

Profile and Plan Essentials

LEA Type		AUN
School District		104432803
Address 1		
9 Donation Rd		
Address 2		
City	State	Zip Code
Greenville	PA	16125
Chief School Administrator		Chief School Administrator Email
Mr Brian S Tokar		btokar@greenville.k12.pa.us
Single Point of Contact Name		
Brian Tokar		
Single Point of Contact Email		
btokar@greenville.k12.pa.us		
Single Point of Contact Phone Number		
7245882500		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Tokar	Administrator	Greenville Area School District	btokar@greenville.k12.pa.us
Mark Karpinski	Administrator	Greenville High School	mkarpinski@greenville.k12.pa.us
Dan Nemeth	Administrator	Greenville High School	dnemeth@greenville.k12.pa.us
Beth Schaller	Administrator	Greenville Elementary School	bschaller@greenville.k12.pa.us
Tim Strausser	Administrator	Greenville Elementary School	tstrausser@greenville.k12.pa.us
Tyler Lanciotti	Administrator	Greenville Area School District	tlanciotti@greenville.k12.pa.us
Kristin Richards	Staff Member	Greenville High School	krichards@greenville.k12.pa.us
Megan Gruver	Parent	Greenville Elementary School	
Bri Bowen	Parent	Greenville Elementary School	
Ryan Wig	Parent	Greenville High School	wignshoot1@yahoo.com
Michael Menold	Parent	Greenville High School	
Justin Lewis	Community Member	Greenville Area School District	jlewis2113@gmail.com

LEA Profile

The Greenville Area School District is a school district of the third class. It comprises the Townships of Hempfield and Sugar Grove and the Borough of Greenville, located in the north-central section of Mercer County, Pennsylvania.

The present District was formed by consolidating the Greenville Union School District with Sugar Grove. It is governed by a nine-member Board of School Directors (the "School Board"), elected for four-year terms. The Superintendent is the District's chief administrative officer, with overall responsibility for all aspects of operations, including education and finance. The Business Manager is responsible for budget and financial operations. The School Board appoints both of these individuals.

The District has two facilities for educating its students. Greenville Elementary educates 626 (SY 2024/2025 enrollment) students in grades kindergarten through the sixth grade. Greenville High School serves 610 (SY 2024/2025 enrollment) students in grades seven through twelve.

Percent Enrollment by Student Groups

Economically Disadvantaged - 52.4%

English Language Learner - 0.0%

Special Education - 21.2%

Foster Care - NA

Homeless - 1.0%

Military Connected - 0.0%

Percent Enrollment by Gender

Male - 48.3%

Female - 51.7%

Percent Enrollment by Race/Ethnicity

American Indian/Alaskan Native - 0.3%

Asian - 0.9%

Black - 0.9%

Native Hawaiian or other Pacific Islander - 0.2%

Hispanic - 2.3%

White - 92.3%

2 or More Races - 3.2%

Percent of Gifted Students - 3.3%

Enrollment in Partnering Career and Technical Center(s) - 38 (Mercer County Career Center)

Supporting Intermediate Unit - Midwestern Intermediate Unit

Charter School Enrollment - 59

The District employees include eleven administrators, 97 instructional staff, and 55 support personnel. There is one union representing employees of the District. The Greenville Area Education Association is represented under a contract that expires in August 2028. The Union has not engaged in any work stoppages in the District.

The District has multiple strengths. The Greenville Area School District Educational Foundation was established in 2018 as an independent, non-profit 501 (c)(3) organization. Their objective is to provide a non-traditional funding source for opportunities that further enhance and enrich District students' educational experiences. The Foundation is governed by a Board of Directors and members who share the common goal of enabling all students to pursue and achieve their diverse educational aspirations. Greenville Elementary School has a robust schoolwide positive behavior program, a schoolwide Title I program, a collaborative support system for all students through the Student Assistance Program, and a well-established Parent-Teacher Organization. Greenville High School offers a vast array of academic, arts, and athletic opportunities for students. Eleven College in the High School courses are offered through articulation agreements with the University of Pittsburgh, Seton Hill University, and Thiel College, which have a combined (SY 2025/2026) total enrollment of 327 students. Secondary students can potentially graduate having earned 24 college credits. In the SY 2017/2018, Greenville High School received national recognition as a Blue Ribbon School.

Mission and Vision

Mission

Greenville Area School District believes every child is a candidate for greatness; therefore, its mission is to equip all students with knowledge, competencies, and the desire to face the challenges necessary to achieve fulfillment in a global society.

Vision

Diverse opportunities will be provided for students to address workforce development, expanded technical skills, career exploration, and career counseling. The relevance of our curriculum will be explored to identify curriculum changes. Emphasis is placed on offering a diverse set of course offerings that aim to both meet the needs and appeal to the students and families we serve.

Educational Values

Students

A personalized standards-based educational program allows students to focus on rigorous academic standards.

Staff

Planning and professional development are treated as a continuous process through which appropriate changes are made in strategies and approaches to meet student learning needs.

