Profile and Plan Essentials

LEA Type		AUN
School District of Haverford Township		125234502
Address 1		
50 E. Eagle Rd		
Address 2		
City	**State**	**Zip Code**
Havertown	PA	19083
Chief School Administrator		**Chief School Administrator Email**
Dr. Maureen Reusche		mreusche@haverfordsd.net
Single Point of Contact Name		
Jennifer Saksa		
Single Point of Contact Email		
jsaksa@haverfordsd.net		
Single Point of Contact Phone Number		
6108535900		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Maureen Reusche	Administrator	School District of Haverford Towship	mreusche@haverfordsd.net
Chris Shelton	Board Member	School District of Haverford Township	cshelton@haverfordsd.net
Dave Schwartz	Board Member	School District of Haverford Township	dschwartz@haverfordsd.net
Matt Stewart	Staff Member	Haverford High School	mstewart@haverfordsd.net
Pete Donaghy	Administrator	Haverford High School	pdonaghy@haverfordsd.net
Matt Crater	Administrator	Haverford Middle School	mcrater@haverfordsd.net
Sandy Connelly	Administrator	School District of Haverford Township	sconnelly@haverfordsd.net
Dan Horan	Administrator	HMS	dhoran@haverfordsd.net
Christina Carter	Data Analyst	SDHT	ccarter@haverfordsd.net
Nicole Dolski	Administrator	SDHT	ndolski@haverfordsd.net
Nicole Battestelli	Administrator	SDHT	nbattestelli@haverfordsd.net
Greg Decina	Administrator	HHS	
Allison Dougherty	Staff Member	HMS	
Jocelyn Drucis	Staff Member	Lynnewood	
Anand Eng-Thakker	Parent	Coopetown	
Steve Gephart	Parent	HMS	
Janette Heil	Staff Member	HHS - Special Ed	
Meridith Herne	Administrator	SDHT	
Austin McConnell	Student	HHS	
Jillian McGilvery	Administrator	Lynnewood	
Deirdre Mulhern	Staff Member	Coopertown	
Ellen Kranick	Community Member	SDHT Ed Foundation	
Anthony Lazzaro	Parent	Manoa	
Sean Leahy	Student	HHS	
Ashley Leach	Administrator	Chestnutwold	
Alex Host	Staff Member	HHS	
Kirsten Montgomery	Staff Member	HHS	
Josephine Johnston	Staff Member	HHS	
Alisha Paine	Staff Member	Chatham Park	
Loretta Stenson	Staff Member	Lynnewood	
Erinn Smith-Delss	Staff Member	SDHT	
Nicole Natale	Staff Member	Coopertown	

Mary (Casey) Sacchetti	Parent	Chestnutwold	
Sarah Perthes	Staff Member	Lynnewood	
Lauren Schaefer	Staff Member	SDHT	
Jennifer Munch	Staff Member	School Counselor - CW	
Heather Pinero	Administrator	HHS	
Krista Vasilik	Staff Member	Manoa	
Jeremy Tomaszewski	Staff Member	HHS	

LEA Profile

The School District of Haverford Township is a suburban community encompassing 10 square miles located in southeastern Pennsylvania bordering the city of Philadelphia. Haverford Township is a sought-after residential community where multiple generations of families reside. There are presently 49,305 people residing in Haverford Township, with the majority of residents being middle-aged (40-64 years). 85.1% of the housing units are owner-occupied with a median value of $377,000 (2020). The median household income (in 2018 dollars) is $107,494. Approximately 2.9% of people live in poverty. In the community, 96.8% of those age 25+ are high school graduates or higher, 58.1% have Bachelor's degrees or higher. Within the community, there is little or no industry, with the School District of Haverford Township being the largest employer and Haverford College as the next largest employer. There are several community resources including the library, skating rink, historical buildings, senior centers, and an environmental center that incorporates recreational activities including walking trails, teen and senior citizen rooms, and a fitness center located at the former Haverford State Hospital site. Haverford Township Parks and Recreation Department offers many sports for a variety of ages all year round. The township community library is a major literacy center with programs for children, teenagers, and adults. Organizational resources available to the School District of Haverford Township include but are not limited to Rotary and Optimist Clubs and the Haverford Township School District Educational Foundation.

