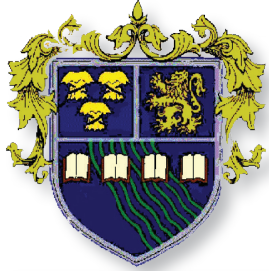
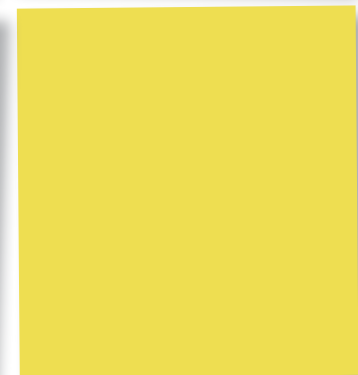
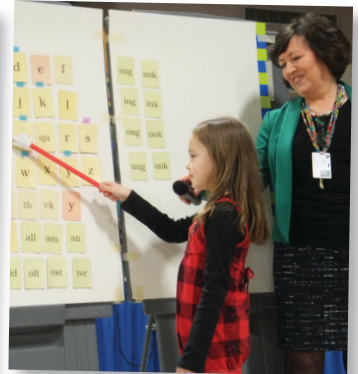
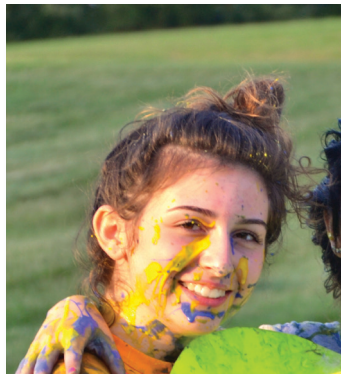


HERE & NOW—SPRING-FORD IS BUILDING FOR TOMORROW



DR. DAVID GOODIN
SPRING-FORD AREA SCHOOL DISTRICT
2013-2014 YEAR IN REVIEW



What a busy year it has been! In the spirit of this year's theme, I think our efforts in the 2013-14 school year are best represented by a quote from President Franklin D. Roosevelt: "We cannot always build the future for our youth, but we can build our youth for the future."

Over the past year, we have done a lot of "building." We are preparing our students for a future that will be shaped by the skills we provide them today. This is why the theme for the 2013-

