

2012-2013 Year in Review

"The Power of One"



Dr. David Goodin
Spring-Ford Area School District



2012-2013 Year in Review

The 2012-13 school year brought some very inspiring and exciting educational changes to the Spring-Ford Area School District. District students, teachers, staff and administrators have earned a reputation for being determined, driven individuals who aspire to greatness every day. From the classroom to the music room to the athletic fields, Spring-Ford truly exemplifies "The Power of One."

Throughout my report, you will discover how Spring-Ford advanced over the past school year, achieving some remarkable goals. Our path toward achievement continues, as the district stays focused on advancing initiatives that enhance student and educator success in the 21st century.



Preparing Students for College Success

Student Achievement Through SAT and ACT Preparation

The Goal:

A 5 percent increase annually in SAT/ACT scores and students qualifying for National Merit Scholarships.

The Path Toward Achievement:

High school students are often anxious about taking SAT and ACT exams because their scores can determine where they are accepted to college. To help alleviate the stress, I worked with the Spring-Ford Area Senior High School's guidance department to offer an intensive six-hour SAT Boot Camp in the spring of 2013. Conducted by Test Prep Seminars, the program aimed to help the 172 sophomores and 151 juniors enrolled succeed and earn higher scores by overcoming their testing fears and learning new exam-taking methods.

Looking Ahead:

We will continue to monitor student progress on SAT and ACT exams to ensure the district is reaching targeted goals.

Giving Students a Jump Start on College Credits While in High School

The Goal:

Develop and nurture relationships with local colleges in order to coordinate courses, which will qualify for college credits, thus allowing students to start working toward a degree.

Path Toward Achievement:

For students looking to get a head start on their college studies, the Early College Admittance Program allows those in the top 25 percent of their class to study at a college of their choice during their senior year. Currently, three students are enrolled in the Early College Admittance Program.

Looking Ahead:

Currently, the high school offers 17 AP courses. For the 2013-14 school year, we will add one more AP course. In addition, seniors will have the opportunity to enroll at classes at Montgomery County Community College's West Campus in Pottstown.

Tracking and Evaluating College Choices

The Goal:

Develop a monitoring and assistance program with the high school guidance and career counseling center to track and evaluate students' secondary education decisions.

Path Toward Achievement:

I worked collaboratively with high school administrators and K12 *Insight* on a Senior Exit Survey. Launched in early May, the survey sought to better understand how Spring-Ford prepares our students for their futures, ensuring they are receiving the adequate information and education to make the best decisions possible.

The survey asked questions, such as what college/university did you apply to, have you been accepted to a college/university, were you encouraged to apply/attend a highly selected college/university, and much more. K12 *Insight* will compile all data and present it to the district. These findings will determine if any changes and enhancements need to be made to the district's curriculum to better meet our students' needs. In addition, I intend to work closely with the guidance department to determine if students should be encouraged to widen their application net to colleges and universities.

Survey Details

Report Title: Senior Survey Preliminary Report

Survey Title: 2013 Senior Survey

Report Type: Advanced Bar Graph

Other Survey Details

Start Date: 11-May-13

End Date: 31-Jul-13

Data Sources

Data Source 1: Survey Access Keys

Invitations Sent: 579 | Responses Received: 231 | Response Rate: 39.90%

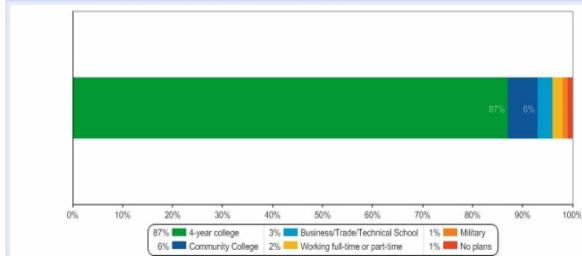
Total Number of Responses in This Report: 231

Data Sources Selected

Survey Access Keys

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Q1. Please indicate one category that best describes your plans for after graduation:



A Focus on Technology in a 21st Century World

The Goal:

Provide the head of technology the wherewithal to express his plan for utilizing updated technology and to seek the necessary funding to accomplish this.

Path Toward Achievement:

SMART Classrooms

During the 2012-13 school year, a number of classrooms throughout the district were transformed into SMART Classrooms, including eight classrooms at Oaks Elementary School, five classrooms at Royersford Elementary School, and one room at the Seventh-Grade Center. All of the technology in these classrooms was generously funded by each building's Home and School Association.

This technology adds to the already existing SMART interactive whiteboards, ceiling- or wall-mounted projectors, sound systems and other equipment in these buildings.



Technology Refresh

During the 2012-13 school year, technology refresh, HP netbooks and Apple iPads were distributed to classrooms at Evans Elementary and the 5/6/7 Grade Center. Instead of replacing outdated technology with new desktop computers, district administrators evaluated what devices would best reinforce curricula and could be used easily in group and individual settings.

In the few months the new devices were in place, students learned fundamental skills that will help them with daily classwork and long-term projects, such as PowerPoint, public speaking, blogging, researching and website design. Additionally, educational iPad apps assisted teachers in delivering effective science, language arts and math lessons that students found enjoyable and memorable.

FollettShelf eBook Implementation

One of the innovative ways Spring-Ford helped to promote literacy during the 2012-13 school year was implementing Follett Destiny, an eBook library management system. The FollettShelf system allows students to check out and read eBooks from school and home using a computer or tablet. The system was employed at the Seventh-Grade Center and high school, where eBooks have been purchased. Other buildings will be able to use the FollettShelf system as eBooks are purchased.



