Greensburg Salem SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		107653203
Address 1		
1 Academy Hill Place		
Address 2		
City	**State**	**Zip Code**
Greensburg	PA	15601
Chief School Administrator		**Chief School Administrator Email**
Dr Kenneth A Bissell		ken.bissell@gslions.net
Single Point of Contact Name		
Kenneth Bissell		
Single Point of Contact Email		
ken.bissell@gslions.net		
Single Point of Contact Phone Number		
724-832-2900		

GREENSBURG SALEM SCHOOL DISTRICT

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kenneth Bissell	Administrator	Greensburg Salem School Disitrct	ken.bissell@gslions.net
Kara E. Gardner	Administrator	Assistant Superintendent	kara.gardner@gslions.net
Lenni Nedley	Administrator	Director of Curriculum	lenni.nedley@gslions.net
Todd McMillen	Administrator	Director of Special Services	todd.mcmillen@gslions.net
Emily Miller	Board Member	School Board	emily.miller@gslions.net
Kasey Byrne Houser	Board Member	School Board	kacey.byrnehouser@gslions.net
Alexanna Rodgers	Parent	GSEF / Nicely	alexanna.rodgers@medel.com
Julie Obney	Parent	Middle School	julieobney@gmail.com
Ron Holtzer	Parent	Greensburg Recreation	Ron980@hotmail.com
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Sheri Dallas	Staff Member	Greensburg Salem High School	sheri.dallas@gslions.net
Alec Italiano	Community Member	City of Greensburg	aitaliano@greensburgpa.org
Hannah Mihalko	Staff Member	Greensburg Salem Middle School	hannah.mihalko@gslions.net
Tara Saunders	Parent	Nicely	Tsaunders0812@gmail.com
Nikki Checchini	Parent	Metzgar	cecchini2118@gmail.com
Fred Checchini	Community Member	Salem Township Safety	CECCHINI34@GMAIL.COM

LEA Profile

The Greensburg Salem School District (GSSD) serves approximately 2,400 students in grades K–12 across five schools located in Westmoreland County, Pennsylvania. The district encompasses the City of Greensburg; the Boroughs of South Greensburg and Southwest Greensburg; portions of Delmont Borough; and Salem Township. Greensburg Salem is committed to its mission of educating, empowering, and preparing every child to thrive in life, learning, and community through a focus on academic rigor, character development, leadership, and service—core principles reflected in the district's "GPS: Pathway to Success."

The district's student population has declined in recent years. At the start of the 2025–2026 school year, enrollment was 2,392 students. The percentage of students receiving free and reduced-price lunch has increased by just over 30% during the past 20 years—more than all but one Westmoreland County school district. This shift in economic demographics has brought cultural changes to our schools and an increased need for social, mental health, medical, and academic resources at a time when available resources are more limited.

GSSD maintains a strong tradition of community involvement and pride, supported by families, dedicated staff, and collaborative municipal and county partnerships. The district partners with the Westmoreland County Forum for Workforce Development and the Consortium for Public Education to strengthen career and postsecondary pathways. Additional partnerships with nonprofit organizations—including Outdoor Odyssey, Adelphoi, the RK Mellon Foundation, and the Greensburg Salem Education Foundation—support programming for mental fitness and social development districtwide.

In recent years, the district has focused on improving student outcomes through instructional alignment, technology integration, and emotional intelligence initiatives, including the implementation of a mental fitness framework to support student well-being. GSSD provides students with a comprehensive, academically rigorous education. The district offers dual enrollment and College in High School courses through partnerships with Seton Hill University, Westmoreland County Community College, Saint Vincent College, and Carlow University. The high school also offers 10 Advanced Placement courses (AP French, AP Spanish, AP English 12, AP Chemistry, AP Physics I, AP Physics II, AP Biology, AP Psychology, AP Statistics, and AP United States History).

Currently, 78.2% of high school students enroll in at least one rigorous course prior to graduation. All students also complete a senior project and presentation, which serves as the capstone of the K–12 Career Awareness Program (CAP).

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Greensburg Salem offers programs for kindergarten readiness; diagnostic testing and targeted interventions in reading, mathematics, and science; positive behavior interventions and supports; online and hybrid learning options; College in High School; ACTFL-aligned world language programming in Spanish and French; STEAM initiatives; musical, visual, and dramatic arts; Career and Technical Education; computer programming and design; future-ready planning and preparation K–12; peer mentoring; student advisory programs; and athletic programs for grades 7–12. GSSD emphasizes strong relationships and a shared vision in which all students develop and graduate with the knowledge, skills, insights, and understandings necessary to learn, live, and serve in their future.

GREENSBURG SALEM SCHOOL DISTRICT

Mission and Vision

Mission

Educate, empower, and prepare every child to thrive in life, learning, and community.

Vision

We envision all children developing knowledge, skills, insights, and understandings necessary to serve their community as citizens of high character, life-long scholars, and leaders.

GREENSBURG SALEM SCHOOL DISTRICT

Educational Values

Students

- **Excellence & High Expectations for All** – Students will strive to do their best every day, set ambitious goals, and support others in reaching theirs. Effort, persistence, and pride in their work will reflect their commitment to excellence.
- **Growth & Growth Mindset** – Students will approach learning as a journey, embrace challenges, learn from mistakes, and believe that effort and perseverance lead to improvement and success.
- **Equity** – Students will treat all individuals with fairness, respect, and dignity. They will embrace differences, speak up for those in need, and ensure that everyone has the opportunity to learn and thrive.
- **Integrity & Transparency** – Students will act with honesty and responsibility in all situations. They will be trustworthy, follow through on commitments, and own their choices with humility and accountability.
- **Collaboration & Community** – Students will work together to create a positive school culture, listen to others' perspectives, contribute ideas, and demonstrate kindness and cooperation in group settings.
- **Safety & Well-Being** – Students will care for themselves and others—physically, emotionally, and socially—and make responsible choices that promote a safe, healthy, and supportive environment for everyone.
- **Innovation & Creativity** – Students will be curious and courageous in their learning, think critically, take intellectual risks, and develop creative solutions to real-world challenges.
- **Child- & Student-Centered** – Students will take an active role in their own growth and learning, use their voice, stay engaged, take initiative, and apply their strengths and passions to make a positive impact on their school and community.
- **Engagement** – Students will be fully present, curious, and invested in their learning. They will participate actively in class discussions, activities, and school events; show enthusiasm for learning; take initiative; and contribute positively to the life of their school and community.

Staff

- **Excellence & High Expectations for All** – Staff will pursue excellence in all aspects of their work, hold themselves and their students to high standards, and foster a culture of pride, professionalism, and continuous improvement.
- **Growth & Growth Mindset** – Staff will embrace challenges as opportunities to learn, seek feedback, and model perseverance and reflection. They will promote a learning culture that values progress, resilience, and a belief in every student's potential.
- **Equity** – Staff will ensure that every student feels seen, valued, and supported. They will recognize and address barriers to learning, advocate for fairness, and cultivate inclusive classrooms and programs that honor diversity and uphold dignity for all.
- **Integrity & Transparency** – Staff will demonstrate honesty, fairness, and accountability in all interactions and decisions. They will communicate openly with colleagues, students, and families to build trust and credibility across the school community.
- **Collaboration & Community** – Staff will work together as one team to achieve shared goals, value the contributions of others, and build strong partnerships with families, colleagues, and the broader community in support of student growth.
- **Safety & Well-Being** – Staff will create and maintain environments that are physically, emotionally, and psychologically safe. They will promote kindness, empathy, and respect while actively supporting the well-being of students and colleagues.
- **Innovation & Creativity** – Staff will think critically and creatively to improve teaching, learning, and problem-solving. They will explore new ideas, integrate technology and best practices, and encourage curiosity and innovation in students.
- **Child- & Student-Centered** – Staff will make decisions that prioritize the needs, voices, and best interests of children and students. They will nurture relationships, tailor instruction, and advocate for experiences that inspire learning and personal growth.
- **Engagement** – Staff will foster meaningful engagement by inspiring curiosity, participation, and connection in every classroom and program. They will engage students, families, and community partners as active contributors to the educational experience.

