

Profile and Plan Essentials

School		AUN/Branch
Crafton Elementary		103021603
Address 1		
1874 Crafton Blvd		
Address 2		
Pittsburgh, PA 15205		
City	State	Zip Code
Crafton	Pennsylvania	15205
Chief School Administrator		Chief School Administrator Email
John W. Kreider, Ed.D.		john.kreider@carlynton.k12.pa.us
Principal Name		
Tyler Roberto, Ed.D.		
Principal Email		
tyler.roberto@carlynton.k12.pa.us		
Principal Phone Number		Principal Extension
412-429-2500		4301
School Improvement Facilitator Name		School Improvement Facilitator Email
Tyler Roberto, Ed.D		tyler.roberto@carlynton.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tyler Roberto	Administrator	Crafton Elementary School	tyler.roberto@carlynton.k12.pa.us
Ashley DeHass	Community Representative	Crafton Community Member	ashley.dehass91@gmail.com
Jeff Taylor	District Level Leaders	Carlynton School District	jeff.taylor@carlynton.k12.pa.us
Nick DeRoss	Elementary School Teacher-Regular Education	Crafton Elementary School	nicholas.deross@carlynton.k12.pa.us
Susan Kosko	Elementary School Teacher-Regular Education	Crafton Elementary School	susan.kosko@carlynton.k12.pa.us
Kate Neal	Elementary School Teacher-Special Education	Crafton Elementary School	katelyn.neal@carlynton.k12.pa.us
Megan Thomas	Parent	Crafton Elementary School	meganmuracothomas@gmail.com
Jim Schriver	Board Member	Crafton Elementary School	james.schriver@carlynton.k12.pa.us

Vision for Learning

Vision for Learning

Our vision for learning is to ensure that every student, especially those in historically underperforming groups, has equitable access to high-quality instruction, targeted supports, and engaging learning opportunities. We are committed to closing achievement gaps, fostering a culture of high expectations, and empowering all learners to reach their full academic and personal potential.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Acadience Mathematics and Acadience Reading (Dibels)	Students who are identified as needing Title I supports throughout the school year are showing growth from beginning of year to end of year benchmarks.
Attendance Rate for PSSA Participation	Attendance rates have increased from 2023-2024.
Positive Behavior Interventions and Supports	During the past five years, we have used the Allegheny Intermediate Unit as a resource for our PBIS initiative. This year we have been recognized with the Recognition of Sustaining School-Wide (SW PBIS) or Program-Wide (PW PBIS) Positive Behavior Interventions and Supports with fidelity at Tier 1 Initial during the 2024-2025 school year.
Promotion Rate	We are at a 99% promotion rate K-6 for 2024-2025.
Student Assistance Program / CHILL Room Services	All students who have gone through the SAP referral process have received the appropriate support for their needs within the tiers of support offered in the school and through community resources and service providers.
Math PSSAs	Increase in proficiency scores by 4% from 2022-2023 to 2023-2024.

Challenges

Indicator	Comments/Notable Observations
Special Education Needs Population (Students with Disabilities)	As we are not alone and many districts face this challenge, we continue to see an increase in the number of students qualifying for special education services and 504 plan services. Ensuring we have the staffing and resources to meet these student needs can be challenging.
Decrease in ELA PSSA Scores	The percentage of students who are proficient or advanced in ELA dropped from 71% to 58% from 23-24 to 24-25.
Decrease in Math PSSA Scores	The percentage of students who are proficient or advanced in Mathematics dropped from 73% to 62% from 23-24 to 24-25.