The School District of Haverford Township is comprised of seven schools: one high school, one middle school, and five elementary schools. Approximately 6,700 students attend the School District of Haverford Township's schools with racial allocations of 82% white, 5.2% Asian/Pacific Islander, 4.7% black/African American, 5.8% multiracial, 2% Hispanic, .1% American Indian/Alaskan Native, .04% unclassified. The student population includes 12.51% economically disadvantaged, 0.83% English Learners, and 13.9% of the students in Special Education. 94.0% of the graduating class attends a post-secondary institution, the remaining 6.0% of the graduates either join the military, attend other post-high school training, or are employed after graduation. The School District of Haverford Township offers many opportunities for students in academics, art, music, service organizations, and athletics.

Mission and Vision

Mission

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

Vision

Prepare Contemporary Citizens: Modernize and expand learning experiences to prepare students as critical thinkers, problem-solvers, innovators, and designers within a complex, global society; Social/Emotional Wellness: Produce a community of empathetic and resilient learners with skills to socially and emotionally flourish; Diversity and Inclusion: Establish a culturally diverse and inclusive educational experience that develops socio-cultural proficiency.

Educational Values

Students

Our school environment is safe and nurturing. Students will actively create and contribute to creating a safe and nurturing environment. Excellence in education is a shared responsibility in partnership with all district and community members. Students will actively participate in the educational process. Our decision-making process is student-centered and student voice is valued. Students will share their perspectives and voice through a variety of channels throughout their school careers. Whole child development is vital to our educational system. Students will participate in activities and services that support their social and emotional development.

Staff

Our school environment is safe and nurturing. Staff will create and maintain a safe and nurturing environment. 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. Staff will maintain, improve, and/or develop courses, programs, and supports that provide students with opportunities to grow in the areas of academics, technical and career skills, and social-emotional learning. Excellence in education is a shared responsibility in partnership with all district and community members. Staff will work with all stakeholders to support excellence in education. Our decision-making process is student-centered and student voice is valued. Staff will develop opportunities to hear and respond to student voice as part of decision-making processes. Whole child development is vital to our educational system. Staff will maintain, improve, and/or develop opportunities for students to grow academically, socially, and emotionally.

Administration

Our school environment is safe and nurturing. Administrators will maintain, improve and/or develop procedures to ensure the safe and nurturing environment at each building. 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. Administrators will oversee, guide, and support student opportunities to grow and excel in these areas. Excellence in education is a shared responsibility in partnership with all district and community members. Administrators will communicate effectively with all stakeholders in order to support partnerships among home, school, and community. Our decision-making process is student-centered and student voice is valued. Administrators will create opportunities to elicit and respond to student voice. Whole child development is vital to our educational system. Administrators will oversee, guide and support opportunities for whole child development.

Parents

Excellence in education is a shared responsibility in partnership with all district and community members. Parents will participate in school communication efforts in order to maintain, improve, and/or develop partnerships that support students.

Community

Excellence in education is a shared responsibility in partnership with all district and community members. Community members will participate in school communication efforts in order to maintain, improve, and/or develop partnerships that support students.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Statewide goals/interim goals for achievement on PSSA and Keystone	All schools met or exceeded statewide and/or interim goals for achievement in all subjects.
Standard demonstrating growth	5 of 7 schools met or exceeded the standard showing growth in all subjects.

Challenges

Indicator	Comments/Notable Observations
Standard demonstrating growth	One elementary school did not meet the standard demonstrating growth in any subject area; another did not meet the standard demonstrating growth in two areas,
Standard demonstrating growth	Three elementary schools did not meet the standard demonstrating growth for science (It's notable that one of these schools scored 100% proficient or advanced, though).

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Percent Proficient or Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The Students with Disabilities subgroup met or exceeded the overall state proficiency level in Math in four of five elementary schools.
Indicator Percent Proficient or Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The Students with Disabilities subgroup met or exceeded the overall state proficiency level in English Language Arts in two elementary schools.
Indicator Percent Proficient or	**Comments/Notable Observations** The Students with Disabilities subgroup met or exceeded the overall state proficiency level in Science in two

Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** Students with Disabilities	elementary schools.
Indicator Percent Proficient or Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** All subgroups	**Comments/Notable Observations** Percent proficient or advanced went up from the prior year for all subgroups at the High School in all subjects.
Indicator Percent Proficient or Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** All subgroups	**Comments/Notable Observations** Percent proficient or advanced went up from the prior year for all subgroups but one at the Middle School in English Language Arts and for all subgroups at the Middle School for Math
Indicator Percent Proficient or Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** All subgroups	**Comments/Notable Observations** Percent proficient or advanced increased from the prior year for all subgroups in ELA in three elementary schools. The percent proficient or advanced increased from the prior year for all subgroups in Math in two elementary schools.

