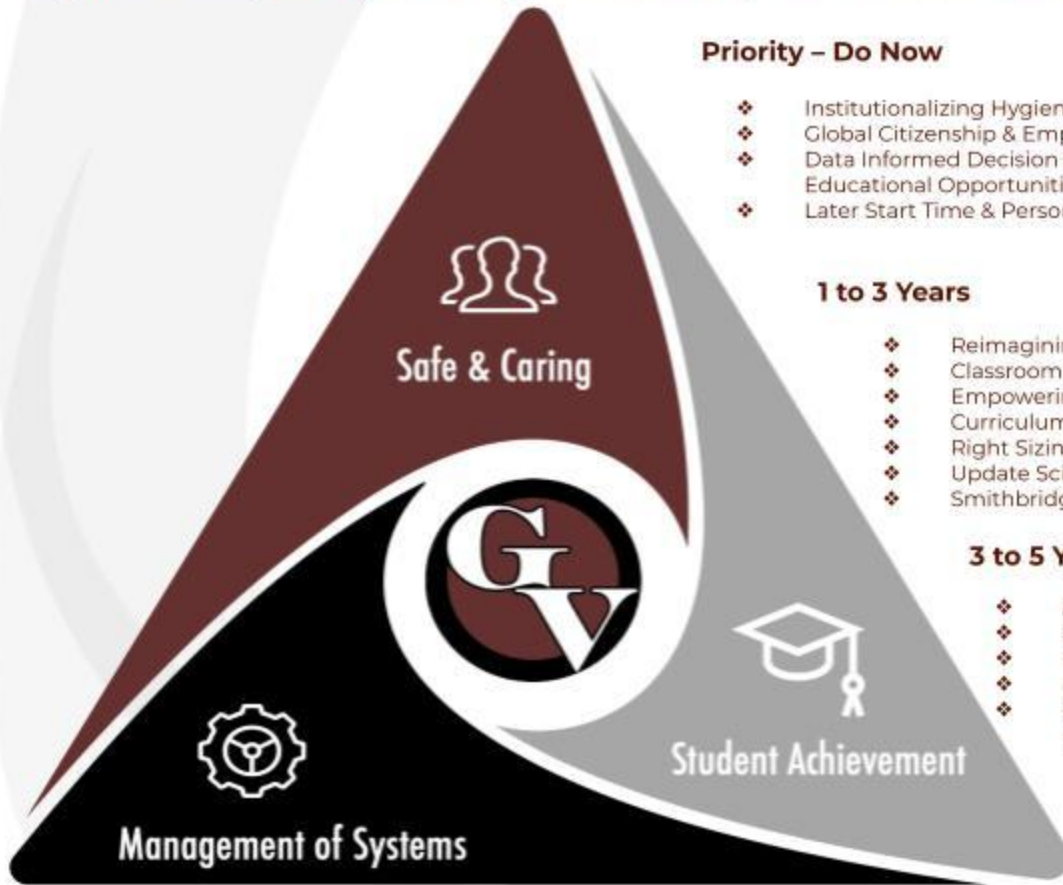


Post COVID Strategic Goals

Garnet Valley School District priorities and initiatives that will further the District strategically, organizationally, and operationally while ensuring that it remains future ready



Priority – Do Now

- ❖ Institutionalizing Hygiene & Health Precautions
- ❖ Global Citizenship & Empowering Student Voice
- ❖ Data Informed Decision Making & Access to Educational Opportunities
- ❖ Later Start Time & Personalized Learning formats
- ❖ Orientating & Developing First Year Leaders
- ❖ Full Day Kindergarten
- ❖ Reassessment Impact

1 to 3 Years

- ❖ Reimagining Elective Courses
- ❖ Classroom Observations
- ❖ Empowering Student Voice
- ❖ Curriculum Audit and Alignment
- ❖ Right Sizing Staff Leadership
- ❖ Update Science Curriculum
- ❖ Smithbridge Road project
- ❖ Leveling Prerequisites
- ❖ Refining the IEP Process
- ❖ ATP Caseloads
- ❖ Course Digitization
- ❖ ELL
- ❖ Driver Shortage
- ❖ District Rankings
- ❖ Pennington Project

