



# Haverford School District Strategic Plan 2020 - 2025

The School District of Haverford Township is dedicated to educating and inspiring a community of lifelong learners who become well-rounded global citizens.

Our 2020-2025 Strategic Plan guides our development and progress. This plan, a shared vision for our school district, was developed with nearly 4,500 points of contact through interviews, focus groups, surveys, and open community forums with students, parents, staff, and community members during the 2018-19 school year.





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## DEVELOPMENT OF THE PLAN



### RESEARCH AND ANALYSIS

We began our work by researching the kinds of qualities today's employers are looking for, by reviewing educational trends, and by examining research into future workforce expectations.



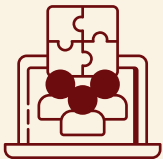
### REVIEW DATA/EVALUATE INFORMATION

We reviewed and analyzed the feedback gathered from students, parents, staff, and community members. We used this input to establish and evaluate patterns and common themes.



### ESTABLISH GOAL AREAS

The team combined the research with information gathered from the Haverford school community to develop goals and action steps for the plan.



### REFINE MISSION AND PILLARS

Finally, the group brought research, data, and goals together and revised the school district's mission and pillars to reflect what we learned and heard.

## The Pillars of Our Educational System

- Our school environment is safe and nurturing.
- Excellence in education is a shared responsibility in partnership with all district and community members.
- Supports and conditions exist whereby all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning.
- Our decision-making process is student-centered and student voice is valued.
- Whole child development is vital to our education system.



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## GOAL AREA 1: PREPARE CONTEMPORARY CITIZENS



*This goal is the first and most prominent in our plan.*

**We will modernize and expand learning experiences to prepare students as critical thinkers, problem-solvers, and innovative designers within a complex, global society.**

*How will this look in the classroom?*

**Students will be encouraged to develop and use the following skills, which research shows are necessary for today's students to be successful:**

- **Critical thinking:** question, analyze, consider multiple possibilities, evaluate sources, and formulate research-based arguments
- **Innovative design:** identify a need, develop a concept, design a solution, revise the design
- **Operate with a global society mindset:** seek to connect, understand multiple perspectives, communicate, act when appropriate

**Students will begin to focus on financial literacy, identified by our school community as a critical learning component.**

- The District is developing a plan to ensure every student will take a financial literacy course before graduation, beginning in the 2022-23 school year.
- Elementary students across the district will continue to participate in Market Day, a chance for them to learn about financial systems in a fun and age-appropriate way. Students develop an idea for a product or service, create signage, set and adjust a price based on supply and demand, and "sell" their wares to fellow elementary students.

**Students will begin to experience an increase in lessons and activities that specifically focus on modern learning. Many of our classes and teachers already use these kinds of dynamic activities, but they will become increasingly infused throughout our courses. Examples of student assignments may include developing a business plan for a new business in their community or conducting a video interview with children in a partner school in another country.**



*Market Day 2019 – Students get a hands-on lesson in economics*



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## GOAL AREA 2: SOCIAL/EMOTIONAL WELLNESS



**Produce a community of empathetic and resilient learners with skills to socially and emotionally flourish.** Research shows students who have a greater sense of belonging and self-esteem are better able to engage in the classroom and tend to have greater academic success.

*How will this look in the classroom?*

- Students in key grades will take a Social/Emotional Wellness survey (with parent/guardian permission) to determine how we might support them based on their needs.
- Students will be encouraged to identify and understand social skills such as responsible decision-making or empathy, through activities such as writing about a character's perspective in a novel, or taking on various points of view in a debate.
- Students and families will have access to wellness resources on our website.







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## GOAL AREA 3: DIVERSITY AND INCLUSION



**Establish a culturally diverse and inclusive educational experience that develops socio-cultural proficiency.**

*How will this look in the classroom?*

Students and teachers will begin to develop a shared understanding of the terms ***belonging, inclusive, and cultural diversity***.

- What do we mean by **belonging**? When students feel appreciated, accepted, and treated fairly, they have a stronger sense of belonging and tend to do better academically.
- What do we mean by **inclusive**? This means we value everyone, regardless of differences. Differences - or diversity - are valued, and we can all learn from each other. In fact, we are stronger because of our differences.
- What do we mean by **cultural diversity**? This is a level of understanding about each other that helps us to collaborate and cooperate. Learning about other cultures helps us to understand different perspectives and helps remove negative stereotypes.



A district team will identify and recommend a process to conduct a district-wide equity audit in the spring or fall of 2022. A variety of students will be able to participate. What do we mean by equity? Equity has become a very politically charged concept, but for Haverford, it simply means that every student has access to the educational resources and rigor they need. Some students will need more resources than others to catch up and succeed, and schools have recognized and responded to this for decades. In the same way that we wouldn't expect a student who wears a size 10 shoe to wear the shoes of a student who is a size 6, we understand that each child's educational needs are different.

The District will continue to work to recruit, hire, and retain a more diverse teacher workforce that is more reflective of the diversity of our students. We will establish a "Grow Your Own" program in which we encourage our own students to consider a teaching career in the School District of Haverford Township.



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## MEASURING OUR WORK

Progress toward the goals will be measured throughout the year and reported in periodic updates to the Board. We will also continue to monitor student progress in many ways, including academics, participation in activities and sports, enrollment in a variety of courses, participation in Career and Technical offerings, attendance, and post-graduation planning.

## FOCUS ON ACADEMICS

Students' academic achievement and growth remain at the forefront of our work and are an integral part of each goal. We will build on our current accomplishments as we focus on continuous improvement.

**We're very proud that we've been recognized as an academic leader:**

**College Board's 10th Annual AP<sup>®</sup> District Honor Roll** – Haverford is one of 250 school districts in the U.S. and Canada to reach this achievement.

**School Digger** - 23 out of 678 Public & Charter Schools in PA (Top 3%)

**US News & World Report** - School District of Haverford Township High School is ranked #21 in Pennsylvania with a score of 95.91/100, and is listed among the top schools in both the state and nation.

