are empowered to meet individual student needs by using highly effective teaching strategies with the integration of technology.



## DISTRICT-WIDE COMPREHENSIVE PLAN

**THE GOAL:** Work with administrators to complete teacher induction, student services, gifted and professional development portion of the Comprehensive Plan.

**PATH TOWARDS SUCCESS:** The Comprehensive Plan, which was required by the Pennsylvania Department of Education, assisted with overall school planning. The planning process ensured our district stakeholders were working towards a common goal by facilitating communications and collaboration.

I constructed a planning committee of more than 50 members including students, parents, teachers, counselors, administrators, board members, community representatives, business owners and more. Working with this committee, we identified the following Core Foundations for Spring-Ford Area School District:

- Curriculum
- Educational Standards
- Instructional Strategies
- Assessments
- Safe and Supportive Schools
- Materials and Resources
- Professional Education
- Special Education

The committee also identified three major goals for the district. They were:

- Establish a direct system that fully ensures students who are academically at-risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures high quality curricular assets aligned with state standards and is fully accessible to teachers and students.
- Establish a system that fully ensures the district's resources effectively address instructional priorities, are aligned with the district's vision/mission and fully ensures that the expenditure and accounting of funds meet all legal and ethical requirements within the parameters of generally accepted accounting practices.

**LOOKING FORWARD:** I will continue to reference our three-year Comprehensive Plan to guide Spring-Ford forward.







## SPRING-FORD'S GLOBAL STUDIES PROGRAM

**THE GOAL:** Continue the overall expansion of the Global Studies track at the secondary level.

**PATH TOWARDS SUCCESS:** The Global Studies Program allowed Spring-Ford students to explore an educational structure beyond the walls of the high school classroom. The program included partnerships with Arcadia University, our "sister school" in Ireland, as well as the opportunity for virtual learning and global-focused courses at the high school.

Arcadia University provided our students the opportunity to take up to four college credits, during the regular school day, with a significant tuition reduction. These credits may be applicable towards degree programs at Arcadia, and typically can be transferred to other academic institutions. To participate, students were required to be proficient or advanced in the PSSAs and needed at least a "B" average in their high school courses.

Another component of the Global Studies Program was the Limerick-to-Limerick Exchange Program. This past fall, we welcomed more than 20 students from our sister school, Coláiste Chiaraín, in Limerick, Ireland. During their 15-day, stay students were immersed in the American culture and enjoyed learning from our families.

**LOOKING FORWARD:** I look forward to working with high school administration as interest in the Global Studies Program continues to expand. Participation in the Dual Enrollment Program is gradually growing, and has offered participants an advantage as they plan their post-secondary education.