Challenges

Indicator Percent Proficient or Advanced on PSSA or Keystone **Grade Level(s) and/or Student Group(s)** Students with	**Comments/Notable Observations** The Students with Disabilities subgroup was the lowest-performing subgroup in English and Math in all seven schools.

Disabilities	
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator PVAAS **Grade Level(s) and/or Student Group(s)** Grade 4	**Comments/Notable Observations** PVAAS growth scores are inconsistent across elementary schools over the past five years. Most recently, grade four scored below or well-below in all three subjects. This is despite the fact that all schools met or exceeded statewide and/or interim goals for achievement in all subjects and 5 of 7 schools as a whole met or exceeded the standard showing growth in all subjects.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All schools met or exceeded statewide and/or interim goals for achievement in all subjects.
5 of 7 schools met or exceeded the standard showing growth in all subjects.
The Students with Disabilities subgroup met or exceeded the overall state proficiency level in Math in four of five elementary schools.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The Students with Disabilities subgroup was the lowest-performing subgroup in English and Math in all seven schools, although this subgroup also met or exceeded the overall state proficiency level in Math in four of five elementary schools.
PVAAS growth scores are inconsistent across elementary schools over the past five years. Most recently, grade four scored below or well-below in all three subjects. This is despite the fact that all schools met or exceeded statewide and/or interim goals for achievement in all subjects and 5 of 7 schools as a whole met or exceeded the standard showing growth in all subjects.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimsweb Kindergarten	Spring 2024 Aimsweb, 80% or higher K students achieving at Tier 1 in 2 of 5 schools
Aimsweb Grade 1	Spring 2024 70% or higher of Grade One students achieving at Tier 1 in 5 of 5 schools
MAP	Districtwide, students are meeting their growth projections in grades 1-4;
Study Island Benchmark	Spring 2024 79% of Grade 6 scored Proficient or Advanced; 57% of 7th Grade scored proficient or advanced; 41% of 8th Grade scored proficient or advanced

English Language Arts Summary

Strengths

Grade 1 Aimsweb shows 70% or more of our students are meeting tier 1 benchmarks by spring
MAP grades 1 through 4 are meeting growth projections
79% of grade 6 ELA students scored proficient or advanced on the spring Study Island benchmark

Challenges

Kindergarten Aimsweb shows 3 of 5 schools have only 61-69% of students meeting tier 1 benchmarks
MAP shows grade 5 ELA is not meeting growth projections
Study Island shows grade 8 ELA is below 50% scoring proficient or advanced.

Mathematics

Data	Comments/Notable Observations
MAP	Grades 1-5 are meeting growth projections
Study Island	78% of grade 6 scores proficient or advanced on the Math spring 2024 benchmark 69% of Grade 7 scores proficient or advanced on the spring 2024 benchmark 57% of grade 8 scores proficient or advanced on the spring 2024 benchmark

Mathematics Summary

Strengths

MAP: Districtwide, grades 1 and 5 have 60% or more students meeting their growth projections
Study Island: 78% of grade 6 scores proficient or advanced on the spring 2024 benchmark

Challenges

MAP: Districtwide, grade 2 39% of students met their growth projections

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Study Island	53% of students scored proficient or advanced on the Science spring 2024 benchmark

Science, Technology, and Engineering Education Summary

Strengths

A majority of 8th grade students score proficient on the spring 2024 Study Island benchmark

Challenges

Study Island: 53% of students score proficient on the spring 2024 Study Island benchmark
No elementary benchmark or local assessment data is gathered

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Measures	All elementary schools exceeded the standard
College and Career Measures	All secondary schools exceeded the standard
NOCTE	100% of students taking the NOCTE passed it

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Delaware County Community College

