

Mission and Vision

Mission

Our mission is to educate and empower each student to reach their full potential by instilling critical thinking skills, a global perspective, and core values of respect, inclusion, honesty, compassion, and excellence.

Vision

Where students open doors to their possibilities.

Educational Values

Students

Student expectations: Participate in opportunities to help identify areas of strengths and weaknesses as they apply to academic and emotional well-being; Support other students in social and emotional conflicts with appropriate training and curriculum; Engage in at least one school-related club, sport, or activity; Model positive interactions with peers and adults; and Recognize behaviors that are not positive and learn how to use interpersonal skills.

Staff

Staff expectations: Plan and prepare by organizing instruction for student learning; Establish a safe and respectful classroom; Enhance student learning and growth; and Develop principled teaching by reflective practice, engaging families, contributing to the school community, developing professionally, and acting in service of students.

Administration

Administrative expectations: Develop and model a clear vision for the school; Provide system leadership in budgeting, staffing, problem-solving, communicating, and scheduling; Promote the success of the school system; and Act with integrity, fairness, and ethical standards.

Parents

Parent/Guardian expectations: Support their child's learning by providing a place to study and by monitoring homework; Communicate with their child's teacher(s) and attend parent/teacher conferences, PTO meetings, Title I parent meetings, and other school-related activities; Have the opportunity to be involved in the planning, review, and improvement of the school's Title I program. Attend the annual Title I conference and participate in the Title I program; Volunteer to assist in school activities; and Demonstrate and encourage respect for school property, school personnel, and school rules.

Community

Community expectations: Partner with communities, families, educators, and students to expand opportunities.

Other (Optional)

Crawford Central Board of Education: Respect others through listening and reactions: Show integrity by being truthful and accurate; Develop teamwork through talents and feedback; and Show compassion.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PVAAS (2024) math/algebra-5/8 schools met or exceeded the growth index	
PVAAS (2024) ELA-7/8 schools met or exceeded the growth standard	
PVAAS (2024) Science-8/8 schools met or exceeded the growth standard	
Career Standards Benchmark (2024)- 8/8 of schools met the PA Career Standards Benchmark (93%)	Guidance Plans include a student portfolio
Career Standards Benchmark (2024)- Schools exceeded the state average (91.4%)	Guidance Plan includes a student portfolio
High School Graduation Rate (2024)- MASH grad rate was 87.1 %- highest in 3 years. It was below the PA Graduation Goal (92.4%) and below the state average (87.6%).	
High School Graduation Rate (2024)- CJSH grad rate was 94.7 %- highest in 5 years. It was above the PA Graduation Goal (92.4%) and the state average (87.6%).	
PSSA (2024) Grade 3 ELA early indicator of success- 4/5 schools improved achievement	1/5 schools have the highest achievement in 6 years; 2/5 in 5 years; and 1/5 in 4 years

Challenges

Indicator	Comments/Notable Observations
Math (2024)- 2/8 schools exceeded the state average (40.2%) of achievement	
ELA (2024)- 4/8 schools exceeded the state average (53.9%) of achievement	
Attendance (2024) 4/8 schools are above the state average (78.1%)	

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

Strengths

Indicator PVAAS EcD (2024)- 5/8 schools met or exceeded the growth index for math Grade Level(s) and/or Student Group(s) EcD	Comments/Notable Observations
Indicator PVAAS IEP (2024) 4/4 schools met or exceeded the growth index for math Grade Level(s) and/or Student Group(s) IEP	Comments/Notable Observations
Indicator PVAAS EcD (2024) 5/8 schools met or exceeded the growth standard for ELA	Comments/Notable Observations

Grade Level(s) and/or Student Group(s) EcD	
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Challenges

Indicator PVAAS IEP (2024) 2/4 schools met or exceeded the growth standard for ELA Grade Level(s) and/or Student Group(s) IEP	Comments/Notable Observations
Indicator Attendance- EcD- 1/8 schools met the ESSA goal for attendance Grade Level(s) and/or Student Group(s) EcD	Comments/Notable Observations
Indicator Attendance- IEP- 1/8 schools met the ESSA goal for attendance Grade Level(s) and/or Student Group(s) IEP	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

PVAAS (2024) math/algebra-5/8 schools met or exceeded the growth index
PVAAS (2024) ELA-7/8 schools met or exceeded the growth standard
PSSA (2024) Grade 3 ELA early indicator of success- 4/5 schools improved achievement

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Math (2024)- 2/8 schools exceeded the state average (40.2%) of achievement
ELA (2024)- 4/8 schools exceeded the state average (53.9%) of achievement
Attendance (2024) 4/8 schools are above the state average (78.1%)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS 2024 ELA reported that the district exceeded the growth index.	PVAAS 2024 ELA reported that the district exceeded the growth index.
PVAAS 2024 Keystone Literature reported that the district met the growth index.	PVAAS 2024 Keystone Literature reported that the district met the growth index.
NWEA ELA Grades 4, 5, 6, 7, 8 showed a negative School Conditional Growth Index from Fall to Spring 2025.	NWEA ELA Grades 4, 5, 6, 7, 8 showed a negative School Conditional Growth Index from Fall to Spring 2025.