Administration

- **Excellence & High Expectations for All** – Administration will set and uphold high standards for teaching, learning, and leadership. They will promote accountability, celebrate achievement, and ensure that every member of the school community strives for continuous improvement and excellence.
- **Growth & Growth Mindset** – Administration will model a commitment to learning, reflection, and professional growth. They will support staff and students in embracing challenges, learning from setbacks, and pursuing improvement with perseverance and optimism.

- **Equity** – Administration will lead with fairness and empathy, ensuring that every policy, decision, and practice reflects equitable access and opportunity. They will identify and remove systemic barriers so that all students and staff can succeed.
- **Integrity & Transparency** – Administration will lead with honesty, consistency, and accountability. They will communicate openly with stakeholders, make data-informed decisions, and act in ways that build trust and confidence across the district.
- **Collaboration & Community** – Administration will foster a culture of teamwork and shared purpose. They will encourage collaboration among staff, students, families, and community partners to strengthen the collective impact on student learning and success.
- **Safety & Well-Being** – Administration will prioritize the physical, emotional, and psychological safety of all members of the school community. They will ensure that systems, policies, and practices promote a supportive environment where everyone feels valued and secure.
- **Innovation & Creativity** – Administration will champion innovation in instruction, operations, and leadership. They will support creative problem-solving, encourage responsible risk-taking within a culture of trust, and promote forward-thinking approaches to education.
- **Child- & Student-Centered** – Administration will ensure that all decisions are guided by what is best for students. They will advocate for programs, supports, and environments that nurture each student's academic, social, and emotional growth.
- **Engagement** – Administration will actively engage students, staff, families, and the broader community in the life of the district. They will promote open communication, shared ownership, and meaningful participation in achieving the district's mission and vision.

Parents

- **Excellence & High Expectations for All** – Parents will encourage their children to do their best, celebrate progress, and support the pursuit of excellence in academics, character, and effort. They will model perseverance and pride in achievement.
- **Growth & Growth Mindset** – Parents will promote a belief that ability develops through effort and learning. They will reinforce the value of persistence, reflection, and resilience at home, helping children see challenges as opportunities to grow.
- **Equity** – Parents will model respect and fairness toward all individuals. They will teach their children to appreciate and support a school environment where everyone feels valued and heard.

- **Integrity & Transparency** – Parents will demonstrate honesty, respect, and responsibility in their interactions with school staff and other families. They will communicate openly and constructively to foster mutual trust and understanding.
- **Collaboration & Community** – Parents will partner with teachers, administrators, and community members to support student success. They will participate in school events, volunteer efforts, and conversations that strengthen the district's shared mission.
- **Safety & Well-Being** – Parents will work with the district to promote the physical, emotional, and digital safety of all students. They will model healthy choices, kindness, and empathy to contribute to a caring school culture.
- **Innovation & Creativity** – Parents will encourage curiosity, imagination, and creativity at home. They will support new ideas and educational approaches that prepare students for a changing world.
- **Child- & Student-Centered** – Parents will place their child's holistic growth—academic, social, and emotional—at the center of their partnership with the school. They will support learning goals, provide encouragement, and advocate respectfully for their child's needs.
- **Engagement** – Parents will remain actively engaged in their child's education by communicating regularly with teachers, participating in school life, and supporting learning at home. They will view education as a shared journey among home, school, and community.

Community

- **Excellence & High Expectations for All** – The community will demonstrate pride in Greensburg Salem schools by supporting high standards of achievement, citizenship, and service. They will encourage excellence in students and celebrate accomplishments across academics, the arts, and athletics.
- **Growth & Growth Mindset** – The community will champion continuous learning and improvement. They will support opportunities for youth and adults to grow, innovate, and adapt—embracing challenges as steps toward progress.
- **Equity** – The community will promote fairness and access for all students and families. They will work collaboratively to remove barriers, celebrate differences, and ensure every child feels valued and supported.
- **Integrity & Transparency** – The community will engage with honesty, respect, and accountability in all interactions with the district. They will value open communication, informed dialogue, and trust between the school system and its stakeholders.

- **Collaboration & Community** – The community will partner with the district to create shared opportunities that enrich education and civic life. They will contribute time, resources, and expertise to strengthen the connection between the schools and the broader community.
- **Safety & Well-Being** – The community will support safe neighborhoods, school environments, and programs that promote the well-being of all children. They will model kindness, respect, and collective responsibility for one another's safety.
- **Innovation & Creativity** – The community will foster creativity and innovation through partnerships, mentorships, and local initiatives. They will encourage new ideas that expand learning opportunities and prepare students for a changing world.
- **Child- & Student-Centered** – The community will place the needs and development of children at the heart of its engagement with the district. It will advocate for programs, policies, and opportunities that empower every student to succeed.
- **Engagement** – The community will take an active role in the life of the school district—attending events, volunteering, providing feedback, and supporting district initiatives. It will view education as a shared investment in the future of Greensburg Salem.

Other (Optional)

Omit selected.

GREENSBURG SALEM SCHOOL DISTRICT

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready Math 23-24: Nicely and Metzgar all student group met interim goal/improvement target	NES-Percent Proficient or Advanced 62.4%; MES-Percent Proficient or Advanced 61.4% All Student Group Exceeds the Standard Demonstrating Growth HES-Academic Growth Score 72.0
2024 PVAAS PSSA ELA is well above in grade 4 and meets target in grade 5 for growth and achievement increase by 1.3 for grade 4 and 1.1 for grade 5	ELA All Student Group Exceeds the Standard Demonstrating Growth HES-Academic Growth Score 92.0; MES-Academic Growth Score 100.0; Meets the standard NES-Academic Growth Score 71.0.
2024 PVAAS Keystone Biology meets target for growth and achievement increase by 0.3	Academic Growth Score 75.0

Challenges

Indicator	Comments/Notable Observations
2025 Predictive PVAAS PSSA Math is well below across grades 4-8 for growth and achievement decrease by 19.5	Grades 4, 5, 7, and 8 well below
2025 Predictive PVAAS PSSA ELA is below across grades 4-8 for growth and achievement decrease by 6.9	Grades 6 and 7 well below; 8 below; and 4-5 meets
2025 Predictive PVAAS Keystone Algebra is well below for growth and achievement decrease by 7.4	23-24 Data All Student Group Did Not Meet the Standard Demonstrating Growth: Academic Growth Score 50.0 Statewide Average Growth Score 75.3 Meeting Statewide Growth Standard 70.0
2025 Predictive PVAAS Keystone Literature is well below for growth and achievement decrease by 12.6	23-24 Data All Student Group Did Not Meet the Standard Demonstrating Growth: Academic Growth Score 50.0 Statewide Average Growth Score 75.0 Meeting Statewide Growth Standard 70.0

