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Profile and Plan Essentials

LEA Type		AUN
School District		124153503
Address 1		
100 Lindenwood Dr		
Address 2		
City	State	Zip Code
Malvern	PA	19355
Chief School Administrator		Chief School Administrator Email
Dr Daniel F Goffredo		dgoffredo@gvgsd.org
Single Point of Contact Name		
Stephen O'Toole		
Single Point of Contact Email		
sotoole@gvgsd.org		
Single Point of Contact Phone Number		
610-889-2125		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Emily Amodei	Staff Member	Great Valley Middle School	eamodei@gvsd.org
Tricia Beck	Parent	Great Valley School District	tbeck@gvsd.org
Emily Braskey	Administrator	Great Valley School District	ebbraskey@gvsd.org
Jonathan DeVirgilio	Student	Great Valley Middle School	jdevirgilio@gvsd.org
Andrea Dinsmore	Administrator	Great Valley School District	adinsmore@gvsd.org
Laura Eisemann	Community Member	Immaculata University	leisemann@immaculata.edu
Nicole Forrest	Administrator	Sugartown Elementary	nforrest@gvsd.org
Daniel Goffredo	Administrator	Great Valley School District	dgoffredo@gvsd.org
Sarah Gorr	Staff Member	KD Markley Elementary	sgorr@gvsd.org
Khristina Hunt	Administrator	Great Valley School District	khunt@gvsd.org
Kristen Klugh	Community Member	IKEA	kristenklughcannella@gmail.com
Susanne Knupp	Staff Member	Great Valley High School	sknupp@gvsd.org
Sherri Kratzer	Staff Member	Great Valley Middle School	skratzer@gvsd.org
Nicole Lombardi	Staff Member	Great Valley School District	nlombardi@gvsd.org
La'Keidra McDougal	Staff Member	Great Valley School District	lmcdougal@gvsd.org
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Jamie Mozzone	Staff Member	Great Valley High School	jmozzone@gvsd.org
Katy Oh	Staff Member	Great Valley 5/6 Center	koh@gvsd.org
Stephen O'Toole	Administrator	Great Valley School District	sotoole@gvsd.org
Gloria Park	Parent	Parent	gloria@performpositive.com
Amanda Pierce	Administrator	Great Valley School District	apierce@gvsd.org
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Angela Van Cott	Staff Member	Sugartown Elementary	avancott@gvsd.org
Julie Wagner	Staff Member	Great Valley Middle School	jwagner@gvsd.org
Joanna Wexler	Administrator	Great Valley School District	jwexler@gvsd.org
Beth Zigmont	Administrator	Great Valley School District	bzigmont@gvsd.org
Erin Yeagle	Staff Member	Great Valley School District	eyeagle@gvsd.org

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LEA Profile

The Great Valley School District was formed by state law and began operation July 1, 1969. The District is a school district of the third class located in Chester County. The District is an independent reporting entity governed by an elected nine-member board. The board is accountable to its citizenry for all its activities through a system of financial reports and audits, public and state oversight, and of course, the election process.

The primary responsibility for the activities of a school district lies with the locally elected school board. While local control has a strong tradition in Pennsylvania, the board must direct the affairs of the school within the framework of the Pennsylvania School Code, other state laws, and various regulations and standards. These regulations and standards are established primarily by the PDE, the State Board of Education, the Pennsylvania State Legislature and other state agencies.

Currently the District accommodates 4797 students in four full-day kindergarten to grade 4 elementary schools, one 5/6 Center, one 7-8 middle school and one 9-12 high school. In addition, Great Valley is one of four sending districts to a 9-12 vocational-technical school. Elementary school attendance boundaries cross municipal lines to provide the best balance of classes per grade level and educational services in each building. All of the Great Valley schools are state of the art facilities that are designed to support teaching and learning.

Mission and Vision

Mission

The Mission of the Great Valley School District is to ensure that every student is inspired and prepared to be a passionate lifelong learner and a productive invested participant in the local and global community.