MTSS Implementation	One challenge (and goal) for Crafton Elementary is to ensure a strong MTSS process is in place and used with fidelity to ensure all students are receiving the appropriate support at all tier levels. Currently, this is a much needed focus area for growth.
Title I Student Support/WIN Time	We will have plans in place beginning in the 25-26 school year to improve our Title I services and the facilitation of daily WIN time. Through the implementation of new entrance and exit checklists and data record keeping and the training of staff on what should be happening during WIN time, we hope to see improvements in student achievement in ELA and Mathematics.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator Promotion Rate Across K-6 ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Crafton Elementary continues to promote between 99% and 100% of students to the next grade level based on satisfactory meeting of all grade level content in regular education and special education.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations
Indicator Acadience Mathematics and Acadience Reading (Dibels) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations While small (in some cases), students are exhibiting growth from beginning of year Acadience benchmarks in Reading and Mathematics. This means growth within the same proficiency level (small) and growth from one proficiency level to the next (large).
Indicator PBIS and SAP Supports	Comments/Notable Observations

ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	The number of students needing to utilize the CHILL room has decreased from 23-24 to 24-25 as a result of our PAWS educator and our school counselor incorporating SEL lessons into the classrooms on a regular basis. Our PBIS tier 1 program is strong and implemented with fidelity. Students who are referred for SAP services are receiving some level of support once referred. There have been no referrals in 24-25 that have been denied. The appropriate services have been provided.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Using PSSA data, our 4th grade has increased in Reading PSSA scores. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Grade 4 students scored 75% proficient or advanced in 2023-2024 Reading PSSAs. Grade 4 students scored 60% proficient or advanced in 2022-2023 Reading PSSAs. This is a 15% increase.

Challenges

Indicator Decrease in Math PSSA Scores ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations There was an overall decrease of 13% of students who were proficient or higher across the building from 23-24 to 24-25. A deeper data dive revealed math fact fluency as a weak standard. Crafton will provide increased class time and remediation time to practice math fact fluency skills using a variety of resources.
Indicator Decrease in ELA PSSA Scores ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations There was an overall decrease of 11% of students who were proficient or higher across the building from 23-24 to 24-25. A deeper data dive revealed writing as a weak area. Although teachers have received training in TDA's, we aim to improve student writing skills over the next 2 years. We also have a goal in place for 24-25 of increasing the use of reading strategies across multiple content areas in addition to reading.
Indicator MTSS Implementation and Improvements to Title I/WIN Time ESSA Student Subgroups	Comments/Notable Observations One challenge (and goal) for Crafton Elementary is to ensure a strong MTSS process is in place and used with fidelity to ensure all students are receiving the appropriate support

African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	at all tier levels. Currently, this is a much needed focus area for growth. We will have plans in place beginning in the 25-26 school year to improve our Title I services and the facilitation of daily WIN time. Through the implementation of new entrance and exit checklists and data record keeping and the training of staff on what should be happening during WIN time, we hope to see improvements in student achievement in ELA and Mathematics.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Students with Disabilities subgroup did not meet the statewide goals/interim targets for Proficiency in Math and ELA, but their performance increased from the previous year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 2022-2023 Students with Disabilities subgroup did not meet the statewide goals/interim targets for Proficiency in Math and ELA, but their performance increased from the previous year according to the PA Future Ready Profile
Indicator Grade 5 Reading PSSAs ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Grade 5 students scored 63% proficient or advanced in 2022-2023 Reading PSSAs. Grade 5 students scored 59% in 2023-2024 Reading PSSAs. This is a 4% decrease.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

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.

Positive Behavior Interventions and Supports
Student Assistance Program (SAP) / CHILL Room Services

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.

Special Needs Population Support
MTSS Implementation
Title I / WIN Time Improvements

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Data from 24-25	EdInsight and DRC Data Reports
Acadience Reading Data	EdInsight and Acadience Data Reports

English Language Arts Summary

Strengths

All Student Group meets the standard demonstrating growth (PVAAS) in ELA in 23-24.
All student Group has exceeded the Statewide average for students scoring advanced on the ELA PSSA for SY 23-24.
All sufficient subgroups meets the standard demonstrating growth (PVAAS) in ELA in 23-24.
All student group meets interim goal/improvement target for SY 23-24

Challenges

Decrease in overall percentage of students scoring proficient or higher from 23-24 to 24-25. The PA Future Ready Index data for SY 24-25 is not available yet to compare other data points.

Mathematics

Data	Comments/Notable Observations
PSSA Data from 24-25	EdInsight and DRC Data Reports
Acadience Math Data	Acadience Data Reports

Mathematics Summary

Strengths

Percentage of students proficient or higher for SY 23-24 was higher than the state average.
All sufficient subgroups meets the standard demonstrating growth (PVAAS) in Math in 23-24.
All student group meets interim goal/improvement target for SY 23-24.
All Student Group exceed the standard demonstrating growth (PVAAS) for SY 23-24.

