



# HATBORO-HORSHAM SCHOOL DISTRICT COMPREHENSIVE PLAN 2021-24

Legislative/Action Meeting of the Board of School Directors

October, 18, 2021

# Comprehensive Plan Process

Winter 2020 - Committee formed and process was begun

Spring 2020 – Process interrupted by Pandemic; extension granted by PDE

Data review and analysis during 2020 – 2021 school year with new process and format from PDE

Expansion and refinement of goals and objectives from previous Comprehensive Plan

# Overview of Data Analysis

## Data from Future Ready PA Index

- Student Achievement Data (PSSA, Keystone)
- Student Growth Data
- Attendance
- Graduation Rate
- Disaggregated Data

## Data from ESSA website

- Targets & Goals - Achievement Data
- Achievement Gaps

## Local Data

## General Response to Challenges

- Support school staff in implementing evidence-based instructional practices and programs to ensure that all students have access to rigorous, standards-aligned instruction.
- Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
- Establish an inclusive and supportive culture in each classroom and each school in which all students are seen, heard, and valued, where the strengths of all students are recognized, and where all students receive the supports needed to reach their full potential.

# PRIORITY STATEMENTS

**Student learning and success stems from what happens in each classroom. In order to ensure equitable outcomes and high levels of learning for all students, we must establish a systemic process to engage all teachers in creating and delivering relevant units of study. Essential understanding, skills, and competencies required of all students must be identified and assessed. Tiered systems of support should be in place that allow every student to be successful.**

**In order for students to take advantage of opportunities for academic and social/emotional growth, they must attend school on a regular basis. Reasons for absences (including exclusionary discipline consequences) and systemic root causes of the difference in students pursuing post-secondary education must be explored and addressed. All students must feel welcomed, valued, and believe they have sufficient opportunities to learn and be successful.**

# 3-YEAR MEASURABLE GOALS

- Increase the performance of all students and all subgroups on state Math assessments by at least 10%
- Increase the performance of all students and all subgroups on state English Language Arts assessments by at least 10%
- Regular attendance of students in all subgroups at each school should meet or exceed the statewide targets for attendance.
- Eliminate disproportionality of suspension rates for all subgroups.
- 100% of students indicate feeling welcome and valued, and believe they are being given opportunities to succeed in classrooms.

A large red speech bubble graphic with a white outline, containing the text 'ACTION PLANS'. The bubble has a tail pointing downwards and to the right.

# ACTION PLANS

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**PROFESSIONAL LEARNING and  
CURRICULUM REVISION WITH A  
FOCUS ON DEEPER LEARNING**

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**PROFESSIONAL GROWTH IN  
ASSESSMENT LITERACY**

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**USE OF RESTORATIVE PRACTICES**

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**CONTINUED FOCUS ON EQUITY AND  
INCLUSIVENESS**



Professional  
Development  
Strategies

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**Professional Learning Communities**

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**In-Service Sessions**

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**Book Study**

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**Support from External Consultants  
and Organizations**

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**Job-Embedded Professional  
Development**



# Additional Information



**Share with School Board of Directors**



**Place copy for 28-day public review at public library and in district**



**Submit to P.D.E. by November 30, 2021**



**Opportunity to monitor and adjust each year over the 3- year time period.**



QUESTIONS?