Vision

- Each student will continually acquire and apply new skills and knowledge as he/she pursues personal and challenging goals.
- Each student will demonstrate an understanding of, and actively participate in the local and global community.
- Each student will achieve the academic standards of the personally challenging program in which he/she is enrolled.

Educational Values

Students

We believe that: 1. Lifelong learning is essential to individual fulfillment and the betterment of society. 2. All people have intrinsic worth. 3. Individuals are responsible and accountable for their choices and actions. 4. Each individual has unique gifts and talents. 5. When committed individuals work together toward common goals, the possibilities are infinite. 6. Honesty and integrity are fundamental to healthy relationships.

Staff

We believe that: 1. Lifelong learning is essential to individual fulfillment and the betterment of society. 2. All people have intrinsic worth. 3. Individuals are responsible and accountable for their choices and actions. 4. Each individual has unique gifts and talents. 5. When committed individuals work together toward common goals, the possibilities are infinite. 6. Honesty and integrity are fundamental to healthy relationships.

Administration

We believe that: 1. Lifelong learning is essential to individual fulfillment and the betterment of society. 2. All people have intrinsic worth. 3. Individuals are responsible and accountable for their choices and actions. 4. Each individual has unique gifts and talents. 5. When committed individuals work together toward common goals, the possibilities are infinite. 6. Honesty and integrity are fundamental to healthy relationships.

Parents

We believe that: 1. Lifelong learning is essential to individual fulfillment and the betterment of society. 2. All people have intrinsic worth. 3. Individuals are responsible and accountable for their choices and actions. 4. Each individual has unique gifts and talents. 5. When committed individuals work together toward common goals, the possibilities are infinite. 6. Honesty and integrity are fundamental to healthy relationships.

Community

We believe that: 1. Lifelong learning is essential to individual fulfillment and the betterment of society. 2. All people have intrinsic worth. 3. Individuals are responsible and accountable for their choices and actions. 4. Each individual has unique gifts and talents. 5.

When committed individuals work together toward common goals, the possibilities are infinite. 6. Honesty and integrity are fundamental to healthy relationships.

Other (Optional)

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Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent Proficient or Advanced on Pennsylvania State Assessments	All schools in all subject areas (English/Language Arts, mathematics, and science) were above the state average.
Regular Attendance	In all schools, regular attendance was above the statewide average.
Meeting Annual Academic Growth Expectations	For all schools, Academic Growth Expectations in English Language Arts/Literatures All Student Group Meets the Standard Demonstrating Growth
English Language Growth and Attainment	Elementary schools, where the sample is sufficient, were above the state average for the All-Student Group within the indicator.
College and Career Readiness	Elementary students were at or above 99%.

Challenges

Indicator	Comments/Notable Observations
Mathematics	All student group, in two schools - Sugartown Elementary and Middle School, did not meet the interim goal/improvement target.
Mathematics	All student group, in two schools - Charlestown Elementary and Sugartown Elementary did not meet the standard demonstrating growth of 70.0

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

Strengths

Indicator High School Graduation Rate Grade Level(s) and/or Student Group(s) All Student Group Meets 2030 Statewide Goal	Comments/Notable Observations The statewide 2033 goal is listed as 92.4% and Great Valley High School achieved 96.3%. This is an increase from the previous Comprehensive Planning process where the four-year cohort was 95.8%.
Indicator	Comments/Notable Observations

Grade Level(s) and/or Student Group(s)	
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator English/Language Arts/Literature Proficient or Advanced Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations Percent proficient for Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities are below the statewide average.
Indicator English/Language Arts/Literature Proficient or Advanced Grade Level(s) and/or Student Group(s) Grade 11	Comments/Notable Observations Percent proficient for Hispanic, Economically Disadvantaged, English Learner are below the statewide average.
Indicator English/Language Arts/Literature Proficient or Advanced Grade Level(s) and/or Student Group(s) Grades 6-11	Comments/Notable Observations Percent proficient for Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities are below the statewide average.
Indicator College/Career Readiness Grade Level(s) and/or Student Group(s) Grades 9-12	Comments/Notable Observations Percent of Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities meeting performance standard are below the statewide average.