Electronic Student Registration System

The Registration Gateway Program will be used to facilitate the electronic registration of new students. The system will streamline the process, dramatically reducing the time required for registration and eliminating the majority of paperwork. The electronic system will be in place during the 2013-14 school year.

Looking Ahead:

The district's technology team, working with Dr. Keith Floyd, will begin gathering the technology requirements of the Eighth-Grade Center, Ninth-Grade Center and the high school during the summer. Mobile devices and thin client systems are expected to be a major component of the refresh. Its completion is anticipated before the start of the 2013-14 school year.

Technology, Enhanced Curriculum Help Spring City Elementary Hybrid Learning School Lead the Way

The Goal:

Review the progress of the Hybrid Learning Initiative at Spring City and when successful, expand the program to other schools in the district.

Path Toward Achievement:

Since its debut in September 2012, students, educators and parents have been receptive to the innovative program, welcoming the changes to the classroom structure and the educational benefits. Teachers and students quickly adapted to the new technology that became part of the everyday learning environment.

Through the collaborative efforts of Dellicker Strategies, Pennsylvania Hybrid Learning Initiative (PA HLI) and the Montgomery County Intermediate Unit, the hybrid project continues to progress and is a model for schools around the region and across Pennsylvania. We plan to promote the school's success through state and national conference presentation opportunities, which will create more exposure for Spring City and lead to additional revenue streams for the project. Also helping with exposure for the school is a video tour that was created during the 2012-13 school year. The video will assist with promotions and inquiries from outside groups regarding the project. The nine-minute video shows the different aspects of the school and highlights how hybrid learning benefits students.

Looking Ahead:

The hybrid learning team is creating an additional video to supplement the one created earlier in the school year. The newest video will follow a documentary format, featuring interviews with Spring City staff and students.

A separate website is planned for the Spring City Hybrid Learning Project that will include additional information. Its launch is scheduled in time for the 2013-14 school year.



Successful STEM (Science, Technology, Engineering and Math) Program Equips Students with Invaluable Skills

The Goal:

Prepare to implement a STEM program in the district.

Path Toward Achievement:

Through a partnership with Project Lead the Way — a national nonprofit program that focuses on STEM disciplines, specifically engineering — students will receive an in-depth education in growing, in-demand fields. I oversaw the efforts to begin this program, which has more than two dozen university affiliates around the country, including Pennsylvania State University, Rowan University and Duke University. The district started laying the foundation for the new Pathway to Engineering sequence during the 2012-13 school year by upgrading the seventh-grade technology education classroom. In addition, the lab volt modules, which the district has used for the past decade, were updated to assist with the creation of a STEM initiative.

This exciting program will allow our students to learn in a hands-on, productive atmosphere, exposing them to areas of content they may not have otherwise pursued. Students will be engaged every day, thinking critically through project-based learning.

A similar plan is being discussed to refresh and upgrade classrooms at the Eighth-Grade Center for a STEM initiative offered by Project Lead the Way in time for the 2013-14 school year.

Looking Ahead:

The district has been further researching Project Lead the Way content by visiting other participating schools in order to institute the program at the high school. The implementation of our first engineering-focused course at the Ninth-Grade Center and in 10th grade is scheduled during the 2014-15 school year. More courses will be added for grades nine to 12 over the subsequent school years, in essence creating an Engineering Pathway for Spring-Ford students.



Helping Students Understand the World Around Them

The Goal:

Prepare a plan for the implementation of a Global Studies program in time for the 2014-15 school year.

Path Toward Achievement:

Beginning in the 2014-15 school year, Spring-Ford Area Senior High School students will be able to immerse themselves in the worldwide community, thanks to the creation of the Global Studies and Interaction Program. I worked with district and high school administrators to lay the foundation for this innovative initiative, which creates a distinguishable, identifiable course track that allows students to focus on a wide array of international courses. Whether a student is interested in languages, sciences, mathematics or literature, the Global Studies and Interaction Program will empower students to become leaders in the rapidly changing 21st century world.

Partnering with Arcadia University, the district will offer ninth through 12th graders a mixture of current and new courses that contain some additional language courses, online and virtual classes, as well as post-secondary programs (dual enrollment). Participation in Spring-Ford's Global Studies and Interaction Program could potentially lead to matriculation in an accredited collegiate Global Studies program.

Piquing students' interest in the global society at an early age is important. District administrators will continue to work on the sixth- through eighth-grade social studies curriculum to provide a strong foundation for the Global Studies Program.



Employee Evaluations Provide for Professional Growth

The Goal:

Institute a program whereby administration, professional and support staff will be eligible for merit increases based on performance.

Path Toward Achievement:

Starting in the 2012-13 school year, the district began evaluating employees to try to increase achievement and productivity. Employees from different departments (custodial, maintenance, food services, instructional, clerical, nursing, technology and administration, and support personnel) were given midyear and end-of-the-year evaluations that assessed professional responsibilities and building goals.

Employees welcomed the evaluations as a tool that helped increase their professional skills. The evaluation process reaffirmed what we expect from our employees and what we can do to help them achieve their performance goals.

The end-of-the-year evaluations helped to determine annual pay raises for administrative and support employees.

Looking Ahead:

Spring-Ford is working with the Pennsylvania Department of Education to introduce a Principal Evaluation System. The new employee measurement tool will replace the current one used to evaluate principals. An assessment program remains in place for district educators.



**Through the Power of One,
Spring-Ford students, educators, staff and
administrators are producing exceptional results,
helping them overcome obstacles and achieve
greatness.**