Administration

The district will collaboratively seek to create learning environments that lead to growth and success for students and staff.

Parents

Parents are encouraged to be actively involved in the learning opportunities offered by the district.

Community

The district recognizes its central role in the greater community and seeks to actively engage with relevant stakeholders.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
GHS: 94 Math Growth Rating	In the 24-25 SY, Greenville Junior/Senior High received a 94 growth rating for Mathematics. This is considerably above the state average of 74.9.
GHS: 88.5% Rigorous Course of Study	In the 24-25 SY, 88.5% of Greenville High School seniors participated in a rigorous course of study before graduation. This is considerably higher than the state average of 56.6%.
GES: 99 ELA Growth Rating	In the 24-25 SY, Greenville Elementary School received a 99 growth rating for ELA. This is considerably above the state average of 75.4.

Challenges

Indicator	Comments/Notable Observations
GHS: 38.1% Math proficiency percentage	In the 24-25 SY, Greenville Junior/Senior High had 38.1% of students score at least proficient for Mathematics. This is under the state average of 41.7%.
GHS: 73.6% Students not chronically absent	In the 23-24 SY, 73.6% of Greenville High School students were not chronically absent. This is under the state average of 79.6%.
GES: 50.7% ELA proficiency percentage	In the 24-25 SY, 50.7% of students in grades 3-6 at Greenville Elementary School scored at least proficient in ELA. This is just above the state average of 49.9%.

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

Strengths

Indicator ELA Proficiency Grade Level(s) and/or Student Group(s) 7th Grade ELA	Comments/Notable Observations In the 24-25 SY, 60.5% our 7th-grade students scored at least proficient on the 7th-grade ELA PSSA. This is considerably higher than the state average of 49.2%.
Indicator Keystone Proficiency Grade Level(s) and/or Student Group(s) Algebra and Literature	Comments/Notable Observations In the 24-25 SY, Greenville High School students saw proficiency scores well above the state average in both the Algebra and Literature keystones. In Algebra, GHS had 48.3%, compared to 31.5% at the state level; in Literature, GHS had 66.3%, compared to 51% at the state level.
Indicator PVAAS PSSA Predictive Growth Indicator	Comments/Notable Observations In the 24-25 SY, every PSSA grade-level team received a positive PVAAS growth rating in ELA. These growth scores ranged from +.85 to +3.45.

Grade Level(s) and/or Student Group(s) Grades 4-8 ELA	
Indicator PVAAS Keystone Predictive Growth Indicator Grade Level(s) and/or Student Group(s) Algebra Keystone	Comments/Notable Observations In the 24-25 SY, the Algebra Keystone received the highest Keystone predictive growth rating of 4.09. This is the highest growth indicator of all tested subject areas in PVAAS for GASD.

Challenges

Indicator ELA Proficiency Grade Level(s) and/or Student Group(s) 8th Grade ELA	Comments/Notable Observations In the 24-25 SY, 45% of our 8th-grade students scored at least proficient on the 8th-grade ELA PSSA. This is lower than the state average of 49.3%.
Indicator Math and ELA Advanced Scores Grade Level(s) and/or Student Group(s) Math 8th and ELA 7th	Comments/Notable Observations In the 24-25 SY, in both the Math 8 and ELA 7 PSSA tests, only 6.2% of our students scored in the advanced category. This was well below the state averages of 10 and 12.7% respectively.
Indicator PVAAS PSSA Predictive Growth Indicator Grade Level(s) and/or Student Group(s) 5th Grade Math	Comments/Notable Observations In the 24-25 SY, 5th-grade math scored the lowest in the district on PVAAS predictive growth. With a score of -1.37, they were one of only two Math or ELA PSSA teams to receive a negative growth mark in the district.
Indicator PVAAS Keystone Predictive Growth Indicator Grade Level(s) and/or Student Group(s) Biology Keystone	Comments/Notable Observations In the 24-25 SY, the Biology Keystone received the lowest Keystone predictive growth rating of -1.67.

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Greenville Junior/Senior High received a 94 growth rating for Mathematics.
Greenville Elementary School received a 99 growth rating for ELA.
Greenville High School students saw proficiency scores well above the state average in both the Algebra and Literature Keystones.
Every PSSA grade-level team received a positive PVAAS growth rating in ELA. These growth scores ranged from +.85 to +3.45.
88.5% of Greenville High School seniors participated in a rigorous course of study before graduation.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

73.6% of Greenville High School students were not chronically absent.
50.7% of students in grades 3-6 at Greenville Elementary School scored at least proficient in ELA.
Greenville Junior/Senior High had 38.1% of students score at least proficient for Mathematics.
The Biology Keystone received the lowest Keystone predictive growth rating of -1.67
5th-grade math scored the lowest in the district on PVAAS predictive growth. With a score of -1.37, they were one of only two Math or ELA PSSA teams to receive a negative growth mark in the district.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL	Students in grades 6-8 participate in IXL monitoring and skills practice. Students take an ELA diagnostic screener 3 times a year.
Fastbridge	Students in grades K-6 participate in Fastbridge monitoring and skills practice. Students take an ELA diagnostic screener 3 times a year. Students are progress monitored bi-weekly.