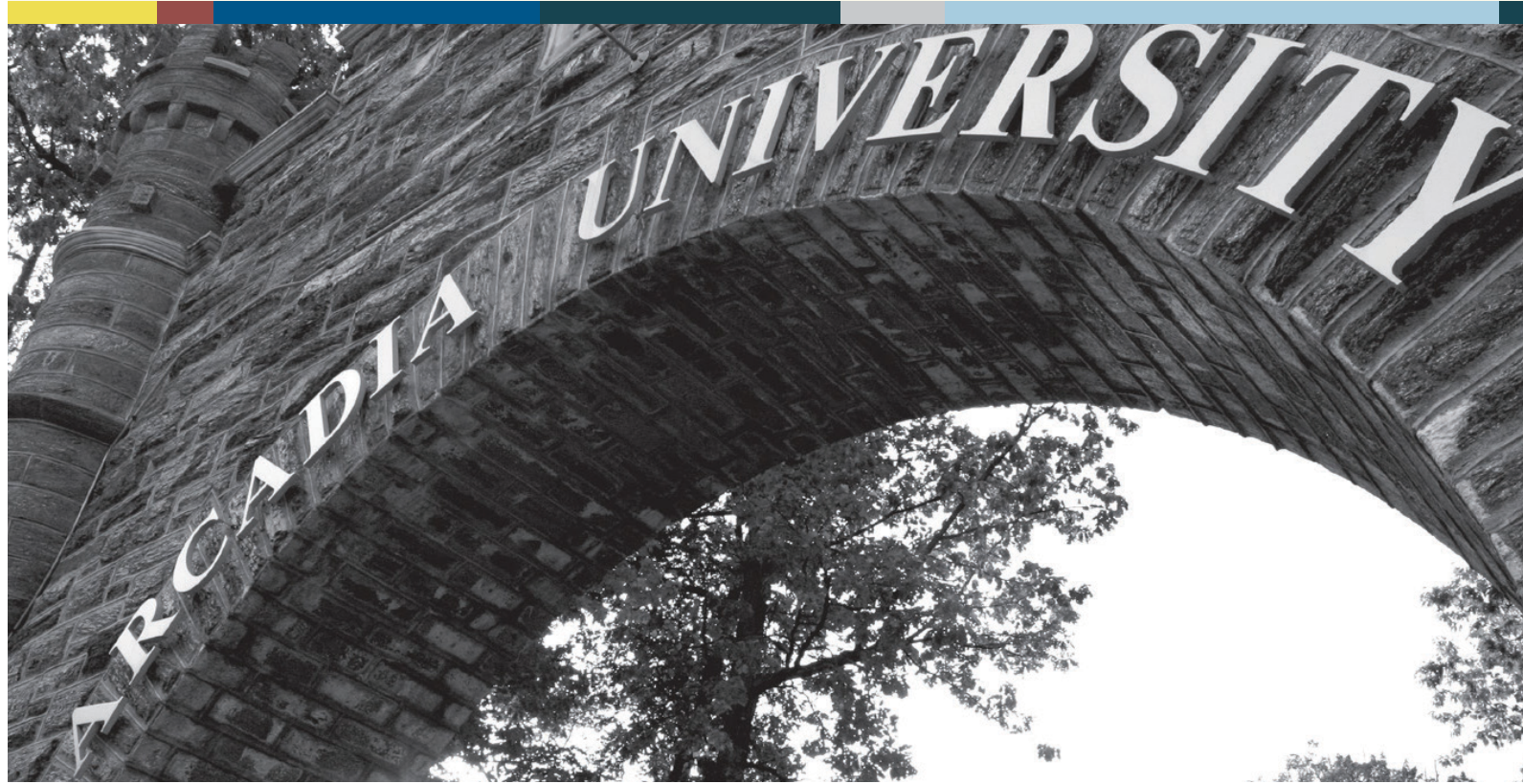
14 school year, "Here and Now—Spring-Ford is Building for Tomorrow," could never be more relevant.

Within the pages of this report, you will see how our students are striving for greater achievements than ever before in the history of Spring-Ford. They're laying the foundation to their futures now, through globalized learning and targeted instruction, with the help of our exceptional teachers, staff, administrators and School Board.

Read on and learn more about our many "building projects" over the past year!



HELPING STUDENTS ACHIEVE IN A GLOBAL WORLD



THE GOAL:

Move forward with the implementation of dual enrollment course offerings by partnering with Arcadia University for students in the District as part of the Global Studies and Interaction Program.

PATH TOWARD ACHIEVEMENT:

I have finalized an agreement with the university's School of Continuing Studies to offer junior and senior students at Spring-Ford Area Senior High School an opportunity to immerse themselves into the world-wide community. Beginning in the Fall of 2014, students will be able to enroll for four undergraduate college credits by taking the *Introduction to International Studies* course that will be taught at the high school.

This course will introduce students to the interdisciplinary field of International Studies to develop their knowledge of globalization, country development and human rights as part of the Global Studies and Interaction Program offering. Students will be able to matriculate into an accredited collegiate program after taking this

course because of the undergraduate credit the university is offering.

Piquing students' interest in the global society at an early age is important in 21st century learning. Through this program, and any provided in the future, students will be able to enhance their understanding of the world around them.

LOOKING AHEAD:

I will be partnering with administrators in the guidance and career counseling center to promote the International Studies course and encourage qualified students to participate. As the dual enrollment program grows in popularity, I hope to expand the scope of the Global Studies and Interaction Program courses offered through Arcadia University so students interested in languages, sciences, mathematics and literature can participate.

INCREASE UTILIZATION OF TECHNOLOGY IN OUR CLASSROOMS

THE GOAL:

To provide students with state-of-the-art technology tools to enhance classroom learning and increase achievement, beginning in the secondary education level.

PATH TOWARD ACHIEVEMENT:

I have been working with the Director of Technology, Stephen Reynolds, to implement more tools for student learning. Beginning in the high school, I plan to increase the number of smart boards in classrooms and provide other state-of-the-art technology access so students can learn the 21st century skills needed to succeed.