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

Strengths

Indicator 23-24 Future ready-Proficient/Advanced Math **Grade Level(s) and/or Student Group(s)** 3-5: NES/MES-All student group met target	**Comments/Notable Observations** HES-White increased and met target; White, 2 or more races and students with disabilities increased performance NES-White exceeded target; White, economically disadvantaged and students with disabilities increased performance MS-Black, Hispanic, economically disadvantaged and combined ethnicity increased performance
Indicator 23-24 Future ready-Proficient/Advanced ELA **Grade Level(s) and/or Student Group(s)** 3-5: NES/MES-All student group were above the statewide average	**Comments/Notable Observations** HES-All student group, white, economically disadvantaged and students with disabilities increased performance NES-All student group, economically disadvantaged, students with disabilities and combined ethnicity increased performance MES-White met interim target; All student group, white, economically disadvantaged and students with disabilities increased performance MS-Hispanic and students with disabilities increased performance
Indicator 23-24 Keystone Biology-PVAAS All student meets the standard demonstrating growth **Grade Level(s) and/or Student Group(s)** HS-All student meets the standard demonstrating growth	**Comments/Notable Observations** HS-All student group, white and combined ethnicity met the standard; students with disabilities exceeded the standard All groups (white, economically disadvantaged, students with disabilities, and combined ethnicity) increased performance from previous year

Challenges

Indicator 23-24 Future ready-Proficient/Advanced ELA **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** HES-slightly below the statewide average 50.8(53.9); Black and combined ethnicity decreased performance; all groups did not meet the target NES-above the statewide

3-8 all student groups	average 62.4(53.9); all groups did not meet the target MES-above the statewide average 70.1(53.9); all student group, economically disadvantaged and students with disabilities did not meet the target MS-below the statewide average 45.8(53.9); Black, white, 2 or more races, economically disadvantaged and combined ethnicity decreased performance; all groups did not meet the target
Indicator 23-24 GSHS Future Ready Index Proficient/Advanced for algebra, literature, and biology all Student Group Did Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Literature all student group; Algebra economically disadvantaged; and Biology students with disabilities	**Comments/Notable Observations** Literature-above the statewide average 55.2(53.9); White, economically disadvantaged and students with disabilities decreased performance Algebra -above the statewide average 45.6(40.2); Economically disadvantaged decreased performance Biology-below the statewide average 4.6(59.2); students with disabilities decreased performance

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.

ELA grades 4 and 5 met the growth standard (PVAAS 2025)
Biology met the growth standard (PVAAS 2025)

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.

ELA and Math achievement and growth (6-8 growth) and (4-8 achievement)
Literature and Algebra growth and achievement

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA: K-6 students met or exceeded their growth target; 7-8 students did not meet their growth target	NWEA Growth Summary Fall 2024-Spring 2025
ELA: K-8 students were in the 60th percentile (K-71st; 1st-70th; 2nd-62nd; 3rd-63rd; 4th-57th; 5th-58th; 6th-57th; 7th-41st; and 8th-59th)	NWEA Achievement Summary Fall 2024-Spring 2025
Foundational Skills: Phonological Awareness K-71st; 1st-69th; 2nd-71st Phonics/Word Recognition K-66th; 1st-55th; 2nd-59th Language Comprehension: K-59th; 1st-67th; 2nd-63rd	NWEA Fluency Spring 2025

English Language Arts Summary

Strengths

NWEA ELA K-6 students are demonstrating growth
K-2 NWEA reading fluency students are demonstrating growth and achievement in foundational skills

Challenges

NWEA ELA achievement is not reaching the 80th percentile

Mathematics

Data	Comments/Notable Observations
Math: 1, 2, 4, 5, 6, and 8 students met or exceeded their growth target; K, 3, and 7 students did not meet or almost met their growth target	NWEA Growth Summary Fall 2024-Spring 2025
K-8 students were in the 68th percentile (K-66th; 1st-66th; 2nd-72nd; 3rd-66th; 4th-71st; 5th-63rd; 6th-74th; 7th-61st; and 8th-74th)	NWEA Achievement Summary Fall 2024-Spring 2025

Mathematics Summary

Strengths

NWEA math 1, 2, 4, 5, 6, and 8 students are demonstrating growth

Challenges

NWEA math achievement is not reaching the 80th percentile

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Science (2025 Predictive)	7th-well above growth standard; 8th below growth standard

Science, Technology, and Engineering Education Summary

Strengths

CDT Science 7th grade students are showing growth

Challenges

CDT Science 8th grade students not demonstrating growth

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of career standards benchmark was met in all schools	Future Ready Index 23-24
Less than 100% of Greensburg Salem High School Students complete a work-based learning event in their high school career.	Future Ready Index 23-24
Student self and co-regulation skills learning are missing from explicit and intentional instruction.	Curriculum and feedback data and analysis

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)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
169 out of 171 students in 10th grade US Government and Politics scored a passing grade.	Civics Knowledge Survey 2025

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

Westmoreland County Community College

Agreement Type

Dual Credit

Program/Course Area

Liberal Arts and Science (Various courses)

Uploaded Files

2025-26 - WCCC agreement August 2025 Agenda.pdf

Partnering Institution

Seton Hill University

Agreement Type

Dual Credit

Program/Course Area

Liberal Arts and Science (Various courses)

Uploaded Files

SHU Dual Credit Agreement (2024-2027).pdf

Partnering Institution

University of Pittsburgh at Greensburg

Agreement Type

Dual Credit

Program/Course Area

Liberal Arts and Science (Various courses)

Uploaded Files

UPG_GSSD_DualEnrollment_Agreement_Spring2025.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career standards focus students are meeting the target

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.

Less than 100% of Greensburg Salem High School Students complete a work-based learning event in their high school career.
Student self and co-regulation skills learning are missing from explicit and intentional instruction.

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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
HS Literature, Algebra and Biology (FRI 23-24)	Not meeting the target for achievement but demonstrate growth from previous year
MS ELA and math (FRI 23-24)	Not meeting the target for achievement and decrease in achievement from previous year
Elementary ELA and math (FRI 23-24)	All schools not meeting the target for achievement HES-increase in achievement from previous year MES-increase in ELA but decrease in math in achievement from previous year NES-increase in achievement from previous year

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations

HS Literature, Algebra and Biology (FRI 23-24)	Not meeting the target for achievement but demonstrate growth from previous in algebra
MS ELA and math (FRI 23-24)	Not meeting the target for achievement; increase in achievement from previous year in math
Elementary ELA and math (FRI 23-24)	All schools not meeting the target for achievement HES-increase for ELA and decrease for math in achievement from previous year MES-increase in ELA but decrease in math in achievement from previous year NES-increase in achievement from previous year

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.

Grades 3-8 students with disabilities are showing growth from previous year
Growth is being measured on NWEA results

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.

All schools not meeting the target for achievement for economically disadvantaged

Students with disabilities group showing low achievement

Designated Schools

Greensburg-Salem HS

Priority Challenge	Comments and Notable Observations
Better utilize student data to impact instruction, growth, achievement, and remediation.	Ensure staff is using data to plan for instruction and individualize student plans.
Address student attendance in partnership with parents earlier in the year to impact student learning and performance.	Collaborate with staff to build relationships and engage students in learning.
CDT 5x, Firefly 3x, remediation groups, standards-aligned classroom assessments, and professional development opportunities for teachers for data-driven instructional practices.	Ensure staff are aware of best practices using assessments.
Review of all lesson plans, departmental and staff meeting PD sessions for data review, observation tools focused on student engagement and learning.	Purposeful review of lesson plans and provide timely feedback for observations.