Indicator College/Career Readiness Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations Percent of Economically Disadvantaged and Student with Disabilities meeting performance standard are below the statewide average.
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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.

High School Graduation Rate: All Student Group Meets 2030 Statewide Goal: The statewide 2033 goal is listed as 92.4% and Great Valley High School achieved 96.3%.

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.

English/Language Arts/Literature Proficient or Advanced: Grades 6-8: Percent proficient for Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities are below the statewide average.
English/Language Arts/Literature Proficient or Advanced: Grade 11: Percent proficient for Hispanic, Economically Disadvantaged, English Learner are below the statewide average.
College/Career Readiness: Grade 11: Percent of Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities meeting performance standard are below the statewide average.
College/Career Readiness: Grades 6-8: Percent of Economically Disadvantaged and Student with Disabilities meeting performance standard are below the statewide average.

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
English Language Arts Percentage Proficient or Advanced	For all schools, percent proficient or advanced is above the statewide average; however, not all student groups in all schools met the goal/improvement target.

English Language Arts Summary

Strengths

All elementary schools meets or exceeds academic growth expectations in English language arts/literatures.

Challenges

The following student groups, across the elementary schools with sufficient data, range from 16.7% to 56% proficient in the ELA PSSA for Grades 3-5: Hispanic, Students with Disabilities, Economic Disadvantaged, and English Language Learners.

Mathematics

Data	Comments/Notable Observations
Mathematics Percent Proficient or Advanced	For all schools, percent proficient or advanced is below the mathematics percent proficient or advanced.

Mathematics Summary

Strengths

The all student group percentage proficient on the state assessments (PSSA and Keystone) in all six schools are above the state averages.

Challenges

In some schools, growth targets in mathematics were not met.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All Student Group: Science/Biology	All students were above the state average in science/Biology.

Science, Technology, and Engineering Education Summary

Strengths

All schools were above the state average, for the All Student Group, in the Science/Biology benchmark.

The percentage of students advanced on Pennsylvania State Assessment was above 37% in all schools.

Challenges

Ensure students have the skills and competencies needed to access, process, communicate, and create using a wide range of resources and technologies in order to succeed and lead in our local and global society.

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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	All schools and student group exceeds performance standard for Career Standards Benchmark.

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

Immaculata University

Agreement Type

Dual Credit

Program/Course Area

High school English, World Language, Math, and Computer Science.

Uploaded Files

Signed agreement.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 schools met or exceeded the Statewide Performance Standard for the Career Standards Benchmark.
High school graduation rate for all student groups meets 2033 statewide goal. Percent graduation 4-year cohort graduation rate is 96.3%.

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.

Ensure consistent implementation of high-quality standards-aligned curricula and effective instructional practices across all schools and all classrooms for all students.
Ensure that systems are in place that engage families, business partners, and community members in the student learning process and communicate with stakeholders in ways that promote, enhance, and sustain a shared vision for building a positive school climate.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Language Growth and Attainment	Middle school and high schools were below the state average for the All Student Group within the indicator.

Students with Disabilities

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

Data	Comments/Notable Observations
Demographic data	Black, Hispanic, and Multi-racial students are overrepresented among school district population of students with disabilities. Entire Population: Black - 2.86% Hispanic - 13.72% Multiple - 4.67% Special Education: Black - 5.53% Hispanic - 16.98% Multiple - 6.42%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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English/Language Arts	Elementary students who are economically disadvantaged, in the schools with sufficient data, scored below the All Student group in all schools. The percentage proficient ranged from 28.9%-47.6% proficient on the PSSA.
English/Language Arts PVAAS	Kathryn D. Markley Elementary school had 100% of the students met the annual growth goals as measured by PVAAS.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students are overrepresented among school district population of students with disabilities.
Hispanic	Within the district, Hispanic students are suspended at a higher rate than non-Hispanic students. 30% of days of total number of days of suspension (133) in the 2024-2025 we assigned to Hispanic students. 14% of the students in the district are Hispanic.

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 English Literature program at the high school is supporting economically disadvantaged students to meet their growth as measured by PVAAS.

