



# 2022-2025 Comprehensive Plan

---

School District of Haverford Township  
Presented May 26, 2019



# What is a Comprehensive Plan?

Required by PA Department of Education

District Profile

Mission, Vision, Educational Values

Needs Assessment Using Student Performance Data & Conditions for Leadership, Teaching and Learning

Goal Setting, Action Planning

Professional Development & Communication Planning

Monitoring



# How are Comprehensive and Strategic Plans Related?

---

Both based on strategic planning input from stakeholders

Both rooted in mission and pillars

Both address academics, social emotional wellness, diversity and inclusion

Both have measurable goals, action plans, and related professional development

Comprehensive plan support strategic plan

# Additional Required State Reports

---

The following required reports are informed by the Comprehensive Plan and must be reviewed and updated throughout the duration of the plan.

Academic Standards and Assessment Requirements (Chapter 4)

Induction Plan (Chapter 49)

Professional Development Plan (Act 48)

Student Services Assurances (Chapter 12)

Gifted Education Plan Assurances (Chapter 16)

# Steering Committee

---

## Strategic Plan Steering Committee

Students

Parents/Guardians

Community Members

Board Members

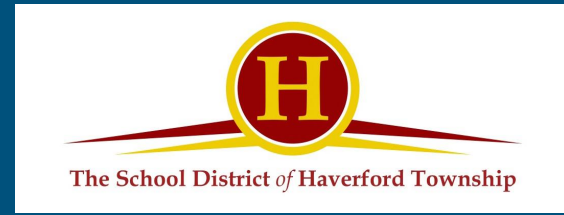
Educators

Instructional Assistants

Building and District Administrators



# SDHT Mission and Pillars



The **mission** of the School District of Haverford Township is to educate and inspire a community of lifelong learners who become well-rounded global citizens.

The pillars of our educational system are:

- 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 educational system.

# Data Used to Assess Needs and Develop Plan

---

**Student Performance Data** - Achievement and Growth on State Assessments, National Screening and Benchmark Assessments, District Assessments, Grades, Enrollment, Attendance, Graduation Rates, College and Career Readiness Indicators

**Conditions for Leadership, Teaching, and Learning** - Required Needs Assessment

**Strategic Goals, Mission, and Pillars** - Surveys, Focus Groups, Forums, and Interviews with community, parents/guardians, staff, and students

# Strengths Derived From Data Review and Analysis

Achievement is above state average in all areas

**Most grades and subjects show growth in lowest-scoring quintiles**

**Keystone achievement and growth are exemplary**

Achievement for 3-5, 7 & 8 is demonstrated through benchmarks and curriculum-based assessments for the overall student group.

More students are taking and scoring well on the English AP tests.

Average course grades, AP test scores, and curriculum-based assessments all show high levels of achievement (85% or greater)

**Ensure effective, standards-aligned curriculum and assessment**

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Foster a vision and culture of high expectations for success for all students, educators, and families - The high attendance, graduation, and achievement rates are evidence of these high expectations.

Aimsweb achievement is above national norms

**In higher-level courses, all subgroups perform well with little to no disparity between them and the whole group**

High average grades at all levels for the whole group

High achievement for higher level courses

4 year graduation cohort is 96%, exceeding the performance standard

Industry based learning is meeting the performance standard

A large majority of subgroups met all School Assessment Measures

A large majority of subgroups meet or exceed growth expectations on PVAAS

**Bold =** Indicates which strengths and which challenges are most notable and selected to influence the development of the comprehensive plan.



# Challenges Derived from Data Review and Analysis

**Subgroup achievement shows a disparity in performance between IEP, SES, Race/Ethnicity vs. total population**

**Subgroup growth shows a disparity in various grades and all subjects, particularly GIEP, Lowest Scoring 33%, and IEP subgroups show less growth than other subgroups, and overall population of test-takers**

The highest achievers do not show as much growth as lower achievers especially in grade 8 science and the Literature Keystone exam

**Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction**

**Recruit and retain fully credentialed, experienced and high-quality leaders and teachers**

**Underrepresentation of some subgroups in higher-level courses**

Disparity between average grades between honors and non honors high school courses and subgroup average grades in Biology

Attendance for students in the SES subgroup

**Under-representation for non-white students in gifted and enrichment level classes.**

**Achievement gap for students with IEPs**

**High school, middle school, and elementary school career benchmark standards not recorded as meeting the performance standard**

**Bold** = Indicates which strengths and which challenges are most notable and selected to influence the development of the comprehensive plan.