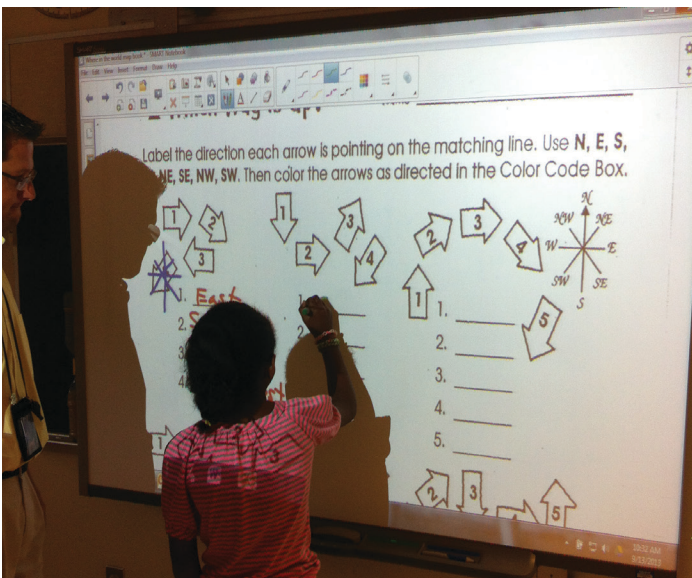
My goal in bringing this additional technology to the District is to create college readiness and student engagement at a low cost for digital content. I understand that not all parents and guardians can provide their students with high-quality technology for a Bring Your Own Device (BYOD) program, so we plan to bring in loaner laptops, smart boards, and other equipment that will yield better results. By limiting a BYOD program, we can control the use of internet access in schools and select the platforms it is presented in, while encouraging student success in a technology-savvy learning environment.



LOOKING AHEAD:

As the high school increases its student-available technology, I will be working with the Technology and Curriculum departments on researching a One to One program that would enable a one laptop computer to one pupil ratio. This will encourage students to learn through self-guided research on classroom topics; to build computer and program skills for today's global career environment; and to support independent studies.

Included in this plan will be an update to the District policy for technology and digital content. The plan will also call for District-wide Wi-Fi, equipment protection and insurance, additional technology support staff, and student and staff file storage. This plan will enable students to learn both inside and outside the classroom.



THE CONTINUING EDUCATION OF SPRING-FORD GRADUATES

THE GOAL:

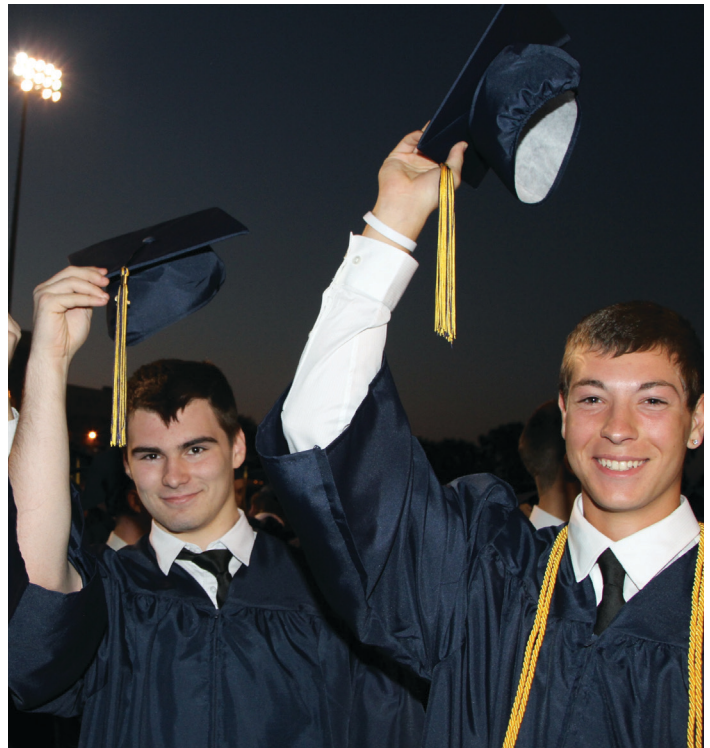
Develop a program with the guidance and career counseling center to track and evaluate Spring-Ford Area High School seniors' post-graduation educational plans, including whether they will be continuing their education and if they have already selected a major.