3 to 5 Years

- ❖ Accommodating Flexible Scheduling
- ❖ Safe & Secure Facilities
- ❖ Middle School Pool Project
- ❖ Bethel Sewer Line
- ❖ Processes for ongoing curriculum review
- ❖ Succession planning
- ❖ Teacher induction
- ❖ HR paperless intake
- ❖ Policy maintenance
- ❖ Teacher shortage

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Marc. Bertrando	Administrator	Garnet Valley SCHOOL DISTRICT	bertram@garnetvalley.org
Leslee Hutchinson	Administrator	Garnet Valley SCHOOL DISTRICT	hutchil@garnetvalley.org
Vincent Citarelli	Administrator	Garnet Valley SCHOOL DISTRICT	citarev@garnetvalley.org
Theresa Bracken	Administrator	Garnet Valley SCHOOL DISTRICT	bracket@garnetvalley.org
Sam Mormando	Administrator	Garnet Valley SCHOOL DISTRICT	mormans@garnetvalley.org
Stephen Brandt	Administrator	Garnet Valley High School	brandts@garnetvalley.org
Lisa Stenz	Administrator	Garnet Valley Middle School	stenzl@garnetvalley.org
Caitlin Jones	Administrator	Garnet Valley Elementary School	jonesc@garnetvalley.org
Tara Allen	Administrator	Bethel Springs Elementary School	allent@garnetvalley.org
Adam Penning	Administrator	Concord Elementary School	pennina@garnetvalley.org
Scott Mayer	Board Member	Garnet Valley School District	scottmayer@garnetvalley.org
Tracy Karwoski	Board Member	Garnet Valley School District	tracykarwoski@garnetvalley.org
Rob Guidetti	Staff Member	Garnet Valley School District	guidetr@garnetvalley.org
Chris Wilson	Administrator	Garnet Valley School District	wilsonc@garnetvalley.org
Robert Hayes	Board Member	Garnet Valley School District	hayesr@garnetvalley.org
Derrick Lloyd	Parent	Bethel Springs Elementary School	derekjoseph@comcast.net
Stephanie Derohannessian	Parent	Bethel Springs Elementary School	strestine@gmail.com

Julie Sharp	Parent	Bethel Springs Elementary School	jcd15f@aol.com
Jennifer Tront	Parent	Garnet Valley Middle School	jennifer.tront@gmail.com
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Kathleen Sacharian	Parent	Concord Elementary School	kathleensacharian@gmail.com
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Deborah Knox-Elliot	Staff Member	Garnet Valley High School	knoxd@garnetvalley.org
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Dorothy Olsen	Parent	Garnet Valley High School	deolsen@verizon.net
Andrea Smith	Parent	Garnet Valley Middle School	andrea-smith@comcast.net
Justin Dunn	Parent	Garnet Valley Elementary School	jdunn@wsfsbank.com

LEA Profile

Garnet Valley School District is located in Delaware County approximately twenty miles southwest of Philadelphia and central to major medical facilities, colleges, universities, shopping and corporate centers. The school district serves students from Bethel Township, Concord Township, and the Borough of Chester Heights. All of these communities have experienced growth in recent years and are civic minded communities.

Garnet Valley School District currently enrolls approximately 4600 students. Our students score well on district and state assessments, including PSSA, Keystone, and AP tests.

Garnet Valley School District offers a challenging curriculum in state of the art facilities. The curriculum is written using the Understanding by Design framework and has been developed and maintained by district administrators, district supervisors, curriculum coordinators, and teachers. Our curriculum is delivered in a differentiated manner so as to meet the needs of all learners.

Mission and Vision

Mission

The mission of the Garnet Valley School District is to provide quality educational opportunities for all. In pursuit of this mission, the Garnet Valley School District will: Exude enthusiasm for the learning process; Address the unique needs of each learner; Endeavor to provide all students with a solid educational foundation for life-long learning; Help students develop their thinking skills; Prepare students for responsible citizenship in a world of constant change; Develop a high performing workforce.