Challenges

Decrease in overall percentage of students scoring proficient or higher from 23-24 to 24-25. The PA Future Ready Index data for SY 24-25 is not available yet to compare other data points.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Data	N/A for SY 24-25

Science, Technology, and Engineering Education Summary

Strengths

All Student group exceed the standard demonstrating growth (PVAAS) in science in SY 23-24.
All sufficient subgroups exceed the standard demonstrating growth (PVAAS) in science SY 23-24.
For 23-24 all student group met the 2033 statewide goal.

Challenges

The Carlynton School District has not yet adopted the PA STEELS standards. Implementation plans will begin with SY 24-25. New science curricula that meets the PA STEELS standards will be reviewed and determined as part of a 3-year STEELS implementation plan for the district.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Grades K-6 Act 339 Lessons	With this addition to the UA rotation and full-time counselor, students will receive career readiness lessons consistently.
Future-Focused Partnerships	Crafton Elementary continues to create partnerships with career-readiness in mind.
Community Members Visit	Community members from a variety of professions visit classrooms K-6.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

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.

With this addition to the Unified Arts rotation, students will receive career readiness lessons consistently through the Digital Citizenship program and the Xello platform.
Creating other partnerships with businesses to include throughout the year to reinforce career readiness.
Creating a new UA rotation for SY 24-25, K-6 Computer Technology, will open doors for students to enhance their learning and understanding of digital safety & citizenship, coding, computer basics, and the use of a variety of Google and Microsoft programs.

Improvements to the STEM program will begin with SY 24-25 in the hopes of exposing students to more STEM opportunities and experiences throughout the school year.
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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.

With the addition to the Unified Arts schedule, teachers will still need to integrate the Career Readiness into their daily lesson plans.

Increased need for mental health supports.
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Integrating Social and Emotional Learning in the curriculum with fidelity.
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Finding time to incorporate STEM opportunities.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The implementation of a school store at Crafton Elementary ensures students receive hygiene products, food items and clothing as needed.
The partnerships with local community organizations continues to be a strength of Crafton Elementary in ensuring all student needs (especially SEL needs) are met.

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.

Special Education services and 504 plan services continue to grow at Crafton Elementary.
Crafton continues to provide Chromebooks for all students in grades K-6. This showed an increase in engagement and advances in technology. The addition of a K-6 Computer Technology teacher to the UA rotation will continue to advance our technology initiatives.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Identify and address individual student learning needs *
Foster a culture of high expectations for success for all students, educators, families, and community members *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Continuously monitor implementation of the school improvement plan and adjust as needed *
Implement a multi-tiered system of supports for academics and behavior *
Monitor and evaluate the impact of professional learning on staff practices and student learning *

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
Positive Behavior Interventions and Supports	True
Student Assistance Program (SAP) / CHILL Room Services	True
	False
All Student Group meets the standard demonstrating growth (PVAAS) in ELA in 23-24.	False
All student Group has exceeded the Statewide average for students scoring advanced on the ELA PSSA for SY 23-24.	False
All sufficient subgroups meets the standard demonstrating growth (PVAAS) in ELA in 23-24.	False
	False
With this addition to the Unified Arts rotation, students will receive career readiness lessons consistently through the Digital Citizenship program and the Xello platform.	True
The implementation of a school store at Crafton Elementary ensures students receive hygiene products, food items and clothing as needed.	True
Creating a new UA rotation for SY 24-25, K-6 Computer Technology, will open doors for students to enhance their learning and understanding of digital safety & citizenship, coding, computer basics, and the use of a variety of Google and Microsoft programs.	True
Improvements to the STEM program will begin with SY 24-25 in the hopes of exposing students to more STEM opportunities and experiences throughout the school year.	True
	False
Creating other partnerships with businesses to include throughout the year to reinforce career readiness.	True
Percentage of students proficient or higher for SY 23-24 was higher than the state average.	False
For 23-24 all student group met the 2033 statewide goal.	False
All sufficient subgroups meets the standard demonstrating growth (PVAAS) in Math in 23-24.	False
All Student group exceed the standard demonstrating growth (PVAAS) in science in SY 23-24.	False
All sufficient subgroups exceed the standard demonstrating growth (PVAAS) in science SY 23-24.	False
All student group meets interim goal/improvement target for SY 23-24	False
All student group meets interim goal/improvement target for SY 23-24.	False
All Student Group exceed the standard demonstrating growth (PVAAS) for SY 23-24.	False
The partnerships with local community organizations continues to be a strength of Crafton Elementary in ensuring all student needs (especially SEL needs) are met.	True
Align curricular materials and lesson plans to the PA Standards *	True