English Language Arts Summary

Strengths

Many K-6 students demonstrate solid growth over time, indicating that core instructional practices are supporting progress for most learners.
Tier 1 instruction appears effective for a significant portion of K- 6 students, as reflected by consistent benchmark attainment across grade levels.
In grades 7-8, the number of students who scored at grade level or above grade level in IXL ELA increased from 45% to 49% from the winter benchmark in 24-25 to the winter benchmark in 25-26.

Challenges

Growth rates for some K- 6 students receiving Tier 2 and Tier 3 interventions are inconsistent and will require continued monitoring and adjustment.
Upper elementary grades continue to show a need for focused support in reading comprehension, vocabulary development, and written expression.
In grades 7-8, 35% of students scored far below grade level in the winter 25-26 ELA benchmark.

Mathematics

Data	Comments/Notable Observations
IXL	Students in grades 6-8 participate in IXL monitoring and skills practice. Students take a Math diagnostic screener 3 times a year.
Fastbridge	Students in grades K-6 participate in Fastbridge monitoring and skills practice. Students take a Math diagnostic screener 3 times a year. Students are progress monitored bi-weekly.

Mathematics Summary

Strengths

FastBridge data shows that many students across grades K–6 are emerging toward meeting benchmark expectations in foundational math skills.
K-6 students demonstrate strengths in basic number sense, computation, and early math concepts, particularly in the primary grades.
In grades 7-8, the number of students who scored at grade level or above grade level in IXL Math increased from 37% to 42% from the winter benchmark in 24-25 to the winter benchmark in 25-26.

Challenges

A portion of students across grade levels K-6 are performing below benchmark in problem-solving and application-based math tasks.

Some K-6 students demonstrate difficulty with multi-step problems and mathematical reasoning, particularly in the intermediate grades.
In grades 7-8, 34% of students scored far below grade level in the winter 25-26 Math benchmark.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Teacher created assessments and labs	Science teachers K-12 continue to work in tandem with MIU4 to develop and revise local assessments to align with STEELS.
All curriculum maps for science courses in grades K-12 have updated.	Teachers utilized resources and conferences from MIU4 to integrate the STEELS standards into course maps.

Science, Technology, and Engineering Education Summary

Strengths

Science curriculum maps in K-5 are aligned vertically and horizontally
Science courses in the middle band of 6-8 have been STEELS aligned through consultation with MIU4
Science courses in the upper band of 9-12 have been STEELS aligned through consultation with MIU4

Challenges

With the most recent science PSSAs being determined as field tests, we do not have recent data on science proficiency scores.
From the 2023-2024 SY to the 2024-2025 SY the biology proficiency rate dropped from 58.3% to 42.2%. This still remains above the state average, but a drop of this size should be considered.
Science teachers K-12 continue to update labs to reflect the STEELS. These labs get more aligned every year, but require time to complete.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello program lessons for grades 3-6.	Each student in grades 3-6 produces two artifacts for their portfolio annually. Scheduling ample time to review each artifact has been a challenge.
Chapter 339 Career and Work activities and artifacts.	Students participate in two career readiness courses (Guidance 8 and Life Prep.) in addition to several career expos and job fairs.
Partnership with Mercer County Career Center (MCCC)	The MCCC offers 16 certificated programs. Students may begin attending MCCC during their sophomore year for 50% of the school day.
High School Career Coordinator Position	This past January, our school district procured a grant to hire a career coordinator to work in tandem with our high school guidance department. This position coordinates local employers to come speak to the student body and creates local job shadowing opportunities for students in grades 9-12.

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

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

College in High School

Uploaded Files

Articulation Agreement - PITT (1).pdf

Partnering Institution

Thiel College

Agreement Type

Dual Credit

Program/Course Area

College in High School

Uploaded Files

Concurrent Enrollment Agreement - Thiel College.pdf

Partnering Institution

Seton Hill University

Agreement Type

Dual Credit

Program/Course Area

College in High School

Uploaded Files

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.

The Career Coordinator position has exposed our students to numerous local employers through career fairs, site visits, job shadows, and in school presentations.
Guidance courses embedded into our Course of Study allow students to discuss career paths regularly.
Each student in grades 3-6 produces two artifacts for their portfolio annually using the Xello.

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.

Funding for the Career Coordinator may make it difficult to maintain this position long term.
Scheduling ample time to review artifacts produced as part of the Xello program at the elementary school has been a challenge.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
In the 23-24 SY students with disabilities had a 65.4% regular attendance rate.	This number is the highest it has been over the past three school years. It increased 15% from 50.4% in the 21-22SY.
In the 24-25 SY, 85% of students with disabilities in grades 7-12 met their math projected growth goal.	This number is 12% higher than the 23-24 SY of 73%.
In the 24-25 SY, 69% of students with disabilities in grades 7-12 met their ELA projected growth goal.	This number is 7.3% lower than the 23-24 SY of 76.3%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In the 23-24 SY students considered economically disadvantaged had a 62.2% regular attendance rate.	This number is lower than the previous year. It decreased from 71% in the 22-23 SY.
In the 24-25 SY, 83% of economically disadvantaged students in grades 7-12 met their math projected growth goal.	This number is 11% higher than the 23-24 SY of 72%.
In the 24-25 SY, 76% of economically disadvantaged students in grades 7-12 met their ELA projected growth goal.	This number is exactly the same as the 23-24 SY.