Agreement Type

Dual Credit

Program/Course Area

All

Uploaded Files

Signed_Haverford Twshp_DCCC_24_25_OPEN_DE.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All elementary schools exceeded the college and career readiness standard
All secondary schools exceeded the college and career readiness standard

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

None

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PVAAS	The district English Learner subgroup scored above and well above on all PVAAS measures in all subjects
Percent Proficient or Advanced on PSSA	By district, the English Learner subroup shows the lowest proficiency in English Language Arts
WIDA	Students at higher levels within the EL program perform highly on the WIDA, which corresponds to their performance on PSSAs.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Percent Proficient or Advanced on PSSA	The ED subgroup performs 15 percentage points lower than the all-student group in English Language Arts and 20 percentage points lower than the all student group in Math.
PVAAS	The district Economically Disadvantaged subgroup scored above and well above on all PVAAS measures across all but two subjects

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	The district Black subgroup scored above and well above on all PVAAS measures across all subjects

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The district English Learner subgroup scored above and well above on all PVAAS measures in all but two subjects/grades
The district Economically Disadvantaged subgroup scored above and well above on all PVAAS measures across all but two subjects.
The district Black subgroup scored above and well above on all PVAAS measures across all subjects

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

By district, the English Learner subroup shows the lowest proficiency in English Language Arts, even though this subgroup scored above and well above on all PVAAS measures in all subjects.
The ED subgroup performs 15 percentage points lower than the all-student group in English Language Arts and 20 percentage points lower than the all-student group in Math, even though this subgroup scored above and well above on all PVAAS measures across all but two subjects

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Effective, standards-aligned curriculum and assessment;
Foster a vision and culture of high expectations for success for all students, educators, and families

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

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district;
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district;
Leaders must align on a common vision for instructional leadership, with clearly defined roles and responsibilities and effective strategies to improve practices and student achievement and growth outcomes by effectively monitoring, supervising, and supporting high-quality teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All schools met or exceeded statewide and/or interim goals for achievement in all subjects.	True
5 of 7 schools met or exceeded the standard showing growth in all subjects.	True
The Students with Disabilities subgroup met or exceeded the overall state proficiency level in Math in four of five elementary schools.	True
Grade 1 Aimsweb shows 70% or more of our students are meeting tier 1 benchmarks by spring	False
All elementary schools exceeded the college and career readiness standard	False
All secondary schools exceeded the college and career readiness standard	False
The district English Learner subgroup scored above and well above on all PVAAS measures in all but two subjects/grades	True
MAP grades 1 through 4 are meeting growth projections	False
79% of grade 6 ELA students scored proficient or advanced on the spring Study Island benchmark	False
The district Economically Disadvantaged subgroup scored above and well above on all PVAAS measures across all but two subjects.	True
The district Black subgroup scored above and well above on all PVAAS measures across all subjects	True
MAP: Districtwide, grades 1 and 5 have 60% or more students meeting their growth projections	False
Study Island: 78% of grade 6 scores proficient or advanced on the spring 2024 benchmark	False
A majority of 8th grade students score proficient on the spring 2024 Study Island benchmark	False
Effective, standards-aligned curriculum and assessment;	True
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The Students with Disabilities subgroup was the lowest-performing subgroup in English and Math in all seven schools, although this subgroup also met or exceeded the overall state proficiency level in Math in four of five elementary	False