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
Identify and address individual student learning needs *	True
Foster a culture of high expectations for success for all students, educators, families, and community members *	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
Special Needs Population Support	True
MTSS Implementation	True
Title I / WIN Time Improvements	True
	False
Students with Disabilities subgroup did not meet the statewide goals/interim targets for Proficiency in Math and ELA, but their performance increased from the previous year.	True
	False
	False
Integrating Social and Emotional Learning in the curriculum with fidelity.	True
	False
	False
With the addition to the Unified Arts schedule, teachers will still need to integrate the Career Readiness into their daily lesson plans.	True
Increased need for mental health supports.	True
Special Education services and 504 plan services continue to grow at Crafton Elementary.	True
Continuously monitor implementation of the school improvement plan and adjust as needed *	True
	False
Decrease in overall percentage of students scoring proficient or higher from 23-24 to 24-25. The PA Future Ready Index data for SY 24-25 is not available yet to compare other data points.	True
Decrease in overall percentage of students scoring proficient or higher from 23-24 to 24-25. The PA Future Ready Index data for SY 24-25 is not available yet to compare other data points.	True
The Carlynton School District has not yet adopted the PA STEELS standards. Implementation plans will begin with SY 24-25. New science curricula that meets the PA STEELS standards will be reviewed and determined as part of a 3-year STEELS implementation plan for the district.	True
Finding time to incorporate STEM opportunities.	True

Crafton continues to provide Chromebooks for all students in grades K-6. This showed an increase in engagement and advances in technology. The addition of a K-6 Computer Technology teacher to the UA rotation will continue to advance our technology initiatives.	True
	False
Implement a multi-tiered system of supports for academics and behavior *	True
Monitor and evaluate the impact of professional learning on staff practices and student learning *	True

Most Notable Observations/Patterns

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

N/A

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Special Needs Population Support		False
MTSS Implementation		True
Title I / WIN Time Improvements		True
Students with Disabilities subgroup did not meet the statewide goals/interim targets for Proficiency in Math and ELA, but their performance increased from the previous year.		False
With the addition to the Unified Arts schedule, teachers will still need to integrate the Career Readiness into their daily lesson plans.		False
Increased need for mental health supports.		False
Integrating Social and Emotional Learning in the curriculum with fidelity.		False
Continuously monitor implementation of the school improvement plan and adjust as needed *		False
Implement a multi-tiered system of supports for academics and behavior *		False
Monitor and evaluate the impact of professional learning on staff practices and student learning *		False
Special Education services and 504 plan services continue to grow at Crafton Elementary.		True
Decrease in overall percentage of students scoring proficient or higher from 23-24 to 24-25. The PA Future Ready Index data for SY 24-25 is not available yet to compare other data points.		False
Decrease in overall percentage of students scoring proficient or higher from 23-24 to 24-25. The PA Future Ready Index data for SY 24-25 is not available yet to compare other data points.		False
The Carlynton School District has not yet adopted the PA STEELS standards. Implementation plans will begin with SY 24-25. New science curricula that meets the PA STEELS standards will be reviewed and determined as part of a 3-year STEELS implementation plan for the district.		False
Finding time to incorporate STEM opportunities.		False
Crafton continues to provide Chromebooks for all students in grades K-6. This showed an increase in engagement and advances in technology. The addition of a K-6 Computer Technology teacher to the UA rotation will continue to advance our technology initiatives.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The implementation of a school store at Crafton Elementary ensures students receive hygiene products, food items and clothing as needed.	
The partnerships with local community organizations continues to be a strength of Crafton Elementary in ensuring all student needs (especially SEL needs) are met.	
Positive Behavior Interventions and Supports	