Student Groups by Race/Ethnicity

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

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 rate at which students with disabilities are coming to school regularly is increasing over the past three years.
An increasing number of students with disabilities and those considered economically disadvantaged in grades 7-12 are meeting their projected math growth rate.

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.

The rate at which students considered economically disadvantaged are coming to school regularly has decreased over the past two years.
The percentage of students with disabilities in grades 7-12 who are meeting the ELA growth goal is going down.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This plan seeks to ensure that students with disabilities receive a Free Appropriate Public Education (FAPE) tailored to their unique needs in the Least Restrictive Environment (LRE).
Title 1 Program	The schoolwide plan is focused on way to provide targeted small group instruction in both math and reading for students at the elementary school.
Student Services	This team seeks to enhance the student experience by delivering integrated support services that foster academic excellence, personal growth, and career development, ultimately driving student persistence and institutional success.
K-12 Guidance Plan (339 Plan)	It is our objective to provide a proactive, developmentally appropriate program that supports the academic, career, and social-emotional growth of every student.
Technology Plan	NA
English Language Development Programs	An ELL service program is provided for students whose primary language is other than English. The ESL teacher collaborates with general education teachers to support individual student needs.

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	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	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
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	Exemplary

Implement Data-Driven Human Capital Strategies

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

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	Operational

Summary

Strengths

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

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

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.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.
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Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

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
Greenville Junior/Senior High received a 94 growth rating for Mathematics.	True
Greenville Elementary School received a 99 growth rating for ELA.	True
Greenville High School students saw proficiency scores well above the state average in both the Algebra and Literature Keystones.	True
Every PSSA grade-level team received a positive PVAAS growth rating in ELA. These growth scores ranged from +.85 to +3.45.	True
88.5% of Greenville High School seniors participated in a rigorous course of study before graduation.	True
Science curriculum maps in K-5 are aligned vertically and horizontally	False
Science courses in the middle band of 6-8 have been STEELS aligned through consultation with MIU4	False
Science courses in the upper band of 9-12 have been STEELS aligned through consultation with MIU4	False
Many K-6 students demonstrate solid growth over time, indicating that core instructional practices are supporting progress for most learners.	False
The Career Coordinator position has exposed our students to numerous local employers through career fairs, site visits, job shadows, and in school presentations.	True
Guidance courses embedded into our Course of Study allow students to discuss career paths regularly.	False
Each student in grades 3-6 produces two artifacts for their portfolio annually using the Xello.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	False
Tier 1 instruction appears effective for a significant portion of K- 6 students, as reflected by consistent benchmark attainment across grade levels.	False
FastBridge data shows that many students across grades K–6 are emerging toward meeting benchmark expectations in foundational math skills.	False
K-6 students demonstrate strengths in basic number sense, computation, and early math concepts, particularly in the primary grades.	False
In grades 7-8, the number of students who scored at grade level or above grade level in IXL ELA increased from 45% to 49% from the winter benchmark in 24-25 to the winter benchmark in 25-26.	False
In grades 7-8, the number of students who scored at grade level or above grade level in IXL Math increased from 37% to 42% from the winter benchmark in 24-25 to the winter benchmark in 25-26.	False

The rate at which students with disabilities are coming to school regularly is increasing over the past three years.	False
An increasing number of students with disabilities and those considered economically disadvantaged in grades 7-12 are meeting their projected math growth rate.	False

Challenges

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

Strength	Check for Consideration in Plan
73.6% of Greenville High School students were not chronically absent.	True
50.7% of students in grades 3-6 at Greenville Elementary School scored at least proficient in ELA.	False
Greenville Junior/Senior High had 38.1% of students score at least proficient for Mathematics.	False
The Biology Keystone received the lowest Keystone predictive growth rating of -1.67	False
5th-grade math scored the lowest in the district on PVAAS predictive growth. With a score of -1.37, they were one of only two Math or ELA PSSA teams to receive a negative growth mark in the district.	False
With the most recent science PSSAs being determined as field tests, we do not have recent data on science proficiency scores.	False
From the 2023-2024 SY to the 2024-2025 SY the biology proficiency rate dropped from 58.3% to 42.2%. This still remains above the state average, but a drop of this size should be considered.	False
Science teachers K-12 continue to update labs to reflect the STEELS. These labs get more aligned every year, but require time to complete.	False
Growth rates for some K- 6 students receiving Tier 2 and Tier 3 interventions are inconsistent and will require continued monitoring and adjustment.	False
Funding for the Career Coordinator may make it difficult to maintain this position long term.	False
Scheduling ample time to review artifacts produced as part of the Xello program at the elementary school has been a challenge.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	False
Upper elementary grades continue to show a need for focused support in reading comprehension, vocabulary development, and written expression.	True
A portion of students across grade levels K-6 are performing below benchmark in problem-solving and application-based math tasks.	False
Some K-6 students demonstrate difficulty with multi-step problems and mathematical reasoning, particularly in the intermediate grades.	False