English Language Arts Summary

Strengths

PVAAS 2024 ELA reported that the district exceeded the growth index.
PVAAS 2024 Keystone Literature reported that the district met the growth index.

Challenges

NWEA ELA Grades 4, 5, 6, 7, 8 showed a negative School Conditional Growth Index from Fall to Spring 2025.

Mathematics

Data	Comments/Notable Observations
NWEA Student Growth Summary- Math Algebra I	NWEA fall to spring- Algebra I- grades 9 and 10 had + School Conditional Growth Index
NWEA Math Grades 3, 4, 5, 6, 7, 8 showed a positive School Conditional Growth Index from Fall to Spring 2025.	NWEA Math Grades 3, 4, 5, 6, 7, 8 showed a positive School Conditional Growth Index from Fall to Spring 2025.
PVAAS 2024 Math reported that the district exceeded the growth index.	PVAAS 2024 Math reported that the district exceeded the growth index.
PVAAS 2024 Keystone Algebra reported that the district was well below the growth index.	PVAAS 2024 Keystone Algebra reported that the district was well below the growth index.

Mathematics Summary

Strengths

PVAAS 2024 Math reported that the district exceeded the growth index.
NWEA Math Grades 3, 4, 5, 6, 7, 8 showed a positive School Conditional Growth Index from Fall to Spring 2025.

Challenges

PVAAS 2024 Keystone Algebra reported that the district was well below the growth index.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS 2024- Science grade 8 and Keystone Biology- significant evidence district exceeded the growth standard	PVAAS 2024- Science grade 8 and Keystone Biology- significant evidence district exceeded the growth standard
AP Computer Science Principles 9/12 students scored a 3, 4, 5	AP Computer Science Principles 9/12 students scored a 3, 4, 5
AP Physics I 2/31 students scored a 3, 4, 5	AP Physics I 2/31 students scored a 3, 4, 5
AP Physics II 3/8 students scored a 3, 4, 5	AP Physics II 3/8 students scored a 3, 4, 5

Science, Technology, and Engineering Education Summary

Strengths

PVAAS 2024- Science grade 8 and Keystone Biology- significant evidence district exceeded the growth standard
AP Computer Science Principles 9/12 students scored a 3, 4, 5

Challenges

AP Physics I 2/31 students scored a 3, 4, 5
AP Physics II 3/8 students scored a 3, 4, 5

Related Academics

Career Readiness

Data	Comments/Notable Observations
ASVAB 2023 51% of grade 10 students scored a 31 or higher on AFTQ	ASVAB 2023 51% of grade 10 students scored a 31 or higher on AFTQ

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PAYS 2021- Risk Factors	Risk Factor- Low Commitment Towards School- 62.1% of grades 8, 10, 12 at risk
PAYS 2021- Protective Factors	Protective Factor- Family Opportunities for Prosocial Involvement- 60.2% of grades 8, 10, and 12 with protection

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

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

PennWest

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

Dual Enrollment Agreement - Crawford Central SD and PennWest.pdf

Partnering Institution

Grove City College

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

Grove City Dual Enrollment.pdf

Partnering Institution

Mercyhurst University

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

Dual Enrollment Crawford Central School District and Mercyhurst University.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.

PAYS 2021- Protective Factors - Family Opportunities for Prosocial Involvement- 60.2% of grades 8, 10, and 12 with protection
Dual enrollment opportunities

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.

ASVAB 2023 51% of grade 10 students scored a 31 or higher on AFTQ
Risk Factor- Low Commitment Towards School- 62.1% of grades 8, 10, 12 at risk
PAYS 2021- Risk Factor- Low Commitment Towards School- 62.1% of grades 8, 10, 12 at risk

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
IEP PVAAS 2024- Literature	IEP-PVAAS 2024- Literature- well below the growth standard
IEP PVAAS 2024- ELA	IEP-PVAAS 2024- ELA- met the growth standard
IEP PVAAS 2024- Biology	IEP- PVAAS- Biology- well above the growth standard

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
IEP PVAAS 2024- Literature	EcD- PVAAS 2024- Literature- below the growth standard
IEP PVAAS 2024- Biology	EcD- PVAAS 2024- Biology- well above the growth standard
IEP PVAAS 2024- Math	EcD- PVAAS 2024- Math- exceeded the growth standard

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.