PATH TOWARD ACHIEVEMENT:

I worked collaboratively with high school administration, as well as the guidance and career counseling center, to conduct a Senior Exit Survey last year through *K12 Insight*. Students in the Class of 2013 were invited to reflect on their high school experience and provide information for their plans after graduation.

The survey was launched in early May and we had 43 percent of the senior class participate. Among these students, 96 percent were planning to attend some form of continuing education school. This means 239 out of 249 students were headed to a college/university or a trade school.

Over 87 percent of those student continuing their education had already selected majors. Those students listed STEM majors as their top 5 choices, since 69 percent planned to earn degrees in these programs: engineering, physical science, medical, business or social science degrees. Studies show that these fields have a growing job market over the next 20 years, which is why the District has taken measures to encourage students to pursue these interests.



In the Senior Exit Survey, students asked guidance and career counseling services to help seniors explore more educational information, such as the college and FASFA application processes. Since these were at the forefront of student concerns, I worked with the administration to institute several new programs this year for students to receive help on college admission, FASFA applications, SAT and ACT preparation and other forms of financial aid assistance.

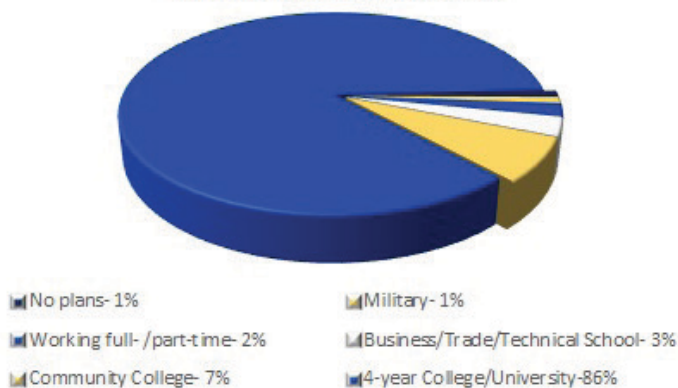
Since the beginning of the year, we've instituted these consultation programs, where over 400 parents and students sought assistance with post-secondary education planning. The response to these programs has been overall positive.

LOOKING AHEAD:

I plan to continue working with District guidance and career counseling to engage our parents and students at earlier ages, starting in their sophomore year, so they are prepared for the many applications and financial aid forms that will need to be submitted during their senior year at Spring-Ford Area High School. I will continue to monitor student progress.

Class of 2013 Post-Graduation Plans

Number of Students Surveyed: 249



DISTRICT COMPREHENSIVE PLAN

THE GOAL:

Work with Spring-Ford stakeholder groups to complete a District-wide 6-year Comprehensive Strategic Plan for the Pennsylvania Department of Education that develops a roadmap for establishing better learning environments to inspire successful students. Comprehensive planning is a continuous process intended to ensure that all students are achieving at high levels.

PATH TOWARD ACHIEVEMENT:

I am proactively working with the administration and the community to create the 6-year Comprehensive Plan for our District through a process of collaboration, transparency and open dialogue in order to identify and prioritize steps needed to improve and strengthen Spring-Ford Area School District.

The Comprehensive Plan will be designed to enable our administrators, teachers and staff to work together to improve curriculum, instruction and technology where it is needed in the years to come. My main goal in the development of this plan is to ensure that all students have the opportunity to develop the skills necessary for today's information-driven, global society.

Technology will be incorporated through a broad framework to govern evaluation, acquisition and application of resources, while curriculum and instruction will be a collaborative effort between myself, administration and teachers to review, revise, implement and monitor the high-quality education programs the District offers.

The planning process includes studying all existing organizational systems; identifying all challenges to continuous improvement; prioritizing challenges; setting goals; developing action plans; implementing action plans; and monitoring and adjusting plans using evidence.