schools.	
PVAAS growth scores are inconsistent across elementary schools over the past five years. Most recently, grade four scored below or well-below in all three subjects. This is despite the fact that all schools met or exceeded statewide and/or interim goals for achievement in all subjects and 5 of 7 schools as a whole met or exceeded the standard showing growth in all subjects.	True
Kindergarten Aimsweb shows 3 of 5 schools have only 61-69% of students meeting tier 1 benchmarks	False
MAP shows grade 5 ELA is not meeting growth projections	False
None	False
By district, the English Learner subroup shows the lowest proficiency in English Language Arts, even though this subgroup scored above and well above on all PVAAS measures in all subjects.	False
The ED subgroup performs 15 percentage points lower than the all-student group in English Language Arts and 20 percentage points lower than the all-student group in Math, even though this subgroup scored above and well above on all PVAAS measures across all but two subjects	True
Study Island shows grade 8 ELA is below 50% scoring proficient or advanced.	False
MAP: Districtwide, grade 2 39% of students met their growth projections	False
Study Island: 53% of students score proficient on the spring 2024 Study Island benchmark	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district;	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district;	False
No elementary benchmark or local assessment data is gathered	False
Leaders must align on a common vision for instructional leadership, with clearly defined roles and responsibilities and effective strategies to improve practices and student achievement and growth outcomes by effectively monitoring, supervising, and supporting high-quality teaching and learning	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Generally, we are a high-performing district that scores in the top 5% of LEAs in the Commonwealth on math and reading PSSAs and all Keystone assessments. Challenges tend to be localized to a building or subgroup. National scores such as AP, SAT, ACT, and PSAT indicate high levels of success for our students. Many high functioning systems are in place to support student learning. Areas of need include better targeting supports for those in need, adapting instrutional practices to best support ALL students in learning, and continuing to improve our systems for efficient and effective operations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The ED subgroup performs 15 percentage points lower than the all-student group in English Language Arts and 20 percentage points lower than the all-student group in Math, even though this subgroup scored above and well above on all PVAAS measures across all but two subjects	Because of the privacy required regarding students SES, it is challenging to target academic supports to these students. A strong course of action may be to support all students in need, therefore capturing this group. Some arrive with a word deficit or less robust pre-school preparation Currently there is not a district-wide, school-based homework club with transportation In some cases, students'work/caregiving responsibilities are prioritized over schoolwork Potential negative impact from parent/guardian involvement/belognig/comfort Not currently targeting or progress monitoring this group during MTSS/intervention Outside organizations might connect with us to provide mentorship. Ex. Boys/Girls clubs/YMCA connections We need to examine the research more deeply. We need to find out more about what families/students need/believe.	True
PVAAS growth scores are inconsistent across elementary schools over the past five years. Most recently, grade four scored below or well-below in all three subjects. This is despite the fact that all schools met or exceeded statewide and/or interim goals for achievement in all subjects and 5 of 7 schools as a whole met or exceeded the standard showing growth in all subjects.	Band/orchestra takes students from class 1 or more days/week Holding LTS positions in grades 4 and 5 Longer term LTS in those buildings with higher growth needs Need more clarity and direction in specifics for what good instruction looks like Consistency of MTSSWIN grouping, instruction expectations/structures uneven implementation of curriculum materials and use of Instructional practices Math - lack of growth is sometimes with the highest group and other years with other groups ELA - lower quintiles show better growth than highest quintile Science - lower quintiles have shown stronger growth in the past, but more recently, all quintiles are not meeting growth expectations	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All schools met or exceeded statewide and/or interim goals for achievement in all subjects.	Strong curriculum, instruction and assessment alignment Scheduling at HS and MS Well-prepared and supportive families/students Strong professional development for teachers Teacher and Admin. Data conversations at all levels MTSS Goals are clear Continuous Improvement mindset
5 of 7 schools met or exceeded the standard	Systems for interventions Curriculum alignment Data use See above Leader training in PVAAS

showing growth in all subjects.	Continuous Improvement mindset
The Students with Disabilities subgroup met or exceeded the overall state proficiency level in Math in four of five elementary schools.	MTSS, Interventions, inclusion (LRE), funding is appropriately allocated for these services, continuously developing programming according to student needs, programs outside of the classroom, staff are open minded and flexible to change to meet student needs, intentional planning, flexible grouping in the classroom Math coaches
The district English Learner subgroup scored above and well above on all PVAAS measures in all but two subjects/grades	Added staff, increased services, made curricular adjustments, website update for more languages to be translated, increased training (state, DVCEE, DCIU), fully included
The district Economically Disadvantaged subgroup scored above and well above on all PVAAS measures across all but two subjects.	Restored number of Social Workers, increased number of school counselors, high expectations for all students (teachers don't know who qualifies), Title I schools run parent-involvement programs and one shows growth over the past several years; high growth at HS and MS, fee-waivers for various supports; (support AP, and other fee-based assessments for those who need it; summer school is free/reduced if qualify as ED, increased support for reading, 1:1 chromebooks and access to hotspots)
The district Black subgroup scored above and well above on all PVAAS measures across all subjects	Systems for interventions;Curriculum alignment; Added AP African American History course; Data use; district and school goals to increase representation in higher level and gifted classes, increasing representation in curriculum, Leader training in PVAAS, Continuous Improvement, High expectations for all students, AACE club at HS, Project Lit at MS, Participation in DVCEE and DCIU
Effective, standards-aligned curriculum and assessment;	MAP, Aimsweb, benchmarks, CBA Curriculum review cycle, Variety of assessments, Department meeting and PLC time Teacher-driven and written secondary curriculum, curriculum supervisors, mentors, developers, lead teachers, coaches, department chairs Professional learning around the curriculum, Connections between special programs and the curriculum department
Foster a vision and culture of high expectations for success for all students, educators, and families	Strat Plan is adhered to and well-communicated (to staff) Staff and board know vision for success, leaders maintain high expectations for staff and students, HPRIDE Shared ownership All departments see their impact on the system and goals (ex. Transportation knows the importance of programs, testing days, instrument retrieval) Training for staff (bus drivers, lunch monitors) Responsive classroom at elementary level