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.

Meet the academic, social, and emotional needs of diverse learners in a way that ensures equitable opportunities for all students.
English Language Learners at the secondary level have a significantly lower English Language acquisition rate than the state average. By improving our ELL students' English Language acquisition, we know this will ensure that every student is prepared after they

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Designated Schools

There are no Designated Schools.

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Supplemental LEA Plans

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

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

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	Operational

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

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.

Great Valley School District recruits and retains fully credentialed, experienced and high-quality leaders and teachers. This strength will assist with continuity as the district continues to increase enrollment to support new leaders and teachers who are hired.

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.

As we continue to strengthen partnerships with local businesses, community organizations, and other agencies, the district recognizes this area as a challenge and an area that, if improved, will support the improvement of the Industry Based 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
High School Graduation Rate: All Student Group Meets 2030 Statewide Goal: The statewide 2033 goal is listed as 92.4% and Great Valley High School achieved 96.3%.	True
All elementary schools meets or exceeds academic growth expectations in English language arts/literatures.	False
The all student group percentage proficient on the state assessments (PSSA and Keystone) in all six schools are above the state averages.	True
All schools were above the state average, for the All Student Group, in the Science/Biology benchmark.	False
The percentage of students advanced on Pennsylvania State Assessment was above 37% in all schools.	False
Great Valley School District recruits and retains fully credentialed, experienced and high-quality leaders and teachers. This strength will assist with continuity as the district continues to increase enrollment to support new leaders and teachers who are hired.	True
All schools met or exceeded the Statewide Performance Standard for the Career Standards Benchmark.	True
High school graduation rate for all student groups meets 2033 statewide goal. Percent graduation 4-year cohort graduation rate is 96.3%.	False
The English Literature program at the high school is supporting economically disadvantaged students to meet their growth as measured by PVAAS.	True

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
English/Language Arts/Literature Proficient or Advanced: Grades 6-8: Percent proficient for Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities are below the statewide average.	False
English/Language Arts/Literature Proficient or Advanced: Grade 11: Percent proficient for Hispanic,	False

Economically Disadvantaged, English Learner are below the statewide average.	
College/Career Readiness: Grade 11: Percent of Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities meeting performance standard are below the statewide average.	False
College/Career Readiness: Grades 6-8: Percent of Economically Disadvantaged and Student with Disabilities meeting performance standard are below the statewide average.	False
The following student groups, across the elementary schools with sufficient data, range from 16.7% to 56% proficient in the ELA PSSA for Grades 3-5: Hispanic, Students with Disabilities, Economic Disadvantaged, and English Language Learners.	False
As we continue to strengthen partnerships with local businesses, community organizations, and other agencies, the district recognizes this area as a challenge and an area that, if improved, will support the improvement of the Industry Based Learning.	False
In some schools, growth targets in mathematics were not met.	False
Ensure students have the skills and competencies needed to access, process, communicate, and create using a wide range of resources and technologies in order to succeed and lead in our local and global society.	True
Ensure consistent implementation of high-quality standards-aligned curricula and effective instructional practices across all schools and all classrooms for all students.	True
Ensure that systems are in place that engage families, business partners, and community members in the student learning process and communicate with stakeholders in ways that promote, enhance, and sustain a shared vision for building a positive school climate.	True
Meet the academic, social, and emotional needs of diverse learners in a way that ensures equitable opportunities for all students.	True
English Language Learners at the secondary level have a significantly lower English Language acquisition rate than the state average. By improving our ELL students' English Language acquisition, we know this will ensure that every student is prepared after they	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.