Vision

The vision of the Garnet Valley School District is to be a premier school district committed to continual improvement characterized by: High educational standards and expectations; Exemplary programs and instruction for all students; A safe learning environment; Students who possess the skills to achieve in a global community; Commitment to inspire life-long learning.

Educational Value Statements

Students

We believe that all students can learn, and our students need to embody the values of respect, strong work ethic, self-discipline, and good citizenship.

Staff

We believe that all students can learn and in order for that to occur we need to provide our students with a comprehensive curriculum in core content areas as well as the arts. The district has implemented a differentiated instructional model that recognizes that students have various learning needs. The district measures student achievement using standardized test scores, performance assessments, enrollment in Advanced Placement courses, service learning, and local assessments in math, reading, and writing.

Administration

We believe that all students can learn and in order for that to happen we need to provide our students with a safe and caring environment where they feel safe, comfortable and able to thrive. To this end the district has a comprehensive crisis plan as well as multiple educational programs that teach social and emotional skills, conflict resolution, bullying prevention, and strategies that promote a healthy lifestyle. We strive to foster an environment that embraces diversity. We believe that it is imperative that all stakeholders are considered in the decision making process.

Parents

We believe that all children can learn. Parents need to employ respect, support, engagement, and good citizenship in order to help students achieve at high levels.

Community

We believe that all students can learn and in order for that to occur we need to offer an excellent educational program while maintaining fiscal responsibility. Garnet Valley School District has efficiently managed its operating system without overburdening the local taxpayers or sacrificing necessary educational elements needed for high achieving schools.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
number of proficient and advanced students in ELA and mathematics	Yes
high achievement and proficiency	No
All schools met targets for college and career readiness.	Yes
Students in subgroups compare well with their majority peers.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	Yes
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Yes
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	No
appropriate growth in ELA and mathematics	No

Challenges

Challenge	Consideration In Plan
Ensure effective, standards-aligned curriculum and assessment.	Yes
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Yes
Find ways to continue the work of integrating technology with the teaching and learning process.	Yes
Strengthen our support for students experiencing adverse impacts from the pandemic.	Yes

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	Yes
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	Yes
maintain high achievement for all students and subgroups	No
maintain appropriate growth for all students and subgroups	No
Continue to meet targets for college and career readiness.	No
Maintain the systems that support student progress in this area.	No

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
number of proficient and advanced students in ELA and mathematics	We have great systems and students.
All schools met targets for college and career readiness.	Students understand connection between school and "real life."
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	This allows us to leverage the diversity and skill already present in our district.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Structures are in place to provide administrative development.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Ensure effective, standards-aligned curriculum and assessment.	curriculum alignment needed, common assessments to provide data are needed	Yes	Ensure effective, standards-aligned curriculum and assessment by aligning curriculum K-12 and developing common assessments to provide actionable data.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	develop mechanisms (ex. PLCs) to share effective practice	No	
Find ways to continue the work of integrating technology with the teaching and learning process.	ABC at high school, digitization, effective strategies	Yes	Strengthen capacity to design, implement, and measure blended lessons, courses, and/or schedules.
Strengthen our support for students experiencing adverse impacts from the pandemic.		No	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	uneven training around supervision and evaluation; lots of new admins	Yes	Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning by engaging in collaborative professional learning around feedback, instructional coaching, documentation of practice, and inter-rater reliability.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	This supports everything else.	Yes	Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Goal Setting

Priority: Ensure effective, standards-aligned curriculum and assessment by aligning curriculum K-12 and developing common assessments to provide actionable data.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Align curriculum K-12 and develop common assessments to provide actionable data.	curriculum alignment	Ensure that all curriculum documents are accurate in Rubicon Atlas, and engage in a gap/redundancy analysis of written curriculum.	Engage in vertical alignment of written curriculum. Begin to identify and/or create common assessments to measure attainment of written curriculum.	Align curriculum K-12 and develop common assessments to provide actionable data.