EcD- PVAAS 2024- Biology- well above the growth standard
EcD- PVAAS 2024- Math- exceeded the growth standard
IEP-PVAAS 2024- ELA- met the growth standard
IEP- PVAAS- Biology- well above the growth standard

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.

IEP-PVAAS 2024- Literature- well below the growth standard
IEP-PVAAS 2024- Literature- well below the growth standard

Designated Schools

Meadville MS

Priority Challenge	Comments and Notable Observations
ELA instructional teams develop and teach standards-aligned units while utilizing data to drive instructional decisions and support	Curriculum mapping
Math instructional teams develop and teach standards-aligned units while utilizing data to drive instructional decisions and support	Curriculum mapping
Develop a system of tiered social emotional supports for students.	Increased social emotional needs of students

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

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Increase the opportunities for students with individualized education plans in regular education classes.
Title 1 Program	Improve MTSS process for reading interventions.
Student Services	The District meets in compliance with all sections of the Student Services Plan.
K-12 Guidance Plan (339 Plan)	K-12 Guidance Plan is updated yearly and provides a career plan of activities for students in all grade levels K-12.
Technology Plan	Students are provided access to a technology device for each student in the district.
English Language Development Programs	NA

Strengths

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

Increase the opportunities for students with individualized education plans in regular education classes.

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

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	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

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

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

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

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

Ensure effective, standards-aligned curriculum and assessment
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and

learning
Coordinate and monitor supports aligned with students' and families' needs
Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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.

Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
PVAAS (2024) math/algebra-5/8 schools met or exceeded the growth index	True
PVAAS (2024) ELA-7/8 schools met or exceeded the growth standard	True
PSSA (2024) Grade 3 ELA early indicator of success- 4/5 schools improved achievement	True
PVAAS 2024- Science grade 8 and Keystone Biology- significant evidence district exceeded the growth standard	False
PVAAS 2024 ELA reported that the district exceeded the growth index.	False
Ensure effective, standards-aligned curriculum and assessment	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
PAYS 2021- Protective Factors - Family Opportunities for Prosocial Involvement- 60.2% of grades 8, 10, and 12 with protection	False
PVAAS 2024 Keystone Literature reported that the district met the growth index.	False
PVAAS 2024 Math reported that the district exceeded the growth index.	False
NWEA Math Grades 3, 4, 5, 6, 7, 8 showed a positive School Conditional Growth Index from Fall to Spring 2025.	False
AP Computer Science Principles 9/12 students scored a 3, 4, 5	False
Coordinate and monitor supports aligned with students' and families' needs	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Dual enrollment opportunities	False
EcD- PVAAS 2024- Biology- well above the growth standard	False
EcD- PVAAS 2024- Math- exceeded the growth standard	False
IEP-PVAAS 2024- ELA- met the growth standard	False
IEP- PVAAS- Biology- well above the growth standard	False
Increase the opportunities for students with individualized education plans in regular education classes.	True

Challenges

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

Strength	Check for Consideration in
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	Plan
Math (2024)- 2/8 schools exceeded the state average (40.2%) of achievement	True
ELA (2024)- 4/8 schools exceeded the state average (53.9%) of achievement	True
Attendance (2024) 4/8 schools are above the state average (78.1%)	True
PAYS 2021- Risk Factor- Low Commitment Towards School- 62.1% of grades 8, 10, 12 at risk	False
PVAAS 2024 Keystone Algebra reported that the district was well below the growth index.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
NWEA ELA Grades 4, 5, 6, 7, 8 showed a negative School Conditional Growth Index from Fall to Spring 2025.	False
AP Physics I 2/31 students scored a 3, 4, 5	False
AP Physics II 3/8 students scored a 3, 4, 5	False
ASVAB 2023 51% of grade 10 students scored a 31 or higher on AFTQ	False
IEP-PVAAS 2024- Literature- well below the growth standard	False
IEP-PVAAS 2024- Literature- well below the growth standard	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Risk Factor- Low Commitment Towards School- 62.1% of grades 8, 10, 12 at risk	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Foster a vision and culture of high expectations for success for all students, educators, and families		False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		False
Math (2024)- 2/8 schools exceeded the state average (40.2%) of achievement		True
ELA (2024)- 4/8 schools exceeded the state average (53.9%) of achievement		True
Attendance (2024) 4/8 schools are above the state average (78.1%)		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Ensure effective, standards-aligned curriculum and assessment	Professional development, curriculum mapping, review of resources
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Partnerships help to engage students and support the mission and vision
PVAAS (2024) math/algebra-5/8 schools met or exceeded the growth index	Schools are making progress to improve performance
PVAAS (2024) ELA-7/8 schools met or exceeded the growth standard	Schools are making progress to improve performance
PSSA (2024) Grade 3 ELA early indicator of success- 4/5 schools improved achievement	Curriculum mapping, professional development
Increase the opportunities for students with individualized education plans in regular education classes.	Co-teaching and common planning time