Systemic LEA Challenges
Assessment literacy across schools
Standards-aligned instruction and assessments
Student engagement (cognitive, emotional, and behavioral)

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Focus on systems of supports for gradual release, standards aligned goal setting, and progress monitoring.
Title 1 Program	Focus on systems of supports for gradual release, standards aligned goal setting, and progress monitoring (Elementary schools and middle school).
Student Services	MTSS, PBIS, Safe and Secure Schools (Threat Assessment Teams, Safety Teams, Crisis Teams, Trauma Informed Decision Making)
K-12 Guidance Plan (339 Plan)	K-12 Guidance Plan Approved 2024
Technology Plan	
English Language Development Programs	WIU7 Services

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.

GREENSBURG SALEM SCHOOL DISTRICT

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	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Coordinate and monitor supports aligned with students' and families' needs.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Foster a vision and culture of high expectations for success for all students, educators, and families.

GREENSBURG SALEM SCHOOL DISTRICT

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
ELA grades 4 and 5 met the growth standard (PVAAS 2025)	False
Biology met the growth standard (PVAAS 2025)	False
NWEA ELA K-6 students are demonstrating growth	True
K-2 NWEA reading fluency students are demonstrating growth and achievement in foundational skills	False
NWEA math 1, 2, 4, 5, 6, and 8 students are demonstrating growth	True
CDT Science 7th grade students are showing growth	False
Career standards focus students are meeting the target	False
Grades 3-8 students with disabilities are showing growth from previous year	True
Coordinate and monitor supports aligned with students' and families' needs.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Growth is being measured on NWEA results	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
ELA and Math achievement and growth (6-8 growth) and (4-8 achievement)	True
Literature and Algebra growth and achievement	True
NWEA ELA achievement is not reaching the 80th percentile	False

NWEA math achievement is not reaching the 80th percentile	False
CDT Science 8th grade students not demonstrating growth	False
All schools not meeting the target for achievement for economically disadvantaged	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Students with disabilities group showing low achievement	False
Less than 100% of Greensburg Salem High School Students complete a work-based learning event in their high school career.	True
Student self and co-regulation skills learning are missing from explicit and intentional instruction.	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 assessm ent that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

GREENSBURG SALEM SCHOOL DISTRICT

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA and Math achievement and growth (6-8 growth) and (4-8 achievement)	Based on Student engagement data, we see a need to focus on how instructional and relational engagement can impact academic growth and achievement.	True
Literature and Algebra growth and achievement		False
Foster a vision and culture of high expectations for success for all students, educators, and families.	We need to set high expectations across all grade levels and disciplines, provide accommodations, modifications, and chances when necessary, and increase student voice and choice.	True
Less than 100% of Greensburg Salem High School Students complete a work-based learning event in their high school career.	Focus will be placed on training for and integrating work-based learning opportunities in course and pathways for all learners.	True
Student self and co-regulation skills learning are missing from explicit and intentional instruction.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
NWEA ELA K-6 students are demonstrating growth	Growth measures on NWEA are encouraging. However, we need to start seeing a translation of that growth into other growth and achievement metrics.
NWEA math 1, 2, 4, 5, 6, and 8 students are demonstrating growth	Growth measures on NWEA are encouraging. However, we need to start seeing a translation of that growth into other growth and achievement metrics.
Grades 3-8 students with disabilities are showing growth from previous year	

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Consistency and fidelity of program and curriculum implementation will be a focus.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	By June 2029, the Greensburg Salem School District will increase student engagement in grades 3–8, across emotional, cognitive, and behavioral domains, through consistent implementation of high-quality instructional practices and intentional teacher–student relationship building strategies
	By June 2029, the Greensburg Salem School District will ensure that all students demonstrate grade-level proficiency in reading and mathematical literacies by the end of Grade 3, as measured by district-approved universal screening and diagnostic assessments and confirmed through aligned state and local performance indicators.
	By June 2029, Greensburg Salem High School will expand and sustain high-quality work-based learning experiences aligned to career pathways and CIP codes, ensuring that students participate in authentic, real-world learning that increases enrollment in College in High School courses and attainment of industry-recognized credentials.
	By June 2029, the Greensburg Salem School District will increase staff and student understanding and application of mental fitness, growth mindset, and the neurobiology of learning through intentional professional learning, student instruction, and embedded school-based experiences.

Goal Setting

Priority: By June 2029, the Greensburg Salem School District will increase student engagement in grades 3–8, across emotional, cognitive, and behavioral domains, through consistent implementation of high-quality instructional practices and intentional teacher–student relationship building strategies

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2029, the Greensburg Salem School District will increase student engagement in grades 3–8, across emotional, cognitive, and behavioral domains, through consistent implementation of high-quality instructional practices and intentional teacher–student relationship building strategies. Progress toward this goal will be measured annually using district student engagement perception surveys, with year-over-year increases in positive student responses, supported by aligned improvements in attendance, participation, and academic growth indicators.		
Measurable Goal Nickname (35 Character Max)		
Student Engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, the Greensburg Salem School District will increase the percentage of students in Grades 3–8 reporting positive engagement across emotional, cognitive, and behavioral domains by at least 5–7 percentage points from the established 2025–2026 baseline, as measured by the district's student engagement perception survey. In support of this target: At least 90% of teachers in Grades 3–8 will participate in professional learning focused on high-quality instructional practices and intentional	By June 2028, the Greensburg Salem School District will increase the percentage of students in Grades 3–8 reporting positive engagement across emotional, cognitive, and behavioral domains by an additional 5–7 percentage points over Year One results, demonstrating sustained annual growth toward the 2029 goal. In support of this target: At least 95% of teachers in Grades 3–8 will demonstrate implementation of relationship-centered and cognitively engaging instructional practices, as evidenced through walkthrough data and	By June 2029, the Greensburg Salem School District will increase student engagement in grades 3–8, across emotional, cognitive, and behavioral domains, through consistent implementation of high-quality instructional practices and intentional teacher–student relationship building strategies. Progress toward this goal will be measured annually using district student engagement perception surveys, with year-over-year increases in positive student responses, supported by aligned improvements in

relationship-building strategies. Each building will implement at least two schoolwide engagement strategies aligned to the district's GPS pillars and CLASS framework. District data will show measurable improvement in at least one aligned indicator (attendance rates, classroom participation metrics, or academic growth data) compared to baseline.	aligned Danielson components (e.g., 2a: Creating an Environment of Respect and Rapport; 3c: Engaging Students in Learning). Chronic absenteeism in Grades 3–8 will decrease by 2–3 percentage points compared to Year One. Academic growth indicators will demonstrate improvement for at least 70% of students, reinforcing the connection between engagement and achievement.	attendance, participation, and academic growth indicators.