In grades 7-8, 35% of students scored far below grade level in the winter 25-26 ELA benchmark.	False
In grades 7-8, 34% of students scored far below grade level in the winter 25-26 Math benchmark.	False
The rate at which students considered economically disadvantaged are coming to school regularly has decreased over the past two years.	True
The percentage of students with disabilities in grades 7-12 who are meeting the ELA growth goal is going down.	True

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.

This past year, most students in GASD met or exceeded their predictive growth measure according to PVAAS. However, attendance remains a continuing challenge, especially among students considered economically disadvantaged.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
73.6% of Greenville High School students were not chronically absent.	73.6% of HS students are not chronically absent, but this percentage is not nearly as high as it should be. The state average is 79.6%.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	The district is committed to increased communication between grade bands.	False
The rate at which students considered economically disadvantaged are coming to school regularly has decreased over the past two years.	The rate for economically disadvantaged students has decreased over the last two years. What localized barriers (transportation, health, etc.) and school programming/resources are contributing to this decline?	False
The percentage of students with disabilities in grades 7-12 who are meeting the ELA growth goal is going down.	While math growth is increasing for this group, the percentage of students with disabilities in grades 7-12 meeting ELA growth goals is declining. Does the current ELA curriculum require more robust modifications or alternative course work options?	True
Upper elementary grades continue to show a need for focused support in reading comprehension, vocabulary development, and written expression.	These ELA skills have a direct instructional impact across all content areas. Tier 1 is working for many students, so this focuses on the remaining gap.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Greenville Junior/Senior High received a 94 growth rating for Mathematics.	While proficiency percentages vary, the district shows remarkable growth. How can the district leverage the strategies used by the Greenville Elementary team (99 growth rating in ELA) and the Junior/Senior High Math team (94 growth rating) to support areas with lower scores?
Greenville Elementary School received a 99 growth rating for ELA.	While proficiency percentages vary, the district shows remarkable growth. How can the district leverage the strategies used by the Greenville Elementary team (99 growth rating in ELA) and the Junior/Senior High Math team (94 growth rating) to support areas with lower scores?
Greenville High School students saw proficiency scores well above the state average in both the Algebra and Literature Keystones.	High School students are performing well above state averages in Algebra and Literature Keystones. What specific "Tier 1" instructional practices in the high school are driving these results?
Every PSSA grade-level team received a positive PVAAS growth rating in ELA. These growth scores ranged from +.85 to +3.45.	Most students in the district met or exceeded their PVAAS predictive growth measures this past year.
88.5% of Greenville High School seniors participated in a rigorous course of study before graduation.	With 88.5% of seniors participating in rigorous courses and the success of the Career Coordinator in connecting students to local employers, how can the district ensure the long-term sustainability of these programs given potential funding challenges?

The Career Coordinator position has exposed our students to numerous local employers through career fairs, site visits, job shadows, and in school presentations.	With 88.5% of seniors participating in rigorous courses and the success of the Career Coordinator in connecting students to local employers, how can the district ensure the long-term sustainability of these programs given potential funding challenges?
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	The district has committed to allocating resources (money, staff, and professional learning) based on data analysis.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Greenville Area School District will implement targeted attendance interventions to increase the percentage of students who are not chronically absent from 73.6% to meet or exceed the state average of 79.6%. This initiative will focus specifically on economically disadvantaged students, who have shown a decrease in regular attendance over the past two years , to ensure that all learners have the consistent instructional exposure necessary to maintain the district's high growth standards.
	The district will reverse the declining ELA growth trends for students with disabilities in grades 7-12 by implementing data-driven, evidence-based instructional strategies. By refining Tier 2 and Tier 3 intervention monitoring and overall ensuring organizational coherence in special education support, the district aims to restore positive growth trajectories and close the achievement gap for this high-priority population.
	The district will strengthen core instruction and targeted interventions for students in grades 3-6 to improve proficiency in reading comprehension, vocabulary development, and written expression. By implementing evidence-based instructional strategies and refining the monitoring of Tier 2 and Tier 3 interventions, the district aims to align upper elementary achievement with the high growth ratings currently seen in foundational ELA at the primary levels.