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If educators provide targeted, data-driven instruction and interventions based on students' individual math needs, then students will demonstrate increased understanding and achievement in mathematics, and overall performance gaps will decrease as students gain confidence and proficiency in key mathematical concepts.
	If educators implement explicit, evidence-based reading instruction and provide timely interventions aligned to students' literacy needs, then students will make measurable gains in reading fluency, comprehension, and overall literacy, and the number of students reading on or above grade level will increase.
	If schools build strong relationships with students and families, implement consistent attendance monitoring, and address barriers to regular attendance, then student attendance rates will improve, and increased instructional time will lead to higher levels of academic engagement and achievement.

Goal Setting

Priority: If educators provide targeted, data-driven instruction and interventions based on students' individual math needs, then students will demonstrate increased understanding and achievement in mathematics, and overall performance gaps will decrease as students gain confidence and proficiency in key mathematical concepts.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will increase student access to rigorous academic courses, including AP, dual enrollment, and advanced STEM, by 10% over the 2024-2025 baseline of the number of students enrolled.		
Measurable Goal Nickname (35 Character Max)		
Rigorous Courses of Study		
Target Year 1	Target Year 2	Target Year 3
Increase the number by 3%	Increase the number by 3%	Crawford Central School District will increase student access to rigorous academic courses, including AP, dual enrollment, and advanced STEM, by 10% over the 2024-2025 baseline of the number of students enrolled.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline.		
Measurable Goal Nickname (35 Character Max)		
Curriculum and Assessment for Math		
Target Year 1	Target Year 2	Target Year 3
Increase student math proficiency by 3% over the 2024 baseline on state assessments.	Increase student math proficiency by an additional 3%	Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		

Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on math benchmark data.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Instructional Teams in Math		
Target Year 1	Target Year 2	Target Year 3
75% of buildings show measurable growth toward their achievement goals, demonstrated by increased proficiency rates on benchmark data.	85% of buildings show measurable growth toward their achievement goals, demonstrated by increased proficiency rates on benchmark data.	Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on math benchmark data.

Priority: If educators implement explicit, evidence-based reading instruction and provide timely interventions aligned to students' literacy needs, then students will make measurable gains in reading fluency, comprehension, and overall literacy, and the number of students reading on or above grade level will increase.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.		
Measurable Goal Nickname (35 Character Max)		
Curriculum and Assessment ELA		
Target Year 1	Target Year 2	Target Year 3
Increase student ELA proficiency by 3% over the 2024 baseline on state assessments.	Increase student ELA proficiency by an additional 3%.	Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on ELA benchmark data.		
Measurable Goal Nickname (35 Character Max)		

Curriculum Instructional Teams in ELA		
Target Year 1	Target Year 2	Target Year 3
75% of buildings show measurable growth toward their achievement goals, demonstrated by increased proficiency rates on benchmark data.	85% of buildings show measurable growth toward their achievement goals, demonstrated by increased proficiency rates on benchmark data.	Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on ELA benchmark data.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will increase the availability of curriculum-aligned resources in all school libraries by facilitating quarterly collaborative sessions between instructional teams and librarians, resulting in at least a 20% growth in materials that support instructional goals by 2027.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Library Resources		
Target Year 1	Target Year 2	Target Year 3
10% growth of resources	15% growth of materials	Crawford Central School District will increase the availability of curriculum-aligned resources in all school libraries by facilitating quarterly collaborative sessions between instructional teams and librarians, resulting in at least a 20% growth in materials that support instructional goals by 2027.

Priority: If schools build strong relationships with students and families, implement consistent attendance monitoring, and address barriers to regular attendance, then student attendance rates will improve, and increased instructional time will lead to higher levels of academic engagement and achievement.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to promote proactive and responsive behavior management practices that increase student engagement, as measured by an increase in the district's average daily attendance rate to 95% or higher by 2027.		
Measurable Goal Nickname (35 Character Max)		
Schoolwide Positive Behavior Support		
Target Year 1	Target Year 2	Target Year 3
Implement Tier 1 PBIS in all schools; increase district attendance rate to 93%	Expand PBIS Tier 2 supports; increase district attendance rate to 94%	Crawford Central School District will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to promote proactive and responsive behavior management practices that increase student engagement, as measured by an increase in the district's average daily attendance rate to 95% or higher by 2027.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027.		
Measurable Goal Nickname (35 Character Max)		
Family and Community Engagement		
Target Year 1	Target Year 2	Target Year 3
Establish baseline data and increase diverse stakeholder participation in engagement activities by 15% compared to the previous year.	Increase participation and representation by an additional 20%, with at least one new initiative launched at the district.	Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027.

