

GREENVILLE AREA SD

9 Donation Rd

Professional Development Plan (Act 48) | 2026 - 2029

Act 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

1. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
2. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
3. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
6. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.
7. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Profile and Plan Essentials

School District

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9 Donation Rd, Greenville, PA 16125

Brian Tokar

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Steering Committee

1Steering Committee

Name	Title	Committee Role	Appointed By
Brian Tokar	Superintendent	Administrator	School Board of Directors
Dan Nemeth	High School Principal	Administrator	Administration Personnel
Mark Karpinski	High School Principal	Administrator	Administration Personnel
Beth Schaller	Elementary School Principal	Administrator	Administration Personnel
Tim Strausser	Elementary School Principal	Administrator	Administration Personnel
Tyler Lanciotti	Director of Special Education	Administrator	Administration Personnel
Jeff Keeling	Assistant to the Superintendent	Administrator	Administration Personnel
Matt Crawford	High School Teacher	High School Teacher	Teacher
Matt Scott	High School Teacher	High School Teacher	Teacher
Jackie Nehlen	Educational Specialist	Education Specialist	Education Specialist
David Spaulding	School Psychologist	Education Specialist	Education Specialist
Nicole Keck	Parent	Parent of Child Attending	Administration Personnel
Ben Brunetta	Parent	Parent of Child Attending	Administration Personnel

Describe how many times the committee meets in a given year, any subcommittees that are formed and any other relevant information regarding the function of the committee.

The district's professional development committee meets at least once per semester of the school year. Additional meetings may take place during the summer months to prepare for professional learning opportunities that will take place during the upcoming school year.

Action Plans Steps from Comprehensive Plan

Co-teaching model examination

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<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.	General education teachers and special education teachers in grades 7-10	Strategies surrounding the co-teaching model	Improved scores on local diagnostics and state testing for students in special education in grades 7-10.

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Tyler Lanciotti, Director of Special Education	08/18/2026 - 05/28/2027

Learning Format

4Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Quarterly	<ul style="list-style-type: none">1f: Designing Student Assessments3e: Demonstrating Flexibility and Responsiveness1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings

Expanding the Science of Reading

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<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 Fundations 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. 	ELA teachers in grades 4-6	Science of Reading	Increased achievement scores on the ELA PSSA grades 4-6 and increased scores on local diagnostics.

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Beth Schaller	08/18/2026 - 05/28/2027

Learning Format

7Action Plans Steps - Learning Format

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

Other Professional Development Activities

MTSS

8Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teachers K-12	This initiative represents a proactive shift toward a more holistic and integrated approach to student success, ensuring that every learner receives the specific level of academic, behavioral, and social-emotional support they need to thrive. Under this leadership, the MTSS model will synchronize our diagnostic tools—such as FastBridge and IXL—with evidence-based interventions to create a seamless continuum of care across all grade levels.	Student growth on local and state assessments

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Dave Spalding, School Psychologist	08/17/2026 - 08/20/2029

Learning Format

10Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly building level meetings, quarterly district level meetings	<ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 3c: Engaging Students in Learning• 3e: Demonstrating Flexibility and Responsiveness	Language and Literacy Acquisition for All Students

Science of Reading

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers K-8, focus on ELA teachers	The district will continue its commitment to literacy excellence by expanding its Science of Reading professional development initiatives. This district-wide expansion is designed to bridge the gap between foundational literacy and advanced comprehension, equipping our staff with the specialized tools necessary to improve written expression and vocabulary development for every student across the elementary and middle school years.	Our educators will deepen their mastery of evidence-based instructional practices, ensuring that the transition from 'learning to read' to 'reading to learn'

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Beth Schaller, Elementary School Principal	08/17/2026 - 08/20/2029

Learning Format

13Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual trainings through the local IU and quarterly meetings with the elementary school principal	<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy 	Structured Literacy

School Safety Training

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All Staff	Situational Awareness and response to emergencies. Safety Drill procedures and practice.	Staff feedback

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
School Resource Officers and Safety Team	08/17/2026 - 08/20/2029

Learning Format

16Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually, 2 hours		At Least 1-hour of Trauma-informed Care Training for All Staff

Youth Suicide Awareness, Prevention and Postvention

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teachers grades 6-12	Suicide Awareness, Prevention, and Postvention	Results of formative assessments

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Dan Nemeth, Principal for Academic Affairs	08/17/2026 - 08/20/2029

Learning Format

19Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually, 1 hour training	<ul style="list-style-type: none">1b: Demonstrating Knowledge of Students3e: Demonstrating Flexibility and Responsiveness	At Least 1-hour of Trauma-informed Care Training for All Staff

Trauma Informed Awareness and Instructional Practices

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Facts about child abuse, recognizing categories of child abuse, mandatory reporting, Educator Discipline Act, staff to student sexual misconduct, maintaining professional boundaries.	Staff Awareness and Referrals

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Colleen DeJulia, Mental Health Specialist	08/17/2026 - 08/20/2029

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually, 1 hour training	<ul style="list-style-type: none"> 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 	At Least 1-hour of Trauma-informed Care Training for All Staff

Professional Ethics

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Standards and principles that guide professional decision making	Staff feedback

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Brian Tokar, Superintendent	08/17/2026 - 08/20/2029

Learning Format

25Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Every other year training through MIU4	<ul style="list-style-type: none">4f: Showing Professionalism4e: Growing and Developing Professionally	Professional Ethics

CPR Certification

26Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	CPR procedures and practices	Staff who pass certification

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Dan Nemeth, Principal for Academic Affairs	08/17/2026 - 08/20/2029

Learning Format

28Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Every other year certification/renewal for staff through Health teacher Dawn Mitchell	<ul style="list-style-type: none">1d: Demonstrating Knowledge of Resources	At Least 1-hour of Trauma-informed Care Training for All Staff

Culturally Relevant and Sustaining Education

29Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Culturally Relevant and Sustaining Education Framework Components	Application of behaviors associated with the framework.

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
District and building level administrators	08/17/2026 - 08/20/2029

Learning Format

31Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Every other year training at opening inservice with all staff members.	<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students • 4c: Communicating with Families 	Common Ground

32Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Epi-Pen instructions.	Staff Awareness

33Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Irene Howick, School nurse	08/17/2026 - 08/20/2029

Learning Format

34Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Every other year 30 minute training	<ul style="list-style-type: none">1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

Title IX Awareness and Compliance

35Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Sex based discrimination and harassment training	Staff awareness

36Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Brian Tokar, Superintendent	08/17/2026 - 08/20/2029

Learning Format

37Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual 1 hour training performed by our school solicitor for all staff	<ul style="list-style-type: none">4e: Growing and Developing Professionally4f: Showing Professionalism	

Professional Development Plan Assurances

38Professional Development Plan Assurances

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes
When is the first year the LEA will offer Structured Literacy Training to the staff?	2024-2025
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? Speech and language pathologists	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

The Greenville Area School District remains deeply committed to providing our staff members with the most comprehensive slate of professional development opportunities possible. We believe that by investing in our educators, we are directly investing in the success of our students. At this time, the district is not only meeting all state-mandated requirements but is exceeding them by cultivating a culture of continuous improvement. Our current initiatives are specifically designed to develop our teachers both instructionally and professionally, equipping them with evidence-based strategies to meet the evolving needs of our learners. By prioritizing high-quality, relevant training, we ensure that our faculty remains at the forefront of educational best practices, fostering an environment where both teachers and students can reach their full potential.

Professional Education Plan Assurances

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date