Priority: By June 2029, the Greensburg Salem School District will ensure that all students demonstrate grade-level proficiency in reading and mathematical literacies by the end of Grade 3, as measured by district-approved universal screening and diagnostic assessments and confirmed through aligned state and local performance indicators.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
By June 2029, the Greensburg Salem School District will ensure that all students demonstrate grade-level proficiency in reading and mathematical literacies by the end of Grade 3, as measured by district-approved universal screening and diagnostic assessments and confirmed through aligned state and local performance indicators. Progress toward this goal will be monitored at least three times per year, with year-over-year increases in the percentage of students meeting or exceeding grade-level benchmarks, supported by timely instructional interventions and evidence-based core instruction.		
Measurable Goal Nickname (35 Character Max)		
Early Level Literacy		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, the Greensburg Salem School District will increase the percentage of students in Grades K–3 meeting or exceeding grade-level benchmarks in reading and mathematical literacies by at	By June 2028, the Greensburg Salem School District will increase the percentage of students in Grades K–3 meeting or exceeding grade-level benchmarks in reading and mathematical literacies by an additional 8–	By June 2029, the Greensburg Salem School District will ensure that all students demonstrate grade-level proficiency in reading and mathematical literacies by the end of Grade 3, as measured by district-

least 8–10 percentage points from the 2025–2026 baseline, as measured by district-approved universal screeners and diagnostic assessments administered three times per year. At least 85% of students identified as at risk will receive targeted, evidence-based Tier II or Tier III interventions within 30 days of identification. Progress monitoring data will demonstrate measurable growth for at least 70% of students receiving intervention services.	10 percentage points over Year One results, demonstrating sustained year-over-year improvement toward universal proficiency. At least 90% of students identified as at risk will receive targeted, evidence-based interventions within 30 days of identification, and 75–80% of students receiving interventions will demonstrate sufficient growth to close skill gaps as measured by progress monitoring tools and aligned local/state indicators.	approved universal screening and diagnostic assessments and confirmed through aligned state and local performance indicators. Progress toward this goal will be monitored at least three times per year, with year-over-year increases in the percentage of students meeting or exceeding grade-level benchmarks, supported by timely instructional interventions and evidence-based core instruction.

Priority: By June 2029, Greensburg Salem High School will expand and sustain high-quality work-based learning experiences aligned to career pathways and CIP codes, ensuring that students participate in authentic, real-world learning that increases enrollment in College in High School courses and attainment of industry-recognized credentials.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
By June 2029, Greensburg Salem High School will expand and sustain high-quality work-based learning experiences aligned to career pathways and CIP codes, ensuring that students participate in authentic, real-world learning that increases enrollment in College in High School courses and attainment of industry-recognized credentials. Progress will be measured annually by the number and quality of work-based learning partnerships and student placements; student participation rates in internships, job shadowing, co-ops, apprenticeships, career-linked projects; service-learning projects, increases in College in High School credit enrollment and completion; and growth in the number of industry-recognized credentials earned. Evidence will demonstrate that students are graduating with both post-secondary credit and career-ready skills aligned to realistic post-secondary pathways.		
Measurable Goal Nickname (35 Character Max)		
Work-Based Learning Expansion		
Target Year 1	**Target Year 2**	**Target Year 3**

By June 2027, Greensburg Salem High School will establish baseline participation and expand structured work-based learning opportunities aligned to identified Career Pathways and associated CIP codes. Specifically: Increase the number of active, formalized work-based learning partnerships by at least 20% over the 2025–2026 baseline. Ensure that at least 25% of students in Grades 10–12 participate in a documented work-based learning experience (internship, job shadow, co-op, pre-apprenticeship, service-learning, or career-linked capstone project). Increase enrollment in College in High School (CHS) courses by 10% over baseline, with improved alignment between pathway coursework and postsecondary credit opportunities. Increase the number of students earning at least one industry-recognized credential by 10–15% over baseline. Establish a quality rubric to evaluate work-based learning experiences for alignment to CIP codes, student reflection, and skill development outcomes. Year One emphasis: Expansion, alignment, and system building — ensuring that partnerships, documentation processes, and pathway clarity are in place.	By June 2028, Greensburg Salem High School will demonstrate sustained growth in student participation and measurable impact on postsecondary readiness indicators. Specifically: Increase student participation in work-based learning experiences to at least 40% of students in Grades 10–12, with representation across multiple career pathways. Increase formalized employer and postsecondary partnerships by an additional 15–20%, ensuring sustained, high-quality placements. Increase CHS course enrollment and successful credit completion by an additional 10–15% over Year One results. Increase the number of students earning industry-recognized credentials by an additional 15% over Year One. Demonstrate that at least 75% of participating students complete a documented reflection or capstone demonstrating career-ready competencies (communication, problem solving, collaboration, technical skills). Year Two emphasis: Participation scale and measurable outcomes — demonstrating that work-based learning is not isolated, but embedded into the master schedule and pathway structure.	By June 2029, Greensburg Salem High School will expand and sustain high-quality work-based learning experiences aligned to career pathways and CIP codes, ensuring that students participate in authentic, real-world learning that increases enrollment in College in High School courses and attainment of industry-recognized credentials. Progress will be measured annually by the number and quality of work-based learning partnerships and student placements; student participation rates in internships, job shadowing, co-ops, apprenticeships, career-linked projects; service-learning projects, increases in College in High School credit enrollment and completion; and growth in the number of industry-recognized credentials earned. Evidence will demonstrate that students are graduating with both post-secondary credit and career-ready skills aligned to realistic post-secondary pathways.

Priority: By June 2029, the Greensburg Salem School District will increase staff and student understanding and application of mental fitness, growth mindset, and the neurobiology of learning through intentional professional learning, student instruction, and embedded school-based experiences.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By June 2029, the Greensburg Salem School District will increase staff and student understanding and application of mental fitness, growth mindset, and the neurobiology of learning through intentional professional learning, student instruction, and embedded school-based experiences. Progress toward this goal will be measured annually using staff and student perception surveys, participation rates in professional learning and student programming, and evidence of classroom practices that support self-regulation, resilience, and learning readiness, with year-over-year growth in positive perceptions and demonstrated application across grade levels.		
Measurable Goal Nickname (35 Character Max)		
Mental Fitness & Resiliency		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, the Greensburg Salem School District will establish foundational knowledge and consistent introductory practices related to mental fitness, growth mindset, and the neurobiology of learning across all schools. Specifically: At least 90% of professional staff will participate in structured professional learning focused on mental fitness, self-regulation strategies, and the science of learning. All buildings will implement at least two embedded student learning experiences per semester explicitly connected to growth mindset and resilience (e.g., advisory lessons, classroom routines, reflection practices). Student and	By June 2028, the Greensburg Salem School District will demonstrate consistent application of mental fitness principles across instructional and school-based practices. Specifically: At least 95% of professional staff will participate in advanced or follow-up professional learning focused on application and integration into instructional design. Student programming participation rates will increase by 10–15% in school-based resiliency and leadership experiences. Student and staff perception surveys will show an additional 5–7 percentage point increase in positive responses related to confidence in applying	By June 2029, the Greensburg Salem School District will increase staff and student understanding and application of mental fitness, growth mindset, and the neurobiology of learning through intentional professional learning, student instruction, and embedded school-based experiences. Progress toward this goal will be measured annually using staff and student perception surveys, participation rates in professional learning and student programming, and evidence of classroom practices that support self-regulation, resilience, and learning readiness, with year-over-year growth in positive perceptions and

staff perception surveys will show a 5–7 percentage point increase in positive responses related to understanding of growth mindset, coping strategies, and emotional regulation compared to baseline. Walkthrough data will show evidence that at least 60% of classrooms demonstrate visible mental fitness practices (e.g., regulation strategies, reflection language, effort-based feedback). Year One Emphasis: Awareness, shared language, and visible practice.	self-regulation strategies and understanding how the brain learns. Walkthrough and observation data will demonstrate that at least 80% of classrooms incorporate observable strategies aligned to self-regulation, growth-oriented feedback, and trauma-informed learning readiness practices. Behavioral indicators (e.g., office referrals, dysregulation-related incidents) will show a measurable decrease of 5% or more compared to Year One. Year Two Emphasis: Application, consistency, and measurable impact.	demonstrated application across grade levels.