I am pleased to report that one important component of the Comprehensive Plan has already been approved: the Special Education Plan. In this portion, the District provides information about how we fit within the Pennsylvania Department

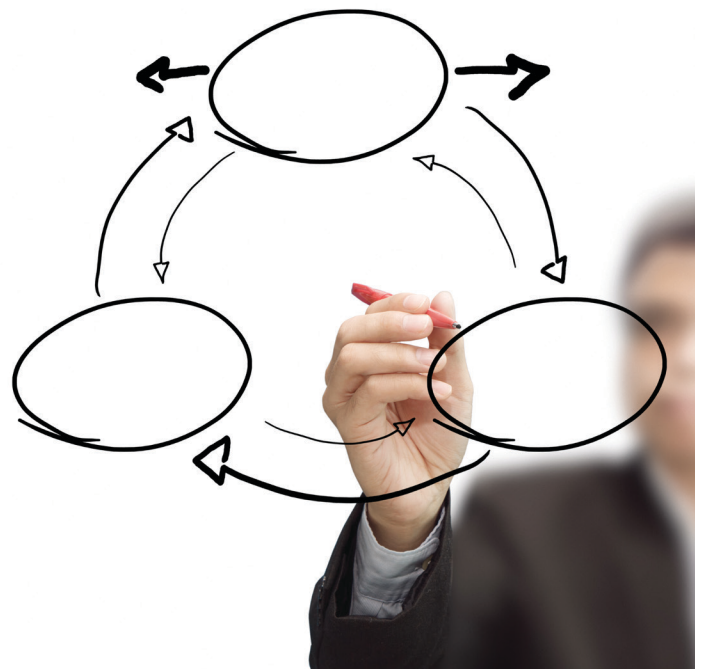
of Education regulations, standards, policies and procedures, including the variety of special education programs available. This includes the child-find system that helps us locate children in the District who are eligible for these programs, and the inclusion of these children in non-academic programs and activities with other students.

I have collaborated with our Special Education administrators and teachers to ensure that the District is in compliance with all state and federal guidelines for programs and assessments.

LOOKING AHEAD:

Finalization of the Comprehensive Plan will continue throughout the summer and fall as the District moves towards meeting the Pennsylvania Department of Education November deadline.

Following the plan's submission and approval, I will continue to monitor the plan over the next six years to ensure that activities are supporting our established goals, which will help the District to address the individual needs of both mainstream and Special Education students in order to promote a safe and healthy culture that nurtures their ability to learn.



DISTRICT ENRICHES COURSES, PREPARES STUDENT FOR THE SAT/ACT EXAMS



THE GOAL:

Annually increase SAT/ACT scores by 5 percent and increase National Merit Scholarships qualifiers, through improvements to student curriculum and programs.

THE PATH TOWARD ACHIEVEMENT:

Over the last year, I have worked with the administration to institute more opportunities for students to learn and prepare for SAT and ACT testing, which has improved our course offerings in the high school. More students than ever are participating in SAT/ACT preparation programs and Advanced Placement (AP) courses in order to score better on these critical exams.

In 2013 the District launched its SAT Boot Camp for sophomores and juniors to help improve student scores. The juniors who participated in this program have just taken the SAT and ACT tests, and we are now awaiting their scores to see if the boot camp has helped improve performance. In 2012 the average Spring-Ford student achieved between 1501 and 1600, and we hope to increase these scores on average by 5 percent each year.

Since 2008, Spring-Ford Area School District has seen a growing increase in not only the number of students taking the SAT test, but the scores they receive.

To help support higher achievement, the District has instituted more AP courses and held AP enrollment information sessions to encourage students participation in these educational

opportunities. For the 2013-14 school year, we had over 500 students participate in AP courses and next year there are over 700 students enrolled. In 2013, Spring-Ford was named to the 4th annual AP District Honor Roll for simultaneously increasing student access to AP courses while maintaining or improving the overall rate of AP exam scores. There were only 477 districts in the United States and Canada named to this list.

By encouraging our students to challenge themselves with the courses they take, the District hopes to see more National Merit Scholarship recipients. We can see this growing trend already, since this year we had two finalist nominees.