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027.		
Measurable Goal Nickname (35 Character Max)		
Student Disposition: Graduation Rate		
Target Year 1	Target Year 2	Target Year 3
Graduation rate of 92%	Graduation rate of 93%	Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027.

Action Plan

Measurable Goals

Rigorous Courses of Study	Schoolwide Positive Behavior Support
Curriculum and Assessment for Math	Curriculum and Assessment ELA
Family and Community Engagement	Student Disposition: Graduation Rate
Curriculum Instructional Teams in Math	Curriculum Instructional Teams in ELA
Curriculum Library Resources	

Action Plan For: Positive Behavioral Intervention and Supports

Measurable Goals:	
Crawford Central School District will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to promote proactive and responsive behavior management practices that increase student engagement, as measured by an increase in the district's average daily attendance rate to 95% or higher by 2027.	

Action Step		Anticipated Start/Completion Date	
Establish PBIS Leadership Team		2025-08-25	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Staff list	No	No
Action Step		Anticipated Start/Completion Date	
Define School-Wide Behavioral Expectations- 3-5 stated expectations, behavior matrix		2025-08-25	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Behavior Matrix, Data	No	No
Action Step		Anticipated Start/Completion Date	
Develop a System for Teaching Expectations- lessons, PBIS expectations, visuals		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Team leaders	Lessons, Visual displays	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Develop a reinforcement system- reward system, celebrate positive behaviors, and staff recognitions		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Team leaders	Tokens, rewards, assemblies, staff recognitions, Class Dojo	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop consistent consequences for behaviors- flowchart, training staff, restorative practices, as needed		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors, Principals, Team leaders	Flowchart, Handbook	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Review data and review program		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors, Principals, Team leaders	EdInsight Data	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased average daily attendance, decreased discipline referrals increased student engagement	Principals, Quarterly, EdInsight

Action Plan For: School-Based After school Programs

Measurable Goals:
- Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027. - Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027. - Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline. - Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.

Action Step	Anticipated Start/Completion Date		
Needs Assessment- review data, identify students, review partnerships	2025-08-25	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Director of Ed Tech, Director of Special Services	EdInsight Data, partnerships	No	No
Action Step	Anticipated Start/Completion Date		
Develop a program- program structure, focus, activities, personnel, costs	2025-08-25	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Director of Ed Tech, Director of Special Services	budget	No	No
Action Step	Anticipated Start/Completion		

		Date	
Staffing and professional development - recruit staff, training in youth development, training in curriculum, expectations, data		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Director of Ed Tech, Director of Special Services	Professional development	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement and monitor program- implement program, review program, communicate with parents		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Director of Ed Tech, Director of Special Services	EdINSight data	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To provide a structured, engaging, and accessible after-school program that supports academic growth, enrichment opportunities, and social-emotional development for all students.	Director of Curriculum, Director of Special Services

Action Plan For: Parent/Community Groups

Measurable Goals:
Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027.

Action Step		Anticipated Start/Completion Date	
Conduct and report back on school climate surveys for staff, students, and the community		2025-08-25	2527-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of EdTech and Federal Programs	Evidence-Based School Climate Surveys	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased engagement	Director of Ed Tech, Quarterly, Meetings

Action Plan For: Bullying Prevention Program

Measurable Goals:

- Crawford Central School District will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to promote proactive and responsive behavior management practices that increase student engagement, as measured by an increase in the district's average daily attendance rate to 95% or higher by 2027.
- Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027.
- Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline.
- Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.

Action Step		Anticipated Start/Completion Date	
Select curriculum modules for grade levels		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Curriculum resources	No	No
Action Step		Anticipated Start/Completion Date	
Provide staff training		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Curriculum guides	Yes	No
Action Step		Anticipated Start/Completion Date	
Lessons and Evaluation- Implement lessons into daily instruction and review bullying data		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum guides, schedules lesson plans	No	No
Action Step		Anticipated Start/Completion Date	
Family and Community Involvement- newsletters, Class DoJo		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Lead teachers	EdInsight, Class DoJo	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student awareness of bullying behaviors, More students are reporting and standing up to bullying,	Principals, quarterly, EdInsight, Lesson plans

Improved school climate and student safety	
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Action Plan For: Parent Communication

Measurable Goals:	
- Crawford Central School District will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to promote proactive and responsive behavior management practices that increase student engagement, as measured by an increase in the district's average daily attendance rate to 95% or higher by 2027. - Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027.	