Student Assistance Program (SAP) / CHILL Room Services	
Align curricular materials and lesson plans to the PA Standards *	Curriculum maps have been created for subject areas. The teams consisted of the Curriculum Specialist, administration, and teachers.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	Crafton utilizes DIBELS for math and reading. We also use MAP which generates a proficiency level, Lexile, and learning path.
Identify and address individual student learning needs *	
Foster a culture of high expectations for success for all students, educators, families, and community members *	
With this addition to the Unified Arts rotation, students will receive career readiness lessons consistently through the Digital Citizenship program and the Xello platform.	
Creating a new UA rotation for SY 24-25, K-6 Computer Technology, will open doors for students to enhance their learning and understanding of digital safety & citizenship, coding, computer basics, and the use of a variety of Google and Microsoft programs.	
Improvements to the STEM program will begin with SY 24-25 in the hopes of exposing students to more STEM opportunities and experiences throughout the school year.	
Creating other partnerships with businesses to include throughout the year to reinforce career readiness.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensuring we implement with fidelity and that all teachers have the tools, knowledge, and resources to be successful with the implementation.
	Ensuring we implement with fidelity and that all teachers have the tools, knowledge, and resources to be successful with the implementation.
	Ensure we have the staffing and resources to meet these growing needs.

Goal Setting

Priority: Ensure we have the staffing and resources to meet these growing needs.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
During monthly meetings, administration, special education teachers, psychologist, Pupil Personnel Director and others will meet to review the needs of the school to ensure that effective instruction can occur with our students that have IEPs and/or 504 Plans			
Measurable Goal Nickname (35 Character Max)			
Special Education Meeting/SAP meetings			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of each meeting, review and discuss current academic and behavioral progress monitoring data for 100% of students with IEPs and/or 504 Plans. During each meeting, identify at least two instructional or support barriers impacting student achievement and develop action steps to address them before the next meeting. Maintain a shared log of interventions implemented for students with IEPs/504 Plans and review their effectiveness quarterly to ensure adjustments are made as needed.	By the end of each meeting, review and discuss current academic and behavioral progress monitoring data for 100% of students with IEPs and/or 504 Plans. During each meeting, identify at least two instructional or support barriers impacting student achievement and develop action steps to address them before the next meeting. Maintain a shared log of interventions implemented for students with IEPs/504 Plans and review their effectiveness quarterly to ensure adjustments are made as needed.	By the end of each meeting, review and discuss current academic and behavioral progress monitoring data for 100% of students with IEPs and/or 504 Plans. During each meeting, identify at least two instructional or support barriers impacting student achievement and develop action steps to address them before the next meeting. Maintain a shared log of interventions implemented for students with IEPs/504 Plans and review their effectiveness quarterly to ensure adjustments are made as needed.	By the end of each meeting, review and discuss current academic and behavioral progress monitoring data for 100% of students with IEPs and/or 504 Plans. During each meeting, identify at least two instructional or support barriers impacting student achievement and develop action steps to address them before the next meeting. Maintain a shared log of interventions implemented for students with IEPs/504 Plans and review their effectiveness quarterly to ensure adjustments are made as needed.

Priority: Ensuring we implement with fidelity and that all teachers have the tools, knowledge, and resources to be successful with the implementation.