Goal Setting

Priority: Greenville Area School District will implement targeted attendance interventions to increase the percentage of students who are not chronically absent from 73.6% to meet or exceed the state average of 79.6%. This initiative will focus specifically on economically disadvantaged students, who have shown a decrease in regular attendance over the past two years , to ensure that all learners have the consistent instructional exposure necessary to maintain the district's high growth standards.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, Greenville High School will increase the percentage of students who are not chronically absent from a baseline of 73.6% to at least 80.0%, exceeding the current state average. This will be achieved through targeted outreach to economically disadvantaged families, data-driven resource allocation, and the establishment of a focused system for continuous improvement.		
Measurable Goal Nickname (35 Character Max)		
GHS Attendance Improvement		
Target Year 1	Target Year 2	Target Year 3
Improve rate to 75%: Establish an attendance task force to analyze barriers for economically disadvantaged students and align professional learning with district mission.	Improve Rate to 77.5%: Partner with local businesses and community agencies to provide incentives and support for regular attendance.	By the end of the 2027-2028 school year, Greenville High School will increase the percentage of students who are not chronically absent from a baseline of 73.6% to at least 80.0%, exceeding the current state average. This will be achieved through targeted outreach to economically disadvantaged families, data-driven resource allocation, and the establishment of a focused system for continuous improvement.

Priority: The district will reverse the declining ELA growth trends for students with disabilities in grades 7-12 by implementing data-driven, evidence-based instructional strategies. By refining Tier 2 and Tier 3 intervention monitoring and overall ensuring organizational coherence in special education support, the district aims to restore positive growth trajectories and close the achievement gap for this high-priority population.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the district will reverse the downward trend for students with disabilities in grades 7-12, ensuring that at least 75% of these students meet or exceed their individual PVAAS ELA growth goals. This will be achieved through targeted professional development and a focused system of continuous improvement.		
Measurable Goal Nickname (35 Character Max)		
Secondary Special Education ELA Growth		
Target Year 1	Target Year 2	Target Year 3

Halt the decline in growth rates by conducting a deep-dive data analysis of current ELA interventions for students with disabilities in grades 7-12.	Show a measurable upward trend, with 72% of students with disabilities meeting ELA growth goals through updated instructional programs and rigorous standards alignment	By the end of the 2027-2028 school year, the district will reverse the downward trend for students with disabilities in grades 7-12, ensuring that at least 75% of these students meet or exceed their individual PVAAS ELA growth goals. This will be achieved through targeted professional development and a focused system of continuous improvement.
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Priority: The district will strengthen core instruction and targeted interventions for students in grades 3-6 to improve proficiency in reading comprehension, vocabulary development, and written expression. By implementing evidence-based instructional strategies and refining the monitoring of Tier 2 and Tier 3 interventions, the district aims to align upper elementary achievement with the high growth ratings currently seen in foundational ELA at the primary levels.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By June 2028, Greenville Elementary School will increase ELA proficiency rates for grades 3-6 from 50.7% to 58%. This will be accomplished by implementing evidence-based instructional strategies in reading comprehension, vocabulary, and written expression, ensuring that upper elementary growth aligns with the high performance seen in primary grades		
Measurable Goal Nickname (35 Character Max)		
Upper Elementary Literacy Achievement		
Target Year 1	Target Year 2	Target Year 3
Increase ELA proficiency in grades 3-6 to 53% by refining Tier 2 and Tier 3 intervention monitoring and addressing inconsistent growth rates.	Increase ELA proficiency to 56% through professional learning focused on multi-step problem solving and advanced vocabulary development.	By June 2028, Greenville Elementary School will increase ELA proficiency rates for grades 3-6 from 50.7% to 58%. This will be accomplished by implementing evidence-based instructional strategies in reading comprehension, vocabulary, and written expression, ensuring that upper elementary growth aligns with the high performance seen in primary grades

Action Plan

Measurable Goals

GHS Attendance Improvement	Secondary Special Education ELA Growth
Upper Elementary Literacy Achievement	

Action Plan For: Grade Level Meetings

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027-2028 school year, Greenville High School will increase the percentage of students who are not chronically absent from a baseline of 73.6% to at least 80.0%, exceeding the current state average. This will be achieved through targeted outreach to economically disadvantaged families, data-driven resource allocation, and the establishment of a focused system for continuous improvement.

Action Step		Anticipated Start Date	Anticipated Completion Date
To improve student attendance, particularly among the high-priority economically disadvantaged population, grade-level meetings will serve as the primary engine for data-driven monitoring and intervention. By utilizing these meetings to analyze real-time attendance trends, teams can move beyond simply identifying the current 73.6% non-chronic absence rate and instead focus on diagnosing specific barriers to regular attendance.		2026-01-14	2029-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dan Nemeth Principal for Academic Affairs and Mark Karpinski Principal for Student Affairs	Spreadsheets and PowerSchool to track attendance	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teams will use regular meeting times to review attendance data from the past two years to identify students trending toward chronic absenteeism before they reach critical thresholds. Grade-level teams will use meeting insights to recommend the allocation of specific resources—such as money, staff, or materials—to support families of students with the highest rates of absence.	Both high school principals will participate in and monitor the implementation of these meetings. One grade level will meet per week on Thursday mornings. Meetings will be in person, and located in the room of a designated lead teacher from that grade.