Action Step		Anticipated Start/Completion Date	
Communication Tools- provide a consistent communication tool between schools and parents, such as Class DoJo		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Ed Tech and Director of Technology	Class DoJo, newsletters, website	No	Yes
Action Step		Anticipated Start/Completion Date	
Create a consistent calendar available on the website		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Ed Tech, Director of Technology	Website, calendar	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased parent engagement, increased attendance rate, and stronger relationships	Director of Ed Tech, Ongoing,, and meetings

Action Plan For: Curriculum and Assessment Instructional Teams

Measurable Goals:	
- Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on ELA benchmark data. - Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on math benchmark data. - Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments	

compared to the 2024 baseline.

- Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.

Action Step		Anticipated Start/Completion Date	
Instructional Teams- develop instructional teams in math and ELA, schedule routine meetings in each school or grade level, analyze data		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Principals	EdInsight data, calendar of assessments	No	No
Action Step		Anticipated Start/Completion Date	
Instructional Plans- develop instructional plans, make changes in curriculum deficiencies, and adjust curriculum		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Lead teachers	Curriculum map and pacing guides, core resources, edInsight	No	No
Action Step		Anticipated Start/Completion Date	
Instructional teams will develop intervention programs for students during the instructional day, including tutoring sessions and individual or small group intervention		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	EdInsight, schedules	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase math and ELA reading proficiency, improved instructional alignment and consistency across grade levels, teacher collaboration and instructional decision-making, and intervention	Director of Curriculum, quarterly, instructional team meetings

Action Plan For: Transition Programs

Measurable Goals:
• Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027.

- Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027.

Action Step		Anticipated Start/Completion Date	
Develop Link Crew and WEB teams in the middle school and high school.		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Lead teachers	None	No	No
Action Step		Anticipated Start/Completion Date	
Develop a schedule of meetings for students and staff, including orientations, student trainings, and assemblies		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lead teachers	None	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student achievement in math and ELA, increase participation in activities, and increase parent engagement	Principals, Quarterly, Team meetings

Action Plan For: Dream Box Math

Measurable Goals:
• Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on ELA benchmark data. • Crawford Central School District will increase student access to rigorous academic courses, including AP, dual enrollment, and advanced STEM, by 10% over the 2024-2025 baseline of the number of students enrolled. • Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on math benchmark data. • Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline. • Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.

Action Step		Anticipated Start/Completion Date	
Interventions- identify students using benchmark data, determine intervention times, and provide services		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	DreamBox Math, Benchmark data	No	No
Action Step		Anticipated Start/Completion Date	
Training- train staff and students		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	DreamBox Math trainer	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor progress- monitor and communicate progress		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	DreamBox Progress reports	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased math achievement	Director of Curriculum, Quarterly meetings

Action Plan For: Curriculum Reviews

Measurable Goals:
- Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on ELA benchmark data. - Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027. - Crawford Central School District will increase student access to rigorous academic courses, including AP, dual enrollment, and advanced STEM, by 10% over the 2024-2025 baseline of the number of students enrolled. - Crawford Central School District will develop and support instructional teams in every school building to ensure all students have consistent delivery of the standards-aligned curricula and intervention programs by 100% of schools demonstrating increased proficiency rates on math benchmark data. - Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline. - Crawford Central School District will fully implement a consistent, standards-aligned K–12 ELA curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state ELA assessments compared to the 2024 baseline.

Action Step		Anticipated Start/Completion Date	
Curriculum Review with lead teachers- decide what core curriculum to review, select lead teachers, and develop a schedule of meetings		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Curriculum maps, resource lists, and academic handbooks	No	No
Action Step		Anticipated Start/Completion Date	
Develop audit tools- checklists, rubrics		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Checklists, rubrics	No	No
Action Step		Anticipated Start/Completion Date	
Analyze documents and instructional materials against the audit criteria. Interview teachers and administrators for qualitative insights. Observe classroom instruction if possible. Identify gaps in offerings and curriculum.		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Academic/registration Handbooks, curriculum maps, materials	No	No
Action Step		Anticipated Start/Completion Date	
Results- make improvements as needed in instructional offerings, curriculum programs, such as dual enrollment, STEM, and AP, and other courses		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Academic/registration books, curriculum maps, articulation agreements	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To systematically review and evaluate the existing curriculum to ensure alignment with standards, effectiveness in student learning, and relevance to current educational goals.	Director of Curriculum, Ongoing, Meetings

Action Plan For: Dual Enrollment Courses

Measurable Goals:
Crawford Central School District will increase student access to rigorous academic courses, including AP, dual enrollment, and advanced STEM, by 10% over the 2024-2025 baseline of the number of students enrolled.

