2025-2028 Comprehensive Plan Draft

School District of Haverford Township
Presented February 2025

What is a Comprehensive Plan?

Required by PA Department of Education

District Profile

Mission, Vision, Educational Values

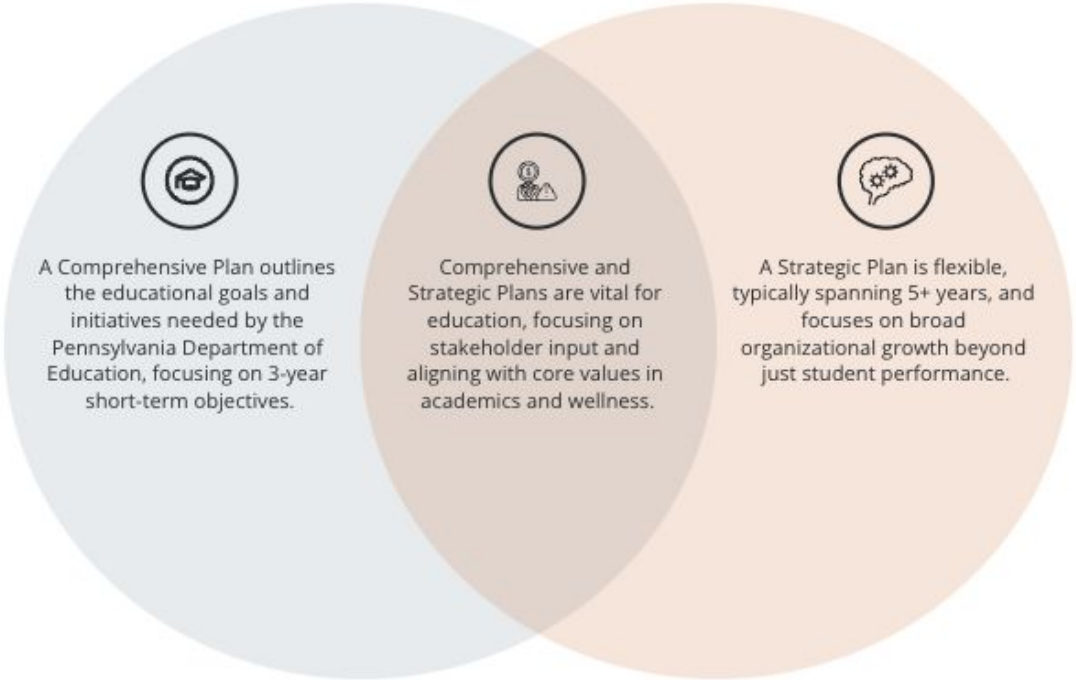
Needs Assessment Using Student Performance Data & Conditions for Leadership, Teaching and Learning

Goal Setting, Action Planning

Professional Development & Communication Planning

Monitoring

Comprehensive vs. Strategic



The Comprehensive Plan complements the Strategic Plan, both targeting measurable outcomes with actionable steps for professional growth and community involvement.

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

- 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.
- All schools meet or exceeded the college and career readiness standard
- The Students with Disabilities subgroup met or exceeded the overall state proficiency level in Math in four of five elementary schools.
- The district English Learner subgroup scored above and well above on all PVAAS measures in all subjects in spring 2024
- The district Economically Disadvantaged subgroup scored above and well above on all PVAAS measures across all but two subjects in spring 2024
- The district Black subgroup scored above and well above on all PVAAS measures across all subjects in spring 2024
- Grade 1 Aimsweb shows 70% or more of our students are meeting tier 1 benchmarks by spring 2024
- MAP grades 1 through 4 are meeting growth projections for spring 2024
- Study Island: Strong performance in grades 6 & 7 on spring 2024 Study Island benchmark assessments.
- Conditions for Leadership and Learning
    - 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