GREENSBURG SALEM SCHOOL DISTRICT

Action Plan

Measurable Goals

Student Engagement	Work-Based Learning Expansion
Early Level Literacy	Mental Fitness & Resiliency

Action Plan For: Structured Literacy

Measurable Goals:
• By June 2029, the Greensburg Salem School District will ensure that all students demonstrate grade-level proficiency in reading and mathematical literacies by the end of Grade 3, as measured by district-approved universal screening and diagnostic assessments and confirmed through aligned state and local performance indicators. Progress toward this goal will be monitored at least three times per year, with year-over-year increases in the percentage of students meeting or exceeding grade-level benchmarks, supported by timely instructional interventions and evidence-based core instruction.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Adopt and implement a districtwide, standards-aligned Structured Literacy framework that ensures explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension across K–3 classrooms.		2026-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent Director of Special Education Director of Curriculum and Instruction Reading Specialists Elementary Principals	Science of Reading-aligned core literacy materials Scope and sequence documents Curriculum mapping tools Protected literacy block in master schedule Instructional coaching support Walkthrough look-for tools aligned to structured literacy practices	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a structured literacy assessment system that includes universal screening three times per year and progress monitoring for at-risk students to drive instructional and intervention decisions.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent Director of Special Education Director of Curriculum and Instruction Reading Specialists Elementary Principals	Universal screening tools (phonemic awareness, decoding, fluency) NWEA MAP Growth data integration Data dashboards MTSS decision rule documentation Data team meeting protocols	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement small-group, evidence-based literacy interventions for students identified through screening and progress monitoring, ensuring explicit, cumulative, and systematic instruction.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent Director of Special Education Director of Curriculum and Instruction Reading Specialists Elementary Principals	Evidence-based intervention programs Dedicated intervention time within master schedule Progress monitoring tools (biweekly) Intervention tracking system Substitute coverage for training Ongoing literacy coaching	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Districtwide Structured Literacy Framework Implemented Documented K–3 scope and sequence aligned to the Science of Reading Protected daily foundational skills block in all elementary classrooms Observable use of explicit, systematic literacy instruction during walkthroughs Comprehensive Literacy Data System Operational Universal screening	Implementation will be monitored through monthly building-level MTSS meetings and quarterly district literacy reviews. Universal screening data (fall, winter, spring), biweekly progress monitoring results, NWEA MAP growth, and intervention fidelity checklists will be reviewed by principals, the Director of Curriculum, the Literacy Lead, and MTSS teams. Classroom walkthroughs using a structured literacy look-for

administered three times per year Biweekly progress monitoring for identified Tier 2 and Tier 3 students Data team meeting documentation reflecting instructional adjustments based on screening results Improved Student Literacy Outcomes Reduction in the percentage of students performing below benchmark in early literacy skills Increased percentage of students meeting or exceeding grade-level reading expectations by Grade 3 Decreased number of students requiring intensive intervention by the end of the plan cycle	tool will verify implementation of explicit, systematic instruction. Annual evaluation will compare benchmark proficiency rates, growth trends, and reduction in students requiring Tier 2 and Tier 3 supports to established targets. Adjustments will be made based on data to ensure continuous improvement aligned with ESSA requirements.

Action Plan For: Structured Career Pathway and Academy Systems

Measurable Goals:
• By June 2029, Greensburg Salem High School will expand and sustain high-quality work-based learning experiences aligned to career pathways and CIP codes, ensuring that students participate in authentic, real-world learning that increases enrollment in College in High School courses and attainment of industry-recognized credentials. Progress will be measured annually by the number and quality of work-based learning partnerships and student placements; student participation rates in internships, job shadowing, co-ops, apprenticeships, career-linked projects; service-learning projects, increases in College in High School credit enrollment and completion; and growth in the number of industry-recognized credentials earned. Evidence will demonstrate that students are graduating with both post-secondary credit and career-ready skills aligned to realistic post-secondary pathways.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Design and implement clearly sequenced, CIP-aligned career pathways in priority sectors that culminate in a credit-bearing work-based learning experience for all participating students.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Superintendent (strategic oversight) Director of Curriculum and Instruction High School Principal Career Pathway / Academy Leads Industry Advisory Council Representatives	CIP-aligned pathway maps and course sequences Master schedule flexibility to embed WBL Industry partnership agreements / MOUs Advisory council structures Credential alignment documentation Curriculum mapping platform Legal/clearance documentation processes	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop a formal WBL coordination system that ensures placement, supervision, competency tracking, and evaluation of student internships, pre-apprenticeships, and apprenticeship experiences.		2026-07-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
High School Principal School Counselors Career Academy Teachers Business & Community Liaison	Transitioning the current senior project into a comprehensive capstone reflecting the full high school and work-based learning experience will require a structured framework and supporting infrastructure. Necessary resources include a graduate profile and competency-based rubrics aligned to Career Pathways and Career Ready Skills, a digital portfolio platform to document coursework and WBL experiences, employer evaluation tools, and formal partnership agreements. Scheduling flexibility for a capstone seminar, advisor training, and presentation panels will be essential. Professional development on competency-based assessment and WBL supervision will support implementation. A coordinated system for tracking placements, reflections, and transcripted credit will ensure consistency, accountability, and sustainability.	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Documented Career Pathway Framework CIP-aligned pathway maps with sequenced coursework (Grades 9–12) Advisory	Implementation will be monitored through quarterly reviews by the Superintendent, High School Principal, WBL Coordinator, and Career

council meeting documentation for each priority pathway Board-approved credit-bearing WBL course descriptions Operational Work-Based Learning System Formal employer partnership agreements (MOUs) Established WBL coordinator processes for placement and supervision Competency-based evaluation rubrics completed for participating students Increased Student Participation Documented increase in the percentage of juniors and seniors participating in internships, pre-apprenticeships, or apprenticeships Transcripted WBL credits awarded Industry partner evaluations of student performance	Academy leads. Data reviewed will include student participation rates, transcripted WBL credits, employer evaluation rubrics, graduation rates, and postsecondary placement data. Advisory councils will meet at least twice annually to review program alignment and workforce relevance. Participation data will be disaggregated by subgroup to ensure equitable access. Annual evaluation will compare participation growth to established targets and examine correlations with attendance, engagement, and graduation outcomes. Adjustments to pathways, partnerships, or scheduling will be made based on findings to ensure continuous improvement and sustainability.

Action Plan For: High Quality Instructional Design

Measurable Goals:
• By June 2029, the Greensburg Salem School District will increase student engagement in grades 3–8, across emotional, cognitive, and behavioral domains, through consistent implementation of high-quality instructional practices and intentional teacher–student relationship building strategies. Progress toward this goal will be measured annually using district student engagement perception surveys, with year-over-year increases in positive student responses, supported by aligned improvements in attendance, participation, and academic growth indicators.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Develop and implement a consistent instructional model in grades 3–8 requiring: Posted and unpacked learning targets Clear success criteria Structured active learning routines (think-pair-share, retrieval practice, accountable talk, problem solving) Planned formative checks within every lesson This should be embedded into walkthrough tools and induction support to increase overall student engagement (behaviorally, cognitively, and emotionally).	2026-07-01	2029-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent (vision and accountability alignment) Director of Curriculum Building Principals Instructional Coaches / Teacher Leaders Induction Mentors	Professional learning modules on: Teacher clarity Active learning strategies Formative assessment practices Walkthrough observation tool aligned to Danielson 3c/3d Model lesson templates (Mid School Math & CKLA aligned) Engagement look-fors checklist (behavioral, cognitive, emotional) Faculty meeting calibration protocols Data dashboard for engagement indicators	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a quarterly engagement monitoring system that includes: Student engagement survey (behavioral, cognitive, emotional) Classroom walkthrough data collection Discipline and attendance data review Student focus groups (6–8) Data reflection protocols during PLC meetings Require teams to create micro-action plans based on engagement data.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent (district accountability) Director of Curriculum & Data Building Principals MTSS Team School Counselors	Student engagement survey tool (digital) Engagement dashboard (integrated with existing data systems) PLC data reflection protocol Focus group question bank MTSS intervention menu tied to engagement gaps Professional development on interpreting engagement data	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of a districtwide Clarity + Active Learning framework and structured engagement monitoring system will result in measurable increases in behavioral, cognitive, and emotional engagement in grades 6–8. Classrooms will consistently display clear learning targets, success criteria, and active learning routines aligned to Danielson 3c and 3d.	Engagement will be monitored quarterly through a structured cycle that includes classroom walkthrough data aligned to Danielson 3c/3d, student engagement surveys (behavioral, cognitive, emotional), attendance and discipline trend analysis, and PLC data reflection protocols. Building principals and the Director of Curriculum will review walkthrough trends monthly. PLC teams will analyze