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To better support all students, especially those qualifying for the ED/SES subgroup, we will enhance academic interventions, strengthen progress monitoring, increase parent/guardian engagement and expand access to resources such as after-school support and mentorship opportunities.

	To promote consistent academic growth across all elementary schools, we need to ensure consistency of core instructional time and build upon clear expectations for high-quality instruction of the written curriculum and its resources. Additionally, we will enhance the consistency of MTSS/WIN structures to better support both intervention and enrichment.

Goal Setting

Priority: To better support all students, especially those qualifying for the ED/SES subgroup, we will enhance academic interventions, strengthen progress monitoring, increase parent/guardian engagement and expand access to resources such as after-school support and mentorship opportunities.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
Decrease the achievement gap between students in the Economically Disadvantaged subgroup and the All Students group from 15% to 8% in ELA and 20% to 12% in Math as measured by the spring 2028 PSSA; and from 18% to 10% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index).		
Measurable Goal Nickname (35 Character Max)		
Achievement - Economically Disadvantaged		
Target Year 1	**Target Year 2**	**Target Year 3**
Decrease the achievement gap for students in the Economically Disadvantaged subgroup from 15% to 12% in ELA and 20% to 16% in Math as measured by the spring 2026 PSSA; and from 18% to 14% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index).	Decrease the achievement gap for students in the Economically Disadvantaged subgroup from 12% to 8% in ELA and 16% to 12% in Math as measured by the spring 2028 PSSA; and from 14% to 10% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index).	Decrease the achievement gap between students in the Economically Disadvantaged subgroup and the All Students group from 15% to 8% in ELA and 20% to 12% in Math as measured by the spring 2028 PSSA; and from 18% to 10% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index).

Priority: To promote consistent academic growth across all elementary schools, we need to ensure consistency of core instructional time and build upon clear expectations for high-quality instruction of the written curriculum and its resources. Additionally, we will enhance the consistency of MTSS/WIN structures to better support both intervention and enrichment.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Increase to 80% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Reading,		
Measurable Goal Nickname (35 Character Max)		
Elementary Growth - ELA		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase to 70% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Reading	Increase to 75% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Reading	Increase to 80% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Reading,

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Increase to 80% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Math.		
Measurable Goal Nickname (35 Character Max)		
Elementary Growth - Math		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase to 70% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Math.	Increase to 75% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Math.	Increase to 80% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Math.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
70% of students in identified schools and grades will meet or exceed Science growth projections on selected measures.		
Measurable Goal Nickname (35 Character Max)		
Elementary Growth - Science		
Target Year 1	**Target Year 2**	**Target Year 3**
50% of students in identified schools and grades will meet or exceed Science growth projections on selected measures.	60% of students in identified schools and grades will meet or exceed Science growth projections on selected measures.	70% of students in identified schools and grades will meet or exceed Science growth projections on selected measures.