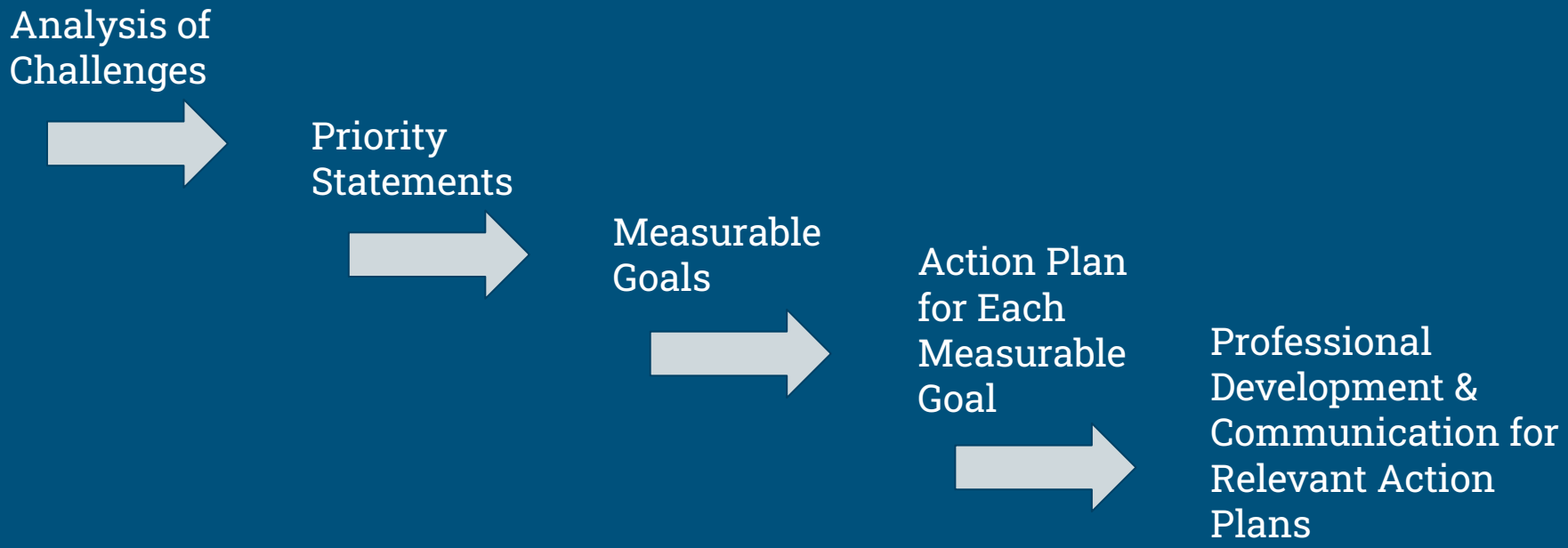
Challenges Derived from Data Review and Analysis

- The Economically Disadvantaged (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
- PVAAS growth scores are inconsistent across elementary schools over the past five years. 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.
- The Students with Disabilities subgroup demonstrates lowest performance in English and Math in seven schools, although this subgroup also met or exceeded the overall state proficiency level in Math in four of five elementary schools and meets or exceeds PVAAS growth expectations in all but 2 areas in spring 2024.
- 2024 spring MAP shows grade 5 ELA and grade 2 Math not meeting growth projections
- Conditions for Leadership and Learning
    - 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;

Most Notable Observations/Patterns

The School District of Haverford Township is 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, ensuring consistent implementation of core curriculum and instructional practices, and continuing to improve our systems for efficient and effective operations.

Plan Development Process



Priority Statement: Growth - Elementary

Challenge

Inconsistent Elementary Grades Growth Despite Meeting Achievement Thresholds

Priority Statement

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

Growth - Elementary - Goals and Action Steps

Growth - Elementary Measurable Goal

80% of students in identified schools and grades will meet or exceed their reading and math growth projections on the spring 2028 MAP assessments.

70% of students in identified schools and grades will meet or exceed Science growth projections on spring 2028 selected measures.

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

Growth Action Plans

1. Identify and remove barriers to consistent implementation of core curricula.
2. Research and implement effective interventions for growth, including executive functioning, and utilizing a more robust system for targeted instruction and progress monitoring.
3. Identify, implement, and respond to measures of growth for Science

Professional Development - Effective interventions; use of and response to progress monitoring measures; instructional strategies

Priority Statement: Achievement - Economically Disadvantaged

Challenge
Achievement Gap Despite Meeting Most Growth Expectations
Priority Statement
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

Achievement - Economically Disadvantaged Subgroup

Measurable Goal

Decrease the achievement gap between the Economically Disadvantaged subgroup and the All Students group on the spring 2028 state assessments from

- 15% to 8% in ELA
- 20% to 12% in Math
- 18% to 10% on the Algebra 1 Keystone (11th grade banked scores from PA Future Ready Index)

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

Action Plan

1. Research and implement effective interventions for growth, including executive functioning, utilizing a more robust system for targeted instruction and progress monitoring.
2. Research, develop, and implement a parent/guardian engagement plan to be implemented at the building and district levels.
3. Research and implement a mentor program offered first to students who qualify for the economically disadvantaged subgroup.

Communication

Progress updates will be brought to the board via committee meetings and presentations throughout the life of the 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.

Next Steps

Post the Comprehensive Plan on the District Website

Review any feedback from the board and/or public comment

Share any revisions based on feedback as information item at 3/14/25 Curriculum and Pupil Services Committee meeting

Ask for Approval from the Board 3/20/25 Meeting

Submit to PDE by 3/30/25

Thank you.
Questions?