# Most Notable Observations/Patterns

Haverford School District is high achieving and displays **many strengths**. We strive for continuous improvement. This process has reinforced that **Haverford is a great place for the vast majority** of our students. Our plan will center on strengthening the overall programming for all as well as **targeting achievement and growth supports for specific groups** such as our high achieving students and subgroups including, SES and non-White. We will also aim to standardize and improve the completion and reporting of our college and career-ready indicators.

# Plan Development Process

---

Analysis of  
Challenges



Four Priority  
Statements



Five  
Measurable  
Goals



Action Plan  
for Each  
Measurable  
Goal



Professional  
Development &  
Communication for  
Relevant Action  
Plans

# 1. Analysis Yields Priority Statement - MTSS

Challenge	Considerations	Priority Statement
<b>Subgroup growth</b> shows a disparity in various grades and all subjects, particularly GIEP, Lowest Scoring 33%, and IEP subgroups show less growth than other subgroups, and overall population of test-takers	Not enough systematized targeted instruction; not enough support for or implementation of differentiation	Systematic intervention needs to be addressed. Identify and implement a <b>Multi-Tiered System of Support</b> that will provide targeted instruction for our elementary students, including those in subgroups that experience a disparity in performance.

# 1. MTSS - Multi Tiered System of Support

Supporting growth through targeted interventions

- Provide consistent intervention and support practices to help all students learn and grow - direct, targeted instruction
- Provide educators with intervention tools and time to use them
- Ensure systematic intervention is a part of our Child Study Team process



# 1. MTSS - Multi-Tiered System of Support

## MTSS Measurable Goal

Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model.

Goal Statements Reflect the Target for the End of Year 3; Targets Also Developed for Years 1 & 2

## MTSS Action Plan

1. Research and Develop and MTSS Program
2. Implement Year One of MTSS
3. Research, recommend, develop, and implement approach to Tier 3 intervention and social/behavioral component of MTSS

MTSS: Professional Development - What is MTSS and Why? Overview and Introduction; MTSS Intervention Resources - How to use and Make & Take; Ongoing

## 2. Analysis Yields Priority Statement - Subgroup Population

Challenge	Considerations	Priority Statement
<b>Under-representation</b> for non-white students in gifted and enrichment level classes.	There has not been enough study of this in order to determine barriers and confounding factors. More training and examination is required.	A thorough examination of assessment and enrollment practices must be conducted in order to <b>determine what barriers exist and how they can be removed</b> in order to ensure accurate representation for students of color and other subgroups in gifted programming and higher-level courses at the elementary, middle, and high schools.

## 2. Subgroup Population Representation in Gifted & High Level

### Subgroup Population Representation Measurable Goal

The percentage of non-white students enrolled in Gifted programming, and higher-level courses (where they exist) will be representative of their percentage of the overall population.

Goal Statements Reflect the Target for the End of Year 3;  
Targets Also Developed for Years 1 & 2

### Subgroup Population Representation Action Plan

1. Research and develop a methodology for undergoing a **program review** investigating the representation of non-white students in gifted and higher level programming.
2. Conduct a program review in order to develop an action plan.
3. Implement action steps that result from the program review process

Subgroup Population Representation Communication: Periodic updates to the Board and public via Committee Meetings, Haverford Happenings, and Information Sheets



### 3. Analysis Yields Priority Statement - Career Readiness

Challenge	Considerations	Priority Statement
<p>High school, middle school, and elementary school <b>career benchmark standards</b> are not recorded on the PA Future Ready Index as meeting the performance standard</p>	<p>The assignments are in place K-12, but the systems for ensuring every student participates are not robust. Additionally, there are not enough opportunities for all high school students to achieve the Industry Based Credentials</p>	<p>Clear, consistent lessons and activities need to be established, <b>recorded, and reported</b> for each level.</p>

# 3. Career Standards Benchmark Completion & Reporting

## Career Standards Measurable Goal

98% or more students achieve the College and Career Benchmarks for each grade as submitted to PIMS and reported on the Future Ready PA Index.

Goal Statements Reflect the Target for the End of Year 3;  
Targets Also Developed for Years 1 & 2

## Career Standards Action Plan

Conduct curriculum and assessment review and implement Career Standards activities at the elementary, middle and high school, including clear reporting procedures

Communication - Clear systems for recording and reporting student completion of required activities will be developed by those responsible for this task. Deadline reminders and additional support will be established.