Walkthrough data and student surveys will demonstrate higher levels of student discourse, on-task behavior, and academic persistence. PLC teams will use engagement data to drive instructional adjustments. Over time, the district will see improved attendance, reduced discipline referrals, stronger formative assessment practices, and increased reading and math growth.	engagement and formative assessment data to create short-cycle action plans. The MTSS team will identify students requiring targeted supports. Results will be shared with the Superintendent and Board through dashboard reports. This continuous improvement process ensures clarity of implementation, instructional accountability, and measurable impact on student engagement and achievement.

Action Plan For: School-wide Mental Fitness and Resiliency (SEL)

Measurable Goals:
• By June 2029, the Greensburg Salem School District will increase staff and student understanding and application of mental fitness, growth mindset, and the neurobiology of learning through intentional professional learning, student instruction, and embedded school-based experiences. Progress toward this goal will be measured annually using staff and student perception surveys, participation rates in professional learning and student programming, and evidence of classroom practices that support self-regulation, resilience, and learning readiness, with year-over-year growth in positive perceptions and demonstrated application across grade levels.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish a structured monthly mental fitness theme that all teachers embed into existing instruction through brief (5–10 minute) integration points, discussion prompts, writing tasks, reflection activities, and authentic academic connections — rather than through a standalone curriculum. Themes will be reinforced in: Core academic classes Advisory Athletics and activities Morning announcements Visual displays Each month includes: A shared definition A student-friendly "look like / sound like" guide 2–3 integration examples per content area A reflection prompt tied to academic effort		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Superintendent & Assistant Superintendent (vision alignment to GPS pillars) Director of Curriculum Building Principals School Counselors Teacher Leaders / PLC Facilitators	Monthly theme guide (one-page staff template) Student reflection protocol Announcement scripts Poster/visual materials PLC integration planning template Short staff refreshers on modeling regulation	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of a schoolwide Monthly Mental Fitness Theme Integration Model will result in consistent reinforcement of resiliency skills across grades 6–8 without adding a separate curriculum. Students will demonstrate increased self-regulation, perseverance, empathy, and goal-setting behaviors within academic tasks. Classroom observations will show teachers embedding mental fitness language into instruction and reflection. Student discussions and written responses will reflect growth mindset thinking and emotional awareness. Over time, the district should see improved student belonging, reduced behavioral incidents, stronger academic persistence, and increased alignment between mental fitness practices and the district's commitment to engagement, relationships, and the belief that effort creates ability.	The Monthly Mental Fitness Theme Integration Model will be monitored through a quarterly data review cycle. Building principals and the MTSS team will analyze attendance trends, discipline referrals, nursing visits (stress-related or somatic complaints), and counseling visits for patterns aligned to monthly themes. Classroom walkthroughs will document evidence of theme integration and student discourse. Student engagement and belonging survey data will be reviewed alongside behavioral and academic indicators. PLC teams will reflect on trends and identify targeted supports where needed. Findings will be summarized in a dashboard report for district leadership to ensure continuous improvement, early intervention, and alignment between mental fitness practices and student outcomes.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy	Adopt and implement a districtwide, standards-aligned Structured Literacy framework that ensures explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension across K–3 classrooms.
Structured Career Pathway and Academy Systems	Design and implement clearly sequenced, CIP-aligned career pathways in priority sectors that culminate in a credit-bearing work-based learning experience for all participating students.
High Quality Instructional Design	Develop and implement a consistent instructional model in grades 3–8 requiring: Posted and unpacked learning targets Clear success criteria Structured active learning routines (think-pair-share, retrieval practice, accountable talk, problem solving) Planned formative checks within every lesson This should be embedded into walkthrough tools and induction support to increase overall student engagement (behaviorally, cognitively, and emotionally).
High Quality Instructional Design	Implement a quarterly engagement monitoring system that includes: Student engagement survey (behavioral, cognitive, emotional) Classroom walkthrough data collection Discipline and attendance data review Student focus groups (6–8) Data reflection protocols during PLC meetings Require teams to create micro-action plans based on engagement data.

Structured Literacy Implementation

Action Step
• Adopt and implement a districtwide, standards-aligned Structured Literacy framework that ensures explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension across K–3 classrooms.
Audience
K–3 classroom teachers Special education teachers Reading specialists/interventionists Building principals Paraprofessionals supporting literacy instruction
Topics to be Included

Science of Reading research and brain-based literacy development Explicit instruction in: Phonemic awareness Systematic phonics (decoding & encoding) Fluency development Vocabulary Text comprehension strategies Use of high-quality instructional materials Diagnostic and universal screening tools MTSS tiered intervention structures Data-informed small group instruction Progress monitoring and differentiation Fidelity of implementation practices
Evidence of Learning
Lesson plans reflecting explicit, systematic instruction components Walkthrough data showing implementation fidelity Universal screener growth (fall–winter–spring benchmarking) Increased percentage of students meeting grade-level reading benchmarks Improved PSSA ELA proficiency trends (long-term indicator) Intervention progress monitoring data demonstrating skill acquisition Teacher self-reflection and coaching feedback cycles

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum & Instruction Elementary Principals Literacy/Reading Specialists Superintendent/Assistant Superintendent	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly or bi-weekly grade level meetings

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 4a: Reflecting on Teaching
- 4c: Communicating with Families

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Student Engagement

Action Step		
• Implement a quarterly engagement monitoring system that includes: Student engagement survey (behavioral, cognitive, emotiona l) Classroom walkthrough data collection Discipline and attendance data review Student focus groups (6–8) Data reflection protocols during PLC meetings Require teams to create micro-action plans based on engagement data.		
Audience		
3-8 classroom teachers Building principals School counselors District leadership team Student representatives (focus group s) Board (education committee)		
Topics to be Included		
Definition of Engagement: Behavioral, Cognitive, Emotional Data Literacy: Interpreting survey results, Identifying subgroup patterns, Connecting attendance and discipline trends to engagement indicators Walkthrough Indicators: Student discourse levels, Authentic learning experiences, Evidence of growth mindset language Focus Group Protocols: Structured questioning, Identifying themes, Translating student voice into action		
Evidence of Learning		
Quarterly engagement dashboard reports (behavioral, cognitive, emotional trends) Teacher & Student-created micro-action plans with measurable goals Reduced chronic absenteeism rates Reduction in Tier 1 behavior referrals Increased positive perception s urvey responses Walkthrough data showing increased student discourse and active engagement Long-term evidence: Improved academic growth correlated with engagement indicators.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Superintendent & Assistant Superintendent – Vision alignment to GPS pillars and engagement framework Director of Curriculum & Instruction – Data system coordination and PLC integration Building Principals – Walkthrough calibration and accountability School Counselors/Psychologists	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Weekly Team Meetings
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning	