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Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Ensure students have the skills and competencies needed to access, process, communicate, and create using a wide range of resources and technologies in order to succeed and lead in our local and global society.		True
Ensure consistent implementation of high-quality standards-aligned curricula and effective instructional practices across all schools and all classrooms for all students.		True
Ensure that systems are in place that engage families, business partners, and community members in the student learning process and communicate with stakeholders in ways that promote, enhance, and sustain a shared vision for building a positive school climate.		True
Meet the academic, social, and emotional needs of diverse learners in a way that ensures equitable opportunities for all students.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Great Valley School District recruits and retains fully credentialed, experienced and high-quality leaders and teachers. This strength will assist with continuity as the district continues to increase enrollment to support new leaders and teachers who are hired.	
The all student group percentage proficient on the state assessments (PSSA and Keystone) in all six schools are above the state averages.	
All schools met or exceeded the Statewide Performance Standard for the Career Standards Benchmark.	
The English Literature program at the high school is supporting economically disadvantaged students to meet their growth as measured by PVAAS.	
High School Graduation Rate: All Student Group Meets 2030 Statewide Goal: The statewide 2033 goal is listed as 92.4% and Great Valley High School achieved 96.3%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop a shared ownership and implementation of all instructional technology resources.

	Maintain an instructional framework that provides a horizontal and vertical alignment K-12.
	Expand college and career readiness structures and programs to support students as they prepare for post-graduation opportunities.
	Create a safe and inclusive space for all.

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Goal Setting

Priority: Develop a shared ownership and implementation of all instructional technology resources.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
100% completion of K-12 curriculum framework and approved by the School Board for implementation by Fall 2028.		
Measurable Goal Nickname (35 Character Max)		
2024 Curriculum Goal		
Target Year 1	Target Year 2	Target Year 3
Curriculum Review Cycle updated.	Curriculum Review Cycle Completed.	100% completion of K-12 curriculum framework and approved by the School Board for implementation by Fall 2028.

Priority: Maintain an instructional framework that provides a horizontal and vertical alignment K-12.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
100% implementation of a K-12 digital citizenship framework across all K-12 classrooms.		
Measurable Goal Nickname (35 Character Max)		
Digital Citizenship Framework		
Target Year 1	Target Year 2	Target Year 3
Development of a K-12 digital citizenship framework	Implementation with professional development of a K-12 digital citizenship framework in all K-12 classrooms.	100% implementation of a K-12 digital citizenship framework across all K-12 classrooms.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
100% implementation of a new district-wide student information system (SIS).		
Measurable Goal Nickname (35 Character Max)		
Student Information System		
Target Year 1	Target Year 2	Target Year 3

Student information identified, purchased, and transition started.	Full transition completed and professional development continued.	100% implementation of a new district-wide student information system (SIS).
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Priority: Expand college and career readiness structures and programs to support students as they prepare for post-graduation opportunities.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
All student groups (i.e., special education, ELL, economically disadvantaged) achieving 95% or higher on the Career Standards Benchmark within all schools.		
Measurable Goal Nickname (35 Character Max)		
Career Standards Benchmark		
Target Year 1	Target Year 2	Target Year 3
All student groups within each school achieving 90% or higher on the Career Standards Benchmark.	All student groups within each school achieving 93% or higher on the Career Standards Benchmark.	All student groups (i.e., special education, ELL, economically disadvantaged) achieving 95% or higher on the Career Standards Benchmark within all schools.

Priority: Create a safe and inclusive space for all.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Implement the Great Valley School District's equity plan.		
Measurable Goal Nickname (35 Character Max)		
Equity plan		
Target Year 1	Target Year 2	Target Year 3
Continue with Year 2 goals identified in the district's equity plan.	Begin Year 3 goals identified in the district's equity plan.	Implement the Great Valley School District's equity plan.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Implement a social and emotional well-being learning plan		

Measurable Goal Nickname (35 Character Max)		
Social and emotional well-being plan		
Target Year 1	Target Year 2	Target Year 3
Review and revise plan and share with various stakeholders.	Review and revise plan and share with various stakeholders.	Implement a social and emotional well-being learning plan

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
Continue implementation of safety procedures and protocols.		
Measurable Goal Nickname (35 Character Max)		
Safety procedures and protocols		
Target Year 1	Target Year 2	Target Year 3
On-going review of safety procedures and protocols.	On-going review of safety procedures and protocols.	Continue implementation of safety procedures and protocols.