## 4. Analysis Yields Two Priority Statements - Instruction

Challenge	Considerations	Priority Statement
<p><i>Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction</i> - While the district continues to focus on instructional strategies, feedback surveys and input indicate there is a need for programming at all levels that will focus on <b>instructional strategies and approaches that meet the needs of all students.</b></p>	<p>Recent events have not allowed the same focus on Elements of Effective Instruction as in the past; there is not a common definition of belonging, dignity-based culturally responsive teaching approaches or clear district direction for its implementation.</p>	<p>Professional development should be focused on implementing research-based <b>instructional strategies and effective belonging and dignity-based culturally responsive teaching approaches.</b></p>

# 4. Instructional Approaches

## Instructional Approaches Measurable Goal

Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal observations.

Strategies will include: **Elements of Effective Lessons** (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); **belonging and dignity-based culturally responsive teaching approaches** (cognitive routines, instructive & corrective feedback, climate of dignity) differentiation strategies and supports.

## Instructional Approaches Action Plan

1. Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons
2. Engage in professional development that enables educators to define, describe and utilize belonging and dignity-based culturally responsive teaching approaches in most of the lessons most of the time
3. Add more differentiated resources to the board-approved curriculum

Goal Statements Reflect the Target for the End of Year 3;  
Targets Also Developed for Years 1 & 2

Professional Development - Review and Refresh Schmoker's EEL; Learn about and begin to utilize belonging and dignity-based culturally responsive teaching approaches

# 5. Leading Instructional Approaches

Leading Instructional Approaches Measurable Goal

**Administrators will be able to define, describe, and provide actionable feedback** regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections

Goal Statements Reflect the Target for the End of Year 3;  
Targets Also Developed for Years 1 & 2

Leading Instructional Approaches

1. Leaders engage in professional learning of Schmoker's Elements of Effective Lessons (EEL) to include the following objectives: define, describe, evaluate, and provide feedback in each of the EEL strategies
2. Leaders engage in professional learning of belonging and dignity-based culturally responsive teaching approaches to include the following objectives: define, describe, evaluate and provide feedback in identified approaches.

Professional Development - Review and Refresh Schmoker's EEL including evaluating and providing actionable feedback; Learn about and begin to utilize belonging and dignity-based culturally responsive teaching approaches

# Communication

---

Important touch points below; communication will include more than what is listed

Results of research and recommendations will be brought to the board via committee meetings and presentations throughout the life of the plan and when providing updates regarding the Strategic Plan.

Communication with the community will occur through the board reports, Haverford Happenings, and specific targeted information based on impact to the student

Communication with staff will occur through regular updates, faculty and curriculum meetings, professional development, board reports, surveys, and feedback sessions

---

# Comprehensive and Strategic Plans



# Connecting the Strategic and Comprehensive Plans

Preparing Contemporary Citizens	
Comprehensive Plan	Strategic Plan
MTSS - Targeted, Direct Instruction	Common Definitions of Critical Thinker, Problem Solver, Innovative Designer, and Contemporary Citizen
Instructional Strategies - EEL	Incorporation of Contemporary Learner Skills and Strategies into the Curriculum Review Cycle
Leading Instructional Strategies - EEL	Collect Evidence of Contemporary Learner Assignments, Activities, and Assessments
College and Career Standards	



# Connecting the Strategic and Comprehensive Plans

Diversity and Inclusion	
Comprehensive Plan	Strategic Plan
Population Representation in Gifted and Higher Level Courses	Development of a Grow Your Own Program; Hiring and Retention Practices
Professional Development for Culturally Responsive and Dignity-based Belonging - (cognitive routines, instructive & corrective feedback, climate of dignity)	Same as Comprehensive Plan
Leading Culturally Responsive and Dignity-based Belonging Approaches	Focus for Equity Audit

# Connecting the Strategic and Comprehensive Plans

Social Emotional Wellness	
Comprehensive Plan	Strategic Plan
MTSS - Behavior/Social Emotional Component	SEW Newsletter
	Screen and Intervene using mySabers in 3, 6, & 9
	Continue Responsive Classroom at Elementary and Build Restorative Practices at Secondary

# Next Steps

---

Post the Comprehensive Plan on the District Website

Include summary in Board Reports portion of the 6/2/22 School Board Meeting

Include presentation and link to the committee meeting in Haverford Happenings

Include reminders that the plan is posted and will be voted on July 14, 2022 at each board meeting between 6/2/22 and 7/14/22

Agenda for Approval on 7/14/22

Submit to PDE by 8/1/22

**Thank you.  
Questions?**