Action Step		Anticipated Start/Completion Date	
Partnerships- establish and strengthen partnerships, including local universities, such as Allegheny College, Robert Morris, Grove City, PennWest, Mercyhurst		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	None	No	No
Action Step		Anticipated Start/Completion Date	
Expand Course Options- Collaborate with partner institutions to increase the number and variety of courses available. Include high-demand subjects and career-related courses. Explore online or hybrid delivery options to expand accessibility.		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	None	No	No
Action Step		Anticipated Start/Completion Date	
Develop Communication and Outreach-Create informational materials (brochures, websites, presentations) about dual enrollment benefits and requirements. Host informational sessions for students, parents, and staff. Use multiple communication channels (email, social media, school meetings) to promote the program.		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	None	No	Yes
Action Step		Anticipated Start/Completion Date	
Support Student Enrollment and Success- Streamline the application and registration process. Offer academic advising tailored to dual enrollment students. Provide tutoring and support services as needed. Monitor student progress and address challenges early.		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Academic tutors, intervention time	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student participation and access to dual enrollment courses to enhance college readiness and reduce college costs.	Director of Curriculum, Yearly, courses

Action Plan For: STEM Program

Measurable Goals:	
- Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027. - Crawford Central School District will increase student access to rigorous academic courses, including AP, dual enrollment, and advanced STEM, by 10% over the 2024-2025 baseline of the number of students enrolled. - Crawford Central School District will fully implement a consistent, standards-aligned K–12 math curriculum and assessment plan that is evidence-based, data-informed, and differentiated to support student learning. By that time, 100% of teachers will receive annual professional development on curriculum implementation and data-driven instructional strategies, and the district will demonstrate a 10% increase in student proficiency on state math assessments compared to the 2024 baseline.	

Action Step		Anticipated Start/Completion Date	
Review the STEM program at secondary schools- review scope and sequence, curriculum, and needs assessment		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
STEM lead teachers	None	No	No
Action Step		Anticipated Start/Completion Date	
Expand Course Offerings- Offer more advanced courses (AP, dual enrollment in STEM). Create elective options in emerging fields (AI, data science, biotechnology). Develop interdisciplinary STEM courses combining subjects (e.g., physics + computer science).		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
STEM lead teachers	None	No	No
Action Step		Anticipated Start/Completion Date	
Improve course recruitment- Implement recruitment strategies. Remove barriers to participation (e.g., prerequisites, fees). Provide scaffolding and academic support (after-school tutoring, STEM clubs, peer mentoring).		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
STEM leaders	partnerships	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Enhancing the STEM curriculum is expected to increase student engagement, achievement, and access to real-	STEM leaders, Yearly, review

world, career-aligned learning experiences for all learners.	
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Action Plan For: Safe and Healthy Schools

Measurable Goals:	
- Crawford Central School District will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to promote proactive and responsive behavior management practices that increase student engagement, as measured by an increase in the district's average daily attendance rate to 95% or higher by 2027. - Crawford Central School District will expand engagement opportunities by partnering with community members, families, educators, and students. Progress will be measured by an annual increase in participation rates and representation in school events, advisory groups, and engagement programs by increasing participation and representation by an additional 20%, with at least two new initiatives launched at the district by 2027. - Crawford Central School District will improve student dispositions—such as goal-setting, self-management, and perseverance—by integrating career and college planning into the curriculum and advisory programs to increase the graduation rate to 95% by 2027.	

Action Step		Anticipated Start/Completion Date	
Trauma Training- provide ACES training for staff, including teachers, paraprofessionals, and support staff		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Services	ACES trainers, Safe School online training	Yes	No
Action Step		Anticipated Start/Completion Date	
Improve physical safety of school facilities- emergency drills, secure school facilities, safe transportation		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	equipment, secure vestibules, raptor systems, panic buttons, communication devices	No	No
Action Step		Anticipated Start/Completion Date	
Mental health supports- provide in-school mental health supports for staff and students, such as SMART programs, school-based prevention specialists, trauma counselors, and agency supports		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Services	Mental health professionals	Yes	No
Action Step		Anticipated Start/Completion Date	
Health and Wellness- healthy meals, physical activity, clean and safe facilities, training for staff, CPR training, AED training		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Wellness Committee Chair	Wellness Policy and Procedures	No	No

Action Step		Anticipated Start/Completion Date	
Track behavior and health indicators- Monitor attendance, discipline data, and incident reports to guide improvement.		2025-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	EdInsight, safety meeting reports,	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students and staff experience a physically and emotionally safe and supportive school environment that promotes well-being, reduces incidents of violence or health-related issues, and improves student engagement and academic performance.	Director of Special Services, Quarterly, EdInsight

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Positive Behavioral Intervention and Supports	Develop a System for Teaching Expectations- lessons, PBIS expectations, visuals
Positive Behavioral Intervention and Supports	Develop consistent consequences for behaviors- flowchart, training staff, restorative practices, as needed
School-Based After school Programs	Staffing and professional development - recruit staff, training in youth development, training in curriculum, expectations, data
Bullying Prevention Program	Provide staff training
Curriculum and Assessment Instructional Teams	Instructional teams will develop intervention programs for students during the instructional day, including tutoring sessions and individual or small group intervention
Dream Box Math	Training- train staff and students
Safe and Healthy Schools	Trauma Training- provide ACES training for staff, including teachers, paraprofessionals, and support staff
Safe and Healthy Schools	Mental health supports- provide in-school mental health supports for staff and students, such as SMART programs, school-based prevention specialists, trauma counselors, and agency supports
Safe and Healthy Schools	Track behavior and health indicators- Monitor attendance, discipline data, and incident reports to guide improvement.