LOOKING AHEAD:

In the coming year, we will see the start of a new AP course, Human Geography, meaning the District will offer 20 AP classes. These courses cover all subject areas and encourage student success as they continue their education.

Additionally, we will continue to monitor student progress on SAT and ACT exams to ensure the District is reaching targeted goals.



EMPLOYEE EVALUATIONS CONTINUE TO REPLACE PREVIOUS MEASUREMENT TOOLS

THE GOAL:

Phase in the new Pennsylvania Department of Education Educator Effectiveness employee evaluation system so that it replaces the previously existing measurement tools.

PATH TOWARD ACHIEVEMENT:

In the 2012-13 school year, we began phasing in the Educator Effectiveness model for teachers. This year we not only modified that system to make it more objective, but we began gathering information for the implementation of the Principal Effectiveness and Educational Specialist Educator Effectiveness models as well.

Over this past year, I have attended training sessions along with other administrators on the proper enactment of these employee evaluation systems. In the fall, I participated in a training session at the MCIU, along with Dr. Roche and Beth Leiss, to learn about the Principal Effectiveness evaluation and how to properly implement it. Training was provided around that time by the MCIU for the Educational Specialist evaluation model as well.

The evaluations are given at the mid-year and end-of-the-year intervals to help our staff members increase their professional skills. These new models help us assess building goals and reaffirm our expectations for employees.

LOOKING AHEAD:

I will oversee the introduction of both these evaluation models in the 2014-15 school year, as well as modify all new systems to make sure they remain as objective as possible.



FIRST YEAR OF SCHOOL PERFORMANCE PROFILE RATINGS SHOW ABOVE AVERAGE RESULTS FOR SPRING-FORD SCHOOLS

THE GOAL:

Establish a baseline for each building using first year School Performance Profile (SPP) ratings in order to ensure annual increases to scores to meet the six year achievement goal established by the state.

PATH TOWARD ACHIEVEMENT:

In October, the Pennsylvania Department of Education released the SPP rating for each school and district in the state, with scores ranging from 0 to 100 points based on a complex formula that included PSSA and Keystone scores, graduation and attendance rates, and Employee Effectiveness evaluations. I am pleased to report that the Spring-Ford Area School District ranked near the top of the list with an overall rating of 97.6 points.

The state established a benchmark of 70 points as a good indicator of progression towards success in schools. Every Spring-Ford school achieved scores higher than the state average, ranging from 72.9 at Spring City Elementary Hybrid Learning School to 98.0 at the 7th Grade Center for the 2012-13 school year. Although Spring City is ranked lowest, with nearly 10 points between it and Upper Providence Elementary School, most of the data used was prior to the school changing to a hybrid learning model.

In addition, included in the SPP rating for the District, the state recorded that Spring-Ford was meeting annual academic growth expectations in all subject levels and that most students were academically achieving between proficient and advanced on PSSA and Keystone tests.

LOOKING AHEAD:

In order to meet SPP achievement goals, each school and the District as a whole must improve their rating within six years. I plan to use the given scores for the 2012-13 school year as a baseline, so that we can work to increase student academic achievement and growth in all reporting categories.

In the coming year, I will be working with administration to identify ways to improve curriculum at all levels. For the fall of 2014, we have already instituted a new Pathway to Engineering program and the Arcadia University Global Studies course at the high school level.

New technology will also be incorporated through the use of smart boards and other tools throughout our buildings that will enhance student learning with more interactive lessons.

I am also working with the Technology and Curriculum departments on a One to One program, as described earlier, at the secondary level, which will encourage outside learning for students. Through these initiatives, the District can begin to see improvements and possibly exceed the achievement goal set by the state.

Spring-Ford Area School District SPP Scoring	
School	Score
Brooke Elementary School	92.4
Evans Elementary School	84.5
Limerick Elementary School	93.3
Oaks Elementary School	89.7
Royersford Elementary School	90.4
Spring City Elementary School	72.9
Upper Providence Elementary School	80.4
Spring-Ford 5/6 Grade Center	93.3
Spring-Ford 7th Grade Center	98
Spring-Ford 8th Grade Center	96.4
Spring-Ford 9th Grade Center	91.9
Spring-Ford Senior High School	87.4