Action Plan For: Positive Incentives for Attendance

Measurable Goals:

- By the end of the 2027-2028 school year, Greenville High School will increase the percentage of students who are not chronically absent from a baseline of 73.6% to at least 80.0%, exceeding the current state average. This will be achieved through targeted outreach to economically disadvantaged families, data-driven resource allocation, and the establishment of a focused system for continuous improvement.

Action Step		Anticipated Start Date	Anticipated Completion Date
Positive incentives shift the focus from "punishing absence" to "rewarding presence." For a high school student—who typically values autonomy, social status, and tangible benefits—incentives can bridge the gap between their current situation and the goal of consistent attendance.		2026-01-14	2029-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dan Nemeth Principal for Academic Affairs and Mark Karpinski Principal for Student Affairs	Financial support for incentives from local businesses. Spreadsheets and PowerSchool to track attendance	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Incentives and a positive school culture create an atmosphere that makes school a place students want to be, rather than a place they are forced to be.	Grade-level team meetings, and the high school principals will monitor attendance progress and work with community partners to sponsor fun and engaging incentives. In grades 7-12, we will have a positive incentive for perfect attendance and most improved attendance at the end of every academic quarter.

Action Plan For: Review ELA Scope and Sequence

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027-2028 school year, the district will reverse the downward trend for students with disabilities in grades 7-12, ensuring that at least 75% of these students meet or exceed their individual PVAAS ELA growth goals. This will be achieved through targeted professional development and a focused system of continuous improvement.

Action Step	Anticipated Start Date	Anticipated Completion Date
A systematic review of the ELA scope and sequence is a critical step in reversing the declining growth goals for students with disabilities in grades 7-12. By analyzing how curriculum and courses are structured, the district can ensure that specialized instruction is not just remedial, but strategically aligned to the rigorous standards required for growth. Vertical alignment ensures that the transition between grade levels is seamless, preventing students with disabilities from encountering "knowledge gaps" that stall their PVAAS growth trajectory.	2026-01-14	2029-01-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tyler Lanciotti, Director of Special Education/ Dan Nemeth, Principal for Academic Affairs	Time for teacher meetings, updated course of studies, potentially new curricular materials.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The review identifies the most critical standards that appear on state assessments, allowing teachers to focus intensive intervention on the areas that most heavily impact a student's predictive growth measure. A curriculum review ensures that students in special education courses are receiving the same rigorous, "standards-aligned instruction" as their general education peers, rather than a narrowed curriculum that limits their growth potential.	The principal for academic affairs and special education director will meet monthly to examine IXL diagnostic trends of students in special education. They will work with the ELA special education team to review coursework and current interventions. In the summer of 2027, this team will discuss reorganization plans that better align the 7-12 special education ELA curriculum.

Action Plan For: Increase allocation of resources to co-taught classrooms

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027-2028 school year, the district will reverse the downward trend for students with disabilities in grades 7-12, ensuring that at least 75% of these students meet or exceed their individual PVAAS ELA growth goals. This will be achieved through targeted professional development and a focused system of continuous improvement.

Action Step		Anticipated Start Date	Anticipated Completion Date
Increasing the allocation of resources to establish co-taught ELA classrooms in grades 7-10 directly addresses the decline in growth for students with disabilities. This model provides a high-intensity environment that combines subject-matter expertise with specialized instructional strategies. By placing students with disabilities in a co-taught general education setting, they gain full access to the same rigorous, standards-aligned instruction and high-level Literature Keystone content that is currently a district strength.		2026-01-14	2029-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tyler Lanciotti, Director of Special Education/ Dan Nemeth, Principal for Academic Affairs	Time for teacher meetings, updated course of studies, potentially new curricular materials.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Instead of being pulled out and missing core content, students receive immediate modifications from the special education co-teacher, allowing them to engage with complex grade-level texts. With two teachers, the student-to-teacher ratio is effectively halved. This allows for more frequent "monitoring and adjustment" of instruction during a single class period. Co-teaching acts as a daily form of professional development. The general education teacher shares ELA content expertise, while the special education teacher shares "evidence-based instructional strategies," improving the skills of both educators.	The principal for academic affairs and special education director will meet throughout the spring semester of the 2025-2026 school year to create a master schedule that provides the opportunity for cotaught classes. The classes will be monitored and adjusted to meet the needs of students as they progress through the high school special education curriculum.
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Action Plan For: Expand the Science of Reading

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, Greenville Elementary School will increase ELA proficiency rates for grades 3-6 from 50.7% to 58%. This will be accomplished by implementing evidence-based instructional strategies in reading comprehension, vocabulary, and written expression, ensuring that upper elementary growth aligns with the high performance seen in primary grades

Action Step		Anticipated Start Date	Anticipated Completion Date
The elementary school will work to align practices into upper elementary by implementing explicit instruction in morphology, advanced phonics, and academic vocabulary (including adding Foundations component in Grades 4–5). Specifically, this addresses the need for focused support in reading comprehension, vocabulary development, and written expression. While primary grades often focus on "learning to read" (decoding), the Science of Reading in upper elementary shifts toward reading to learn by strengthening the connections between word recognition and deep language comprehension.		2026-01-14	2029-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Beth Schaller, Elementary School Principal	Foundations, time with teaching staff, IU training support	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit instruction in morphology (prefixes, suffixes, and Greek/Latin roots) gives 5th and 6th graders the tools to systematically "break the code" of complex academic language rather than guessing based on context clues.	The elementary school principal will meet with ELA teachers in every grade weekly during common planning time to determine strengths and challenges of implementing the Science of Reading in the individual classes.