PBIS

Action Step		
- Develop a System for Teaching Expectations- lessons, PBIS expectations, visuals - Develop consistent consequences for behaviors- flowchart, training staff, restorative practices, as needed		
Audience		
Teachers, guidance counselors, and principals		
Topics to be Included		
School-Wide Positive Behavior, MTSS		
Evidence of Learning		
Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Special Services	2025-08-25	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
2d: Managing Student Behavior	

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Inservice day	once per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Training in after school programming

Action Step		
• Staffing and professional development - recruit staff, training in youth development, training in curriculum, expectations, data		
Audience		
Tutors		
Topics to be Included		
curriculum, adolescent behaviors		
Evidence of Learning		
Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2025-08-25	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Once per semester
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Bullying Awareness and Curriculum

Action Step
• Provide staff training

Audience		
Teachers, guidance counselors, principals		
Topics to be Included		
Bullying prevention curriculum, policies and procedures		
Evidence of Learning		
Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2025-08-25	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Other	Once per month
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	

Intervention Programs

Action Step
- Training- train staff and students - Instructional teams will develop intervention programs for students during the instructional day, including tutoring sessions and individual or small group intervention
Audience
Teachers, guidance counselors, principals
Topics to be Included
Intervention curriculum
Evidence of Learning

Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2025-08-25	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

ACES Training

Action Step		
- Trauma Training- provide ACES training for staff, including teachers, paraprofessionals, and support staff - Mental health supports- provide in-school mental health supports for staff and students, such as SMART programs, school-based prevention specialists, trauma counselors, and agency supports		
Audience		
Staff		
Topics to be Included		
ACES Training		
Evidence of Learning		
Survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Special Services	2025-08-25	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Once per year
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

School Safety and Wellness

Action Step		
- Mental health supports- provide in-school mental health supports for staff and students, such as SMART programs, school-based prevention specialists, trauma counselors, and agency supports - Track behavior and health indicators- Monitor attendance, discipline data, and incident reports to guide improvement.		
Audience		
Staff		
Topics to be Included		
Mental health topics, students with special services, wellness activities		
Evidence of Learning		
Surveys, quizzes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Special Services	2025-08-25	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once per year
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4c: Communicating with Families 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Communications Activities

Communication with Parents and Community

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop a System for Teaching Expectations- lessons, PBIS expectations, visuals - Develop a reinforcement system- reward system, celebrate positive behaviors, and staff recognitions - Develop consistent consequences for behaviors- flowchart, training staff, restorative practices, as needed - Review data and review program - Implement and monitor program- implement program, review program, communicate with parents - Family and Community Involvement- newsletters, Class DoJo - Conduct and report back on school climate surveys for staff, students, and the community - Communication Tools- provide a consistent communication tool between schools and parents, such as Class DoJo	Parents and Community	School-Wide Positive Behavior Programs, School Safety and Wellness, School Climate, School Programs	Principals	08/25/2025	08/30/2027

Communications

Type of Communication	Frequency
Letter	Yearly
Newsletter	Monthly
Posting on district website	Monthly
Other	Monthly

Student Achievement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Instructional teams will develop intervention programs for students during the instructional day, including tutoring sessions and individual or small group intervention - Monitor progress- monitor and communicate progress	Parents/guardians and students	Student achievement, student progress, student attendance, student behaviors	Principals	08/25/2025	08/30/2027
Communications					
Type of Communication			Frequency		
Other			As needed		

School academic opportunities to enhance college and career readiness

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop Communication and Outreach-Create informational materials (brochures, websites, presentations) about dual enrollment benefits and requirements. Host informational sessions for students, parents, and staff. Use multiple communication channels (email, social media, school meetings) to promote the program. - Improve course recruitment- Implement recruitment strategies. Remove barriers to participation (e.g., prerequisites, fees). Provide scaffolding and academic support (after-school tutoring, STEM clubs, peer mentoring).	Parents/guardians, students, community partners	Dual enrollment, AP programs, STEM, and other programs	Director of Curriculum	08/25/2025	06/30/2027

Communications

Type of Communication	Frequency
Letter	as needed
Newsletter	as needed
Posting on district website	as needed
Other	as needed