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Action Plan

Measurable Goals

2024 Curriculum Goal	Digital Citizenship Framework
Student Information System	Career Standards Benchmark
Equity plan	Social and emotional well-being plan
Safety procedures and protocols	

Action Plan For: Safe and Inclusive Space

Measurable Goals:
<ul style="list-style-type: none"> • Continue implementation of safety procedures and protocols. • Implement a social and emotional well-being learning plan • Implement the Great Valley School District's equity plan.

Action Step		Anticipated Start/Completion Date	
Analyze needs in the district through an equity review.		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	School/District based equity team	No	Yes
Action Step		Anticipated Start/Completion Date	
Implement equity plan and monitor progress.		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Equity report	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement plan to address social and emotional well-being and monitor progress.		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	Professional development supports	Yes	Yes
Action Step		Anticipated Start/Completion Date	
On-going review of safety procedures and protocols.		2025-04-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Safety liaison	Safety plans - alert system	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Equity plan development and implementation / Social and emotional well-being plan development and implementation / Safety procedures and protocols reviewed, adjusted, and implemented	Implementation of short term and long term goals from the developed plans

Action Plan For: Instructional Technology

Measurable Goals:
<ul style="list-style-type: none"> • 100% implementation of a K-12 digital citizenship framework across all K-12 classrooms. • 100% implementation of a new district-wide student information system (SIS).

Action Step		Anticipated Start/Completion Date	
Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Instructional Technology	Professional development; curriculum writing hours	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Integrate a new district-wide student information system (SIS).		2025-08-18	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Student information system - professional development	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
K-12 instructional technology best practices clearly defined and implemented.	Implementation of short term and long term goals from the developed K-12 instructional technology best practices.

Action Plan For: Teaching and Learning

Measurable Goals:

- 100% completion of K-12 curriculum framework and approved by the School Board for implementation by Fall 2028.

Action Step		Anticipated Start/Completion Date	
An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year.		2025-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Professional development; student information system	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices.		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching and Learning	Professional development; curriculum writing hours; instructional resources purchased for curriculum revisions	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
K-12 curriculum framework - updated grading tool.	Implementation of short term and long-term goals from the K-12 curriculum framework development process; implementation of the new grading tool.

Action Plan For: College and Career Readiness

Measurable Goals:
<ul style="list-style-type: none"> All student groups (i.e., special education, ELL, economically disadvantaged) achieving 95% or higher on the Career Standards Benchmark within all schools.

Action Step		Anticipated Start/Completion Date	
Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program.		2025-04-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school principal	Professional development; hours for school counselors to meet with families	Yes	No
Action Step		Anticipated Start/Completion Date	
Internship exploration, structure, and implementation: Work with secondary administrators and guidance counselors to explore internship opportunities. Develop and implement a plan for students to participate in internship opportunities prior to graduation.		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal	List of internship opportunities; communication to families.	No	Yes
Action Step		Anticipated Start/Completion Date	
Implement credit requirements for the Personal Finance course (Act 35)		2026-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal	Course resources - graduation credit requirements adjusted	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students graduating with a post-graduation plan.	Survey students prior to and after graduation.

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Safe and Inclusive Space	Implement equity plan and monitor progress.
Safe and Inclusive Space	Implement plan to address social and emotional well-being and monitor progress.
Safe and Inclusive Space	On-going review of safety procedures and protocols.
Instructional Technology	Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy
Instructional Technology	Integrate a new district-wide student information system (SIS).
Teaching and Learning	An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year.
Teaching and Learning	Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices.
College and Career Readiness	Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program.
College and Career Readiness	Implement credit requirements for the Personal Finance course (Act 35)

Equity

Action Step
<ul style="list-style-type: none"> Implement equity plan and monitor progress. Implement plan to address social and emotional well-being and monitor progress.
Audience
All staff
Topics to be Included

Topics as identified as within the plans and aligned with the short term and long-term goals.		
Evidence of Learning		
Evaluations at the end of the session		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2025-04-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Periodically throughout the year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Equity

Action Step		
<ul style="list-style-type: none"> Implement equity plan and monitor progress. Implement plan to address social and emotional well-being and monitor progress. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Periodically throughout the year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Curriculum development including instructional technology