Action Plan

Measurable Goals

Achievement - Economically Disadvantaged	Elementary Growth - ELA
Elementary Growth - Math	Elementary Growth - Science

Action Plan For: Consistent and Effective Implementation of Standards-aligned Core Curricula and Robust Interventions for Support and Enrichment

Measurable Goals:

- Decrease the achievement gap between students in the Economically Disadvantaged subgroup and the All Students group from 15% to 8% in ELA and 20% to 12% in Math as measured by the spring 2028 PSSA; and from 18% to 10% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index).
- 70% of students in identified schools and grades will meet or exceed Science growth projections on selected measures.
- Increase to 80% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Math.
- Increase to 80% of students in identified schools and grades to meet or exceed their Spring MAP growth projection in Reading,

Action Step		**Anticipated Start/Completion Date**	
Identify and remove barriers to consistent implementation of core curricula.		2025-07-01	2026-07-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Core Task Force: Curriculum Supervisors, Principals, Teachers	Access to curricula and resources; time to research and review implementation barriers and develop recommendations	No	No
Action Step		**Anticipated Start/Completion Date**	
Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring		2025-09-30	2026-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
WIN Task Force: Curriculum Supervisors, Principals, teachers	Intervention materials, time to review current practices and research, training for any new interventions and any new progress monitoring requirements	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Barriers to consistent implementation of core curricual will be removed; effective interventions for support and enrichment will be implemented and student progress will be monitored.	Asst Super will meet with each task force monthly; Principals will collect data during informal and formal observations; student's progress monitoring data will be reviewed at building data meetings every 6 weeks.

Action Plan For: Parent/Guardian Engagement and Mentor Opportunities

Measurable Goals:
• Decrease the achievement gap between students in the Economically Disadvantaged subgroup and the All Students group from 15% to 8% in ELA and 20% to 12% in Math as measured by the spring 2028 PSSA; and from 18% to 10% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index).

Action Step		**Anticipated Start/Completion Date**	
Research, develop, and implement a parent/guardian engagement plan to be implemented at the building and district levels.		2025-07-01	2026-07-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
P/G Task Force: supervisors, principals, teachers, counselors and social workers	Access to research; time to develop plan, materials/speaker fees, activity supplies	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Research and implement a mentor program offered first to students who qualify for the economically disadvantaged subgroup.		2026-07-14	2027-01-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mentor Program Developer	time to research mentor programs; space for mentor programs	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Parent/guardian engagement plan will be implemented. Students will participate in mentor programs	Assigned cabinet member will meet with PG Engagement Plan team monthly until plan is developed. Principals/social workers/counselors will record and share data regarding PG involvement annually. Pre and post-PG Engagement plan data will be collected. Identified supervisor will meet with mentor developer monthly until plan is developed. The identified supervisor will then oversee the mentor programming, sharing participation data with the appropriate school officials each quarter/trimester.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Consistent and Effective Implementation of Standards-aligned Core Curricula and Robust Interventions for Support and Enrichment	Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring

Math Intervention Training

Action Step		
• Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring		
Audience		
Teachers of Math Interventions		
Topics to be Included		
How to use identified math interventions		
Evidence of Learning		
Implementation of identified math interventions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Math supervisor and coaches	2025-09-01	2026-03-31

Learning Format

Type of Activities	Frequency
Inservice day	At least 2 training sessions followed by coaching
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Core Instruction for Growth

Action Step
• Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring
Audience
All teachers who are required to complete structured literacy training according to their certification

Topics to be Included		
Structured Literacy		
Evidence of Learning		
Completed training activities		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Humanities Curriculum Supervisor	2025-06-19	2026-06-22

Learning Format

Type of Activities	Frequency
Independent study	2 part series
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Trauma Informed Care

Action Step		
• Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring		
Audience		
All staff		
Topics to be Included		
Trauma Informed Care		
Evidence of Learning		
Completion of training activities		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Security	2027-07-08	2028-06-23

Learning Format

Type of Activities	Frequency
Inservice day	1 time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Parent/Guardian Engagement Efforts

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Research, develop, and implement a parent/guardian engagement plan to be implemented at the building and district levels. • Research and implement a mentor program offered first to students who qualify for the economically disadvantaged subgroup.	Parents/Guardians of students who qualify for Economically Disadvantaged Subgroup, especially those who did not demonstrate proficiency on state assessments	Invitation to share P/G perspectives, strengths, and needs; Draft P/G engagement plan for comments; final PG engagement plan, invitations to PG engagement plan activities Information regarding mentoring opportunities	Parent/Guardian engagement plan supervisor	07/01/2025	07/01/2026

Communications

Type of Communication	Frequency
Newsletter	Once per quarter and monthly as needed
Letter	Upon inception of the mentor program and monthly until all slots are full

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date