Outcome Category
Professional learning
Measurable Goal Statement (Smart Goal)
By May 2026, we will implement a data-driven MTSS framework that supports Reading and Math interventions during the daily WIN period by ensuring 100% of K–6 instructional staff receive professional development on the MTSS framework, WIN expectations, and how to use data and progress monitoring tools/checklists appropriately to place students in and exit students from tiered supports, and by facilitating MTSS data meetings every 6 weeks to review student progress and adjust WIN interventions accordingly.
Measurable Goal Nickname (35 Character Max)

MTSS Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By May 2026, we will implement a data-driven MTSS framework that supports Reading and Math interventions during the daily WIN period by ensuring 100% of K–6 instructional staff receive professional development on the MTSS framework, WIN expectations, and how to use data and progress monitoring tools/checklists appropriately to place students in and exit students from tiered supports, and by facilitating MTSS data meetings every 6 weeks to review student progress and adjust WIN interventions accordingly.	By May 2026, we will implement a data-driven MTSS framework that supports Reading and Math interventions during the daily WIN period by ensuring 100% of K–6 instructional staff receive professional development on the MTSS framework, WIN expectations, and how to use data and progress monitoring tools/checklists appropriately to place students in and exit students from tiered supports, and by facilitating MTSS data meetings every 6 weeks to review student progress and adjust WIN interventions accordingly.	By May 2026, we will implement a data-driven MTSS framework that supports Reading and Math interventions during the daily WIN period by ensuring 100% of K–6 instructional staff receive professional development on the MTSS framework, WIN expectations, and how to use data and progress monitoring tools/checklists appropriately to place students in and exit students from tiered supports, and by facilitating MTSS data meetings every 6 weeks to review student progress and adjust WIN interventions accordingly.	By May 2026, we will implement a data-driven MTSS framework that supports Reading and Math interventions during the daily WIN period by ensuring 100% of K–6 instructional staff receive professional development on the MTSS framework, WIN expectations, and how to use data and progress monitoring tools/checklists appropriately to place students in and exit students from tiered supports, and by facilitating MTSS data meetings every 6 weeks to review student progress and adjust WIN interventions accordingly.

Priority: Ensuring we implement with fidelity and that all teachers have the tools, knowledge, and resources to be successful with the implementation.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Improve the effectiveness of the Title I Reading and Math pull-out and push-in services by collaborating with Title I staff to implement a common progress monitoring tool and entrance/exit system, resulting in... 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Reading (i.e., well below to below) based on fall-to-spring Dibels benchmark assessments. 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Mathematics (i.e., well below to below) based on fall-to-spring Acadience Math benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Title I/WIN Time Improvements			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Reading (i.e., well below to below) based on	80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Reading (i.e., well below to below) based on	80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Reading (i.e., well below to below) based on	80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Reading (i.e., well below to below) based on

fall-to-spring Dibels benchmark assessments. 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Mathematics (i.e., well below to below) based on fall-to-spring Acadience Math benchmark assessments.	fall-to-spring Dibels benchmark assessments. 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Mathematics (i.e., well below to below) based on fall-to-spring Acadience Math benchmark assessments.	fall-to-spring Dibels benchmark assessments. 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Mathematics (i.e., well below to below) based on fall-to-spring Acadience Math benchmark assessments.	fall-to-spring Dibels benchmark assessments. 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Mathematics (i.e., well below to below) based on fall-to-spring Acadience Math benchmark assessments.
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Action Plan

Measurable Goals

MTSS Implementation	Special Education Meeting/SAP meetings
Title I/WIN Time Improvements	

Action Plan For: MTSS Implementation

Measurable Goals:
By May 2026, we will implement a data-driven MTSS framework that supports Reading and Math interventions during the daily WIN period by ensuring 100% of K–6 instructional staff receive professional development on the MTSS framework, WIN expectations, and how to use data and progress monitoring tools/checklists appropriately to place students in and exit students from tiered supports, and by facilitating MTSS data meetings every 6 weeks to review student progress and adjust WIN interventions accordingly.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teacher Professional Development		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christina Frazier from the AIU / Dr. Roberto at Crafton Elementary	N/A	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provide Teachers with a better understanding of the MTSS Framework.	Observations of teacher instruction, teacher meetings, informal conversations, teacher surveys