Priority: Strengthen capacity to design, implement, and measure blended lessons, courses, and/or schedules.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Ensure that all instructional staff are skilled in designing, implementing, and measuring lessons, courses, and/or schedules that involve a flexible combination of synchronous/asynchronous and in person/virtual learning.	blended instruction	Convene groups to discuss vision for flexible, blended teaching and learning.	Develop professional development systems that will empower instructional staff to successfully deliver instruction in a variety of modes.	Ensure that all instructional staff are skilled in designing, implementing, and measuring lessons, courses, and/or schedules that involve a flexible combination of synchronous/asynchronous and in person/virtual learning.

Priority: Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning by engaging in collaborative professional learning around feedback, instructional coaching, documentation of practice, and inter-rater reliability.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning by engaging in collaborative professional learning around feedback, instructional coaching, documentation of practice, and inter-rater reliability.	supervision and evaluation	Engage in collaborative learning around Act 13, including updated performance rubrics.	Refine practice around feedback, documentation of practice, and coaching through inter-rater reliability work.	Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning by engaging in collaborative professional learning around feedback, instructional coaching, documentation of practice, and inter-rater reliability.

Priority: Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	resource allocation	Monitor resource allocations and gather data on impact.	Continue to monitor resource allocations and data collection while adjusting allocations to support the attainment of our other goals.	Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Action Plan

Action Plan for: curriculum and assessment alignment

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> resource allocation curriculum alignment 		written curriculum with minimal gaps/redundancies K-12; common assessments aligned to written curriculum			curriculum and assessment documents	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Review curriculum in Rubicon Atlas to determine accuracy.	09/01/2021	12/17/2021	curriculum supervisors	Rubicon Atlas	No	No
Conduct a gap/redundancy analysis of written curriculum K-12.	01/10/2022	06/10/2022	curriculum supervisors	Rubicon Atlas tools	Yes	No
Vertically align written curriculum K-12.	08/01/2022	06/09/2023	curriculum supervisors	Rubicon Atlas tools, teacher teams	Yes	No
Identify and/or create common assessments to measure attainment of written curriculum.	08/23/2021	06/14/2024	C&I team	written curriculum, written and digital assessment tools, data warehouse	Yes	No

Action Plan for: collaborative PD around supervision and evaluation of teaching and learning						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> supervision and evaluation 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Learn together as an instructional leadership team about Act 13, including refreshed descriptions of effective teaching and learning.	08/09/2021	06/17/2022	Assistant Superintendent C&I	PDE resources, resources on feedback, coaching, and documentation of teaching	Yes	Yes
Engage in inter-rater reliability work as an administrative team.	06/20/2022	06/16/2023	Assistant Superintendent C&I	video, rubrics, resources on rigor/complexity	Yes	No

Action Plan for: Develop and curate instructional resources that can be used in person or digitally.						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> blended instruction 		bank of resources aligned to curricular units that can be accessed by teachers			oversee LMS and Atlas	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Convene teacher teams to select and develop resources that can be used to deliver instruction in flexible formats.	08/24/2021	06/09/2023	Supervisors of C&I and Technology	LMS, Rubicon Atlas, budget, teachers	Yes	Yes

Action Plan for: effective instructional practices						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> supervision and evaluation blended instruction 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work with administrative team to refine practices around supervision and evaluation with an eye toward growth in the use of effective instructional strategies.	01/03/2022	06/30/2023	Assistant Superintendents	data from PAETEP, coaching resources, meeting time	Yes	Yes
Engage in professional development around effective instructional strategies (in person or digital, asynchronous or synchronous).	08/24/2021	06/14/2024	Assistant Superintendent	LEAP committee, PD staff	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
curriculum and assessment alignment	<ul style="list-style-type: none"> Conduct a gap/redundancy analysis of written curriculum K-12. Vertically align written curriculum K-12. Identify and/or create common assessments to measure attainment of written curriculum.
collaborative PD around supervision and evaluation of teaching and learning	<ul style="list-style-type: none"> Learn together as an instructional leadership team about Act 13, including refreshed descriptions of effective teaching and learning. Engage in inter-rater reliability work as an administrative team.
Develop and curate instructional resources that can be used in person or digitally.	<ul style="list-style-type: none"> Convene teacher teams to select and develop resources that can be used to deliver instruction in flexible formats.
effective instructional practices	<ul style="list-style-type: none"> Work with administrative team to refine practices around supervision and evaluation with an eye toward growth in the use of effective instructional strategies. Engage in professional development around effective instructional strategies (in person or digital, asynchronous or synchronous).