Action Plan For: Establish consistent, vertically aligned instructional routines for reading comprehension and text-based writing

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, Greenville Elementary School will increase ELA proficiency rates for grades 3-6 from 50.7% to 58%. This will be accomplished by implementing evidence-based instructional strategies in reading comprehension, vocabulary, and written expression, ensuring that upper elementary growth aligns with the high performance seen in primary grades

Action Step		Anticipated Start Date	Anticipated Completion Date
Establishing consistent, vertically aligned instructional routines creates a predictable "academic roadmap" for students as they transition from the foundational years of elementary school into the complex analytical work of middle and high school. When routines are vertically aligned, a 4th-grade teacher and a 6th-grade teacher use the same language, graphic organizers, and step-by-step processes for tackling a text.		2026-01-14	2029-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Beth Schaller, Elementary School Principal	Time with teachers for vertical articulation meetings.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent routines make the writing process "automatic." Once the routine is second nature, students can dedicate 100% of their brainpower to the content and the complexity of the text-based evidence. Routines used in the core Tier 1 classroom should be mirrored in Tier 2 and Tier 3 support. This "organizational coherence" ensures that the intervention feels like a reinforcement of classwork rather than a separate, confusing task.	During common planning times, the elementary school principal will work with grade levels 4-6 to develop instructional methods that are aligned throughout the upper elementary. These instructional methods will be monitored through data collection and quarterly vertical department meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase allocation of resources to co-taught classrooms	Increasing the allocation of resources to establish co-taught ELA classrooms in grades 7-10 directly addresses the decline in growth for students with disabilities. This model provides a high-intensity environment that combines subject-matter expertise with specialized instructional strategies. By placing students with disabilities in a co-taught general education setting, they gain full access to the same rigorous, standards-aligned instruction and high-level Literature Keystone content that is currently a district strength.
Expand the Science of Reading	The elementary school will work to align practices into upper elementary by implementing explicit instruction in morphology, advanced phonics, and academic vocabulary (including adding Foundations component in Grades 4–5). Specifically, this addresses the need for focused support in reading comprehension, vocabulary development, and written expression. While primary grades often focus on "learning to read" (decoding), the Science of Reading in upper elementary shifts toward reading to learn by strengthening the connections between word recognition and deep language comprehension.

Co-teaching model examination

Action Step		
<ul style="list-style-type: none">Increasing the allocation of resources to establish co-taught ELA classrooms in grades 7-10 directly addresses the decline in growth for students with disabilities. This model provides a high-intensity environment that combines subject-matter expertise with specialized instructional strategies. By placing students with disabilities in a co-taught general education setting, they gain full access to the same rigorous, standards-aligned instruction and high-level Literature Keystone content that is currently a district strength.		
Audience		
General education teachers and special education teachers in grades 7-10		
Topics to be Included		
Strategies surrounding the co-teaching model		
Evidence of Learning		
Improved scores on local diagnostics and state testing for students in special education in grades 7-10.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tyler Lanciotti, Director of Special Education	2026-08-18	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">1f: Designing Student Assessments3e: Demonstrating Flexibility and Responsiveness1d: Demonstrating Knowledge of Resources	

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Expanding the Science of Reading

Action Step		
<ul style="list-style-type: none"> The elementary school will work to align practices into upper elementary by implementing explicit instruction in morphology, advanced phonics, and academic vocabulary (including adding Foundations component in Grades 4–5). Specifically, this addresses the need for focused support in reading comprehension, vocabulary development, and written expression. While primary grades often focus on "learning to read" (decoding), the Science of Reading in upper elementary shifts toward reading to learn by strengthening the connections between word recognition and deep language comprehension. 		
Audience		
ELA teachers in grades 4-6		
Topics to be Included		
Science of Reading		
Evidence of Learning		
Increased achievement scores on the ELA PSSA grades 4-6 and increased scores on local diagnostics.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Beth Schaller	2026-08-18	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Positive Incentives Surrounding Attendance					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teaching staff, community and business leaders	Current status of student attendance at Greenville High School and how positive incentives can help improve this.	Dan Nemeth, High School Principal for Academic Affairs	08/18/2026	05/28/2027

Communications

Type of Communication	Frequency
Newsletter	Annually
Presentation	Beginning of school year to staff
Presentation	Beginning of school year to students and parents

Continue Knowledge Surrounding the Science of Reading					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Elementary School ELA teachers	Science of Reading reasoning and instructional methods	Beth Schaller	08/18/2026	05/28/2027

Communications

Type of Communication	Frequency
Presentation	Quarterly review and presentation of progress

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date