Action Plan For: Title I/WIN Time Improvements

Measurable Goals:
Improve the effectiveness of the Title I Reading and Math pull-out and push-in services by collaborating with Title I staff to implement a common progress monitoring tool and entrance/exit system, resulting in... 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Reading (i.e., well below to below) based on fall-to-spring Dibels benchmark assessments. 80% of students who score well-below or below benchmark will demonstrate growth of one proficiency level (or more) in Mathematics (i.e., well below to below) based on fall-to-spring Acadience Math benchmark assessments.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teacher Professional Development		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Roberto	N/A	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Incorporation of teacher data meeting time throughout the year		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Roberto and Title I Teachers	Time in the schedule for the meetings and coverage for regular education teachers who are required to attend	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Title I teachers provide instructional services during WIN time in ELA and math		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Roberto	ELA and math instructional materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Assurance that what is happening during WIN time is appropriate for all students and that data is being used appropriately for entrance and exit decisions of Title I students/Title I services.	Observations of teacher instruction, teacher meetings, informal conversations, teacher surveys, student data reports

Action Plan For: Special Education

Measurable Goals:
During monthly meetings, administration, special education teachers, psychologist, Pupil Personnel Director and others will meet to review the needs of the school to ensure that effective instruction can occur with our students that have IEPs and/or 504 Plans

Action Step		Anticipated Start Date	Anticipated Completion Date
Director of Special Education to facilitate more (individualized) face to face meetings with special education staff over IEP best practices and student goal setting.		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Ms. Desiree Burns/Director of Special Education	Principal will provide coverage for teachers when the Director of Special Education needs to meet with them.	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development in IEP best practices and student goal setting to improve student growth in ELA and Mathematics based on individualized needs.		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Desiree Burns/Director of Special Education	Use of in-service and PD days as built into the school calendar to hold the professional development sessions.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a new ELA curriculum (Read 180) for special education students in grades 4-6.		2025-08-19	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Roberto/Principal and Read 180 professional development specialist who will deliver training of the new curriculum.	All workbooks and digital resources for ELA special education teacher, time to attend the training sessions, and regular, ongoing feedback from the principal over the implementation of the new curriculum.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Assurance that teachers are equipped with the necessary information and best practices to draft appropriate IEP goals for students in ELA and Mathematics that will translate to best practices for the SAP core team when meeting with special education teachers.	Observations of teacher instruction, teacher meetings, informal conversations, teacher surveys, student data reports.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• MTSS Implementation • Title I/WIN Time Improvements	Salaries to support supplemental Title I instructional services at Crafton Elementary.	129810.06
Instruction	• MTSS Implementation • Title I/WIN Time Improvements	Benefits to support supplemental Title I instructional services at Crafton Elementary.	30,397.94
Instruction	• MTSS Implementation • Title I/WIN Time Improvements	Supplies to support supplemental Title I instructional services at Crafton Elementary.	2,500.00
Total Expenditures			129842.06

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS Implementation	Teacher Professional Development
Title I/WIN Time Improvements	Teacher Professional Development
Title I/WIN Time Improvements	Incorporation of teacher data meeting time throughout the year
Special Education	Professional Development in IEP best practices and student goal setting to improve student growth in ELA and Mathematics based on individualized needs.
Special Education	Implement a new ELA curriculum (Read 180) for special education students in grades 4-6.

MTSS 101

Action Step		
• Teacher Professional Development		
Audience		
All K-6 teachers at Crafton Elementary		
Topics to be Included		
Christina Frazier from the AIU will be delivering a training to the staff over the basics of MTSS.		
Evidence of Learning		
A successful implementation of the three tiers by the end of the 25-26 school year.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christina Frazier/Dr. Roberto	2025-08-19	2026-05-31

Learning Format

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

MTSS/WIN/Title I

Action Step
• Teacher Professional Development
Audience

All K-6 teachers at Crafton Elementary		
Topics to be Included		
Dr. Roberto will continue the conversation/PD topics that Christina Frazier facilitated by diving deeper into what WIN time should look like for all three tiers in the MTSS framework and how to ensure the appropriate students are being serviced by Title I teachers.		
Evidence of Learning		
A successful implementation of WIN instruction each day.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Roberto	2025-08-19	2026-05-31

Learning Format

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

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Regularly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
Title I School Plan Affirmation Carnegie Crafton 2025.pdf

Chief School Administrator	Date
Building Principal Signature	Date
Tyler Roberto	2026-02-02
School Improvement Facilitator Signature	Date
Tyler Roberto	2026-02-02