Action Step		
<ul style="list-style-type: none"> Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year. Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices. Integrate a new district-wide student information system (SIS). 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	On-going
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Bi-monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Curriculum development including instructional technology

Action Step		
<ul style="list-style-type: none"> • An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year. • Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy • Integrate a new district-wide student information system (SIS). • Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	On-going
Observation and Practice Framework Met in this Plan	

- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Bi-monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Social and emotional well-being

Action Step		
<ul style="list-style-type: none"> • Implement plan to address social and emotional well-being and monitor progress. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Periodically
Observation and Practice Framework Met in this Plan	

- 3a: Communicating with Students
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4c: Communicating with Families
- 4a: Reflecting on Teaching
- 2a: Creating an Environment of Respect and Rapport
- 1b: Demonstrating Knowledge of Students
- 3e: Demonstrating Flexibility and Responsiveness
- 2d: Managing Student Behavior

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families • 3c: Engaging Students in Learning • 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	

Social and emotional well-being

Action Step
<ul style="list-style-type: none"> • Implement plan to address social and emotional well-being and monitor progress.
Audience

Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Periodically
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness • 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3e: Demonstrating Flexibility and Responsiveness • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport • 4c: Communicating with Families • 2b: Establishing a Culture for Learning 	

- 4a: Reflecting on Teaching
- 3c: Engaging Students in Learning
- 2d: Managing Student Behavior

This Step Meets the Requirements of State Required Trainings

College and Career Readiness

Action Step

- Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program.
- Implement credit requirements for the Personal Finance course (Act 35)

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Periodically

Observation and Practice Framework Met in this Plan

- 4c: Communicating with Families
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 3e: Demonstrating Flexibility and Responsiveness
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

College and Career Readiness

Action Step		
<ul style="list-style-type: none"> Counselors continue to work collaboratively with administrators, department chairs, school teams, and teachers to place and schedule students in the most appropriately challenging courses/classes of their program. Implement credit requirements for the Personal Finance course (Act 35) 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Periodically
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

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Communications Activities

Equity Plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Analyze needs in the district through an equity review. Implement equity plan and monitor progress. 	Staff, students, families, and community members	Topics as identified as within the plans and aligned with the short term and long term goals.	Assistant Superintendent	04/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			On-going		
Email			On-going		
Presentation			Periodically		
Other			Council for Diversity and Inclusion meetings - Periodically		

Social and emotional well-being

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement plan to address social and emotional well-being and monitor progress. 	Staff, students, families, and community members	Topics as identified as within the plan and aligned with the short term and long term goals.	Directors of Pupil Services and Teaching and Learning	04/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	On-going
Email	On-going
Presentation	Periodically

Curriculum development including instructional technology

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Digital Citizenship curriculum integrated across all grade levels and all subject areas with topics, such as: Communication and relationships Digital footprint, security, and privacy Cyberbullying Media literacy Integrate a new district-wide student information system (SIS). An Assessment and Grading Committee will examine assessment development and grading practices. The committee will assist with the process of revising the district's grading reporting tool at the elementary, middle, and high school level to ensure alignment to the Comprehensive Plan Goals. A new grading tool will be implemented in the 2026-27 school year. Continue to revise K-12 curriculum and assessments, according to the GVSD curriculum review cycle, to ensure alignment to the PA Standards and instructional best practices. 	Staff, students, and families	Curriculum development, curriculum implementation, digital citizenship, instructional technology integration, student expectations, assessment practices, student information navigation, parent communication.	Assistant Superintendent	04/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	On-going
Email	On-going
Presentation	Periodically

College and Career Readiness

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Internship exploration, structure, and implementation: Work with secondary administrators and guidance counselors to explore internship opportunities. Develop and implement a plan for students to participate in internship opportunities prior to graduation. • Implement credit requirements for the Personal Finance course (Act 35) 	Staff, students, and families	Course program offerings; rationale for internship opportunities; internship plan	High School Principal	04/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Periodically
Posting on district website	On-going
Newsletter	On-going
Email	On-going
Other	TV studio - On-going presentations regarding course offerings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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