Professional Development Activities

curriculum analysis						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Conduct a gap/redundancy analysis of written curriculum K-12. 	administrators and teachers	use of system, vertical alignment, gaps/redundancies	analysis documents, use of system, revised curriculum	C&I department	10/11/2021	10/10/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	varies depending on content area and team	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 			Language and Literacy Acquisition for All Students	

Common Assessments

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	teachers, principals	types of assessments, purposes of assessment, how to create a variety of assessments, use of assessment results in developing instruction/curriculum	finished assessments, meeting minutes, curricular and instructional adjustments	Supervisors of C&I, Digital Learning	08/24/2021	06/14/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other		<ul style="list-style-type: none"> 1f: Designing Student Assessments 3d: Using Assessment in Instruction 	Teaching Diverse Learners in an Inclusive Setting

Supervision and Evaluation of Teaching and Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Learn together as an instructional leadership team about Act 13, including refreshed descriptions of effective teaching and learning. 	instructional leadership team	coaching, documentation, data collection, frameworks for teaching	completed evaluations, PAETEP data	Assistant Superintendent C&I	09/13/2021	06/09/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	4-6 times per year		

Flexible Instruction

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	teaching staff	resource selection, alignment to standards/skills, instructional strategies for in person or virtual, asynchronous or synchronous	completed units and lessons	Assistant Superintendent	08/24/2021	06/14/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	depending on format (ex. PLCs weekly, in-service as scheduled)	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness 	

Communications Action Steps

Evidence-based Strategy	Action Steps
collaborative PD around supervision and evaluation of teaching and learning	<ul style="list-style-type: none"> Learn together as an instructional leadership team about Act 13, including refreshed descriptions of effective teaching and learning.
Develop and curate instructional resources that can be used in person or digitally.	<ul style="list-style-type: none"> Convene teacher teams to select and develop resources that can be used to deliver instruction in flexible formats.
effective instructional practices	<ul style="list-style-type: none"> Work with administrative team to refine practices around supervision and evaluation with an eye toward growth in the use of effective instructional strategies. Engage in professional development around effective instructional strategies (in person or digital, asynchronous or synchronous).

Communications Activities

Teacher Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Convene teacher teams to select and develop resources that can be used to deliver instruction in flexible formats. Engage in professional development around effective instructional strategies (in person or digital, asynchronous or synchronous). 	professional staff	opportunities to participate in curriculum review, professional development; leadership opportunities for teachers in these areas	Supervisors of C&I and Technology	08/24/2021	06/14/2024
Communications					
Type of Communication			Frequency		
Email			as needed		
Presentation			as needed		

Administrator Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Learn together as an instructional leadership team about Act 13, including refreshed descriptions of effective teaching and learning. Work with administrative team to refine practices around supervision and evaluation with an eye toward growth in the use of effective instructional strategies. 	Instructional Leadership Team	supervision and evaluation practices, effective instructional strategies, curriculum development	Assistant Superintendent	01/03/2022	07/07/2023

Communications

Type of Communication	Frequency
Email	as needed
Presentation	as needed
Other	in person/virtual meetings

Community Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Convene teacher teams to select and develop resources that can be used to deliver instruction in flexible formats. Engage in professional development around effective instructional strategies (in person or digital, asynchronous or synchronous). 	community members	curriculum information, updates regarding formats and schedules as they are developed	Superintendent	05/23/2022	06/28/2024

Communications

Type of Communication	Frequency
Email	as needed
Posting on district website	as needed
Presentation	as needed