• 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community
This Step Meets the Requirements of State Required Trainings
Common Ground

Work-Based Learning Expereinces

Action Step		
• Design and implement clearly sequenced, CIP-aligned career pathways in priority sectors that culminate in a credit-bearing work-based learning experience for all participating students.		
Audience		
Grades 8–12 students High school teachers Secondary Administrators School counselors Industry advisory partners Parents/guardians Local workforce development agencies		
Topics to be Included		
CIP Code Alignment: Clear mapping of courses to Classification of Instructional Programs (CIP) codes, Alignment to high-priority workforce sectors, Pathway Sequencing: Capstone progression, Integration of College in High School credits, Credential attainment opportunities Work-Based Learning Design: Internships, pre-apprenticeships, job shadowing, industry mentorship Senior Project Redevelopment: Portfolio-based demonstration of learning, Integration of academic, technical, and employability skills Public presentation Assessment & Documentation: Industry-recognized credential tracking, Student pathway completion documentation Equity & Access: Universal access to pathways, Scheduling structures		
Evidence of Learning		
Documented CIP-aligned course sequences published in Program of Studies Increased number of students identified as pathway concentrators Growth in student participation in credit-bearing work-based learning Completed digital senior portfolios Increased CHS enrollment and industry credential attainment Post-graduation placement data (employment, apprenticeship, college)		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Superintendent & Assistant Superintendent Director of Curriculum & Instruction High School Principals School Counselors Work-Based Learning Coordinator Industry Advisory Councils Teachers (Pathway Leads)	2026-07-01	2029-06-30

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Bi-Weekly and Monthly Team meetings
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

GREENSBURG SALEM SCHOOL DISTRICT

Communications Activities

Early Level Literacy

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Adopt and implement a districtwide, standards-aligned Structured Literacy framework that ensures explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension across K–3 classrooms.	Primary Audience: K–3 Classroom Teachers, Special Education Teachers, Reading Specialists, Instructional Aides Secondary Audience: Building Principals, School Board Members, Parents and Guardians (K–3) Tertiary Audience: Community Partners, Education Foundation Representatives	Rationale for adopting a standards-aligned Structured Literacy framework Alignment to Pennsylvania Academic Standards and PDE literacy guidance The five essential components: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension Expectations for explicit, systematic instruction Core resource alignment Integration within MTSS tiers (Tier I core, Tier II/III interventions) Assessment plan (universal screeners, progress monitoring, diagnostics) Family communication and at-home literacy supports Data review timelines and accountability measures	District Lead: Superintendent & Assistant Superintendent (Strategic Vision & Board Communication) Operational Lead: Director of Curriculum & Instruction & Director of Student Services and Special Education (Framework Implementation Oversight) Building-Level Leads: Elementary Principals (Implementation Fidelity & Monitoring) Instructional Lead Support: Reading Specialist (Professional Development & Coaching Cycles)	07/01/2026	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	Monthly

GREENSBURG SALEM SCHOOL DISTRICT

Student Engagement					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Develop and implement a consistent instructional model in grades 3–8 requiring: Posted and unpacked learning targets Clear success criteria Structured active learning routines (think-pair-share, retrieval practice, accountable talk, problem solving) Planned formative checks within every lesson This should be embedded into walkthrough tools and induction support to increase overall student engagement (behaviorally, cognitively, and emotionally).	Primary Audience: Grades 3–8 Classroom Teachers, Special Education Teachers, Instructional Aides Secondary Audience: Building Principals (Elementary & Middle School), Induction Mentors & New Teachers Oversight & Stakeholder Audience: School Board, Families (awareness of instructional expectations and engagement practices)	Purpose and rationale: Increasing behavioral, cognitive, and emotional engagement Description of the district instructional model components: Posted and unpacked learning targets, Clear, student-friendly success criteria, Structured active learning routines (think-pair-share, retrieval practice, accountable talk, problem solving) Integration into walkthrough tools and feedback protocols Connection to induction program and mentoring supports	Superintendent & Assistant Superintendent (Alignment to GPS pillars, Effort Creates Ability framework, and engagement priorities) Director of Curriculum & Instruction & Director of Student Services & Special Education (Model development, training rollout, walkthrough alignment) Elementary and Middle School Principals (Fidelity monitoring and coaching feedback)	07/01/2026	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	Monthly

GREENSBURG SALEM SCHOOL DISTRICT

Work-Based Learning					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Design and implement clearly sequenced, CIP-aligned career pathways in priority sectors that culminate in a credit-bearing work-based learning experience for all participating students.	Primary Audience: Students (Grades 8–12), Parents and Guardians, School Counselors, High School Teachers Secondary Audience: Career Academy Advisory Councils, Business & Industry Partners, Postsecondary Partners (CHS colleges/universities), CWCTC representatives Governance & Oversight: High School Principals, Curriculum & Instruction Leadership, School Board	Overview of clearly sequenced, CIP-aligned career pathways Priority sectors identified through labor market data (e.g., advanced manufacturing, engineering, healthcare, business) Course sequencing (Grades 8–12) and integration into the master schedule Alignment to Pennsylvania Career Education & Work standards Criteria for participation in credit-bearing work-based learning (WBL) Types of WBL experiences (internships, pre-apprenticeships, job shadowing, service learning, career mentoring) Credit requirements and graduation expectations Industry-recognized credentials and CHS connections Student portfolio/senior capstone alignment Equity and access plan for all participating students	Superintendent & Assistant Superintendent (Vision alignment, board communication, external partnerships) Director of Curriculum & Instruction (CIP alignment, pathway design, credit structures) High School Principals (Master schedule integration, staff implementation)	07/01/2026	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	Monthly

GREENSBURG SALEM
SCHOOL DISTRICT

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Mental Fitness & Resiliency

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Establish a structured monthly mental fitness theme that all teachers embed into existing instruction through brief (5–10 minute) integration points, discussion prompts, writing tasks, reflection activities, and authentic academic connections — rather than through a standalone curriculum. Themes will be reinforced in: Core academic classes Advisory Athletics and activities Morning announcements Visual displays Each month includes: A shared definition A student-friendly "look like / sound like" guide 2–3 integration examples per content area A reflection prompt tied to academic effort	Primary Audience: All K–12 Teachers, Coaches & Activity Sponsors, School Counselors, Students (K-12) Leadership & Stakeholder Audience: Building Principals, Superintendents, School Board, Families (awareness of monthly themes and at-home reinforcement)	Purpose and rationale: Embedding mental fitness into academic learning (not a standalone curriculum) Overview of the monthly theme structure: Shared definitions, Student-friendly "look like / sound like" guide, Sample monthly themes: (e.g., Self-Regulation, Belonging, Productive Struggle, Focus, Resilience, Gratitude, Goal Setting, Accountability) Expectations for 5–10 minute integration within: Core classes, Advisory/Enrichment, Athletics & activities, Morning announcements, Visual displays Alignment to growth mindset, neurobiology of learning, and engagement domains (behavioral, cognitive, emotional) Data connections: Attendance, discipline referrals, nurse visits, counseling referrals, perception surveys	Superintendent & Assistant Superintendent (Alignment to GPS pillars, CLASS framework, and district mental fitness goals) Director of Curriculum & Instruction (Theme development, integration guidance, resource creation) Director of Student Services (Content accuracy, SEL alignment, data monitoring) Principals (Implementation consistency, reinforcement in announcements and visual culture)	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Kenneth Bissell	2026-03-01