

Fannett-Metal El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Vision for Learning

Continue to offer a wide variety of career and educational opportunities that are relevant for the 21st century. Enhance programs that teach civic responsibilities, build character traits, promote positive social norms, and foster resiliency.

Analyzing (Strengths and Challenges)

Analyzing Challenges	Discussion Points	Check for Priority
The challenges that would have the greatest impact on achieving our mission, vision, and Future Ready PA Index interim targets are improving student proficiency, particularly among students who are performing below grade level. While overall student growth has been evident, a significant number of students continue to require additional support in foundational reading skills and comprehension.	Curricular materials and resources will be implemented with fidelity. There will be an extra focus on ensuring new staff members have supports and monitoring in place to implement the curriculum exactly as it was designed by developers.	True
Another key challenge is addressing learning gaps that exist among economically disadvantaged students and other at-risk learners. Increasing the effectiveness of targeted interventions and ensuring that students receive timely, data-driven support will be critical to improving achievement outcomes.	Ensure all economically disadvantaged and at-risk students receive timely, effective interventions based on ongoing assessment data to improve academic achievement.	True
On-going and in-depth data review and analysis could drive instruction and intervention practices.	Ensure school-wide use of data is focused on school improvement and Math and ELA academic growth for all students. Data will be reviewed in grade level teams monthly lead by LIU #12 consultants.	True
Implement intervention opportunities that address individual skill deficits.	Expand intervention opportunities to meet individual student learning needs through targeted, data-informed instruction.	True

Analyzing Strengths	Discussion Points
Our school benefits from a dedicated and highly qualified staff that works collaboratively to analyze student data, implement evidence-based instructional practices, and provide targeted interventions. Strong relationships among staff, students, families, and the community create a supportive learning environment that promotes student success.	
The school has implemented a comprehensive literacy program, phonics instruction, and data-driven decision-making processes that allow staff to identify student needs and adjust instruction accordingly. Regular progress monitoring and	

intervention supports help ensure students receive timely assistance. Additionally, the school's positive school climate, high levels of student engagement, and commitment to continuous improvement provide a strong foundation for academic growth. These strengths can be leveraged to address ongoing challenges related to student achievement by expanding collaborative planning opportunities, strengthening intervention supports, and continuing to use assessment data to guide instructional decisions and resource allocation.	
The school has implemented a comprehensive mathematics curriculum and data-driven decision-making processes that allow staff to identify student needs and adjust instruction accordingly. Regular intervention supports help ensure students receive timely assistance. Additionally, the school's positive school climate, high levels of student engagement, and commitment to continuous improvement provide a strong foundation for academic growth. These strengths can be leveraged to address ongoing challenges related to student achievement by expanding collaborative planning opportunities, strengthening intervention supports, and continuing to use assessment data to guide instructional decisions and resource allocation.	
Career related projects and activities are presented at each grade level in the elementary school with a culminating research project in fifth grade.	
We implement an effective Instructional Support Team (IST) to address the academic and behavioral needs of our students at the elementary school and provide intervention supports as needed.	
The all student group did exceed the state average of 49.9% by scoring 66.7% proficient/advanced.	
All student group in ELA demonstrated growth from 69% in 23-24 to 70% in 24-25.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Curricular materials and resources will be implemented with fidelity. There will be an extra focus on ensuring new staff members have supports and monitoring in place to implement the curriculum exactly as it was designed by developers.
	Ensure all economically disadvantaged and at-risk students receive timely, effective interventions based on ongoing assessment data to improve academic achievement.
	Ensure school-wide use of data is focused on school improvement and Math and ELA academic growth for all students. Data will be reviewed in grade level teams monthly lead by LIU #12 consultants.
	Expand intervention opportunities to meet individual student learning needs through targeted, data-informed instruction.

Goal Setting

Priority: Ensure school-wide use of data is focused on school improvement and Math and ELA academic growth for all students. Data will be reviewed in grade level teams monthly lead by LIU #12 consultants.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The principal, MTSS coordinator, and teachers will review and analyze state/local assessment data on a monthly basis in order to prioritize curricular content, instructional practices and interventions.			
Measurable Goal Nickname (35 Character Max)			
Data Analysis and MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Review and analyze PSSA data as well as May 2026 local data in August/September and October to guide instruction, student groupings and interventions.	Review and analyze mid year local assessment data to guide instruction, student groupings and interventions	Review and analyze 3rd marking period local assessment data to guide instruction, student groupings and interventions.	Review and analyze end of year assessment data to determine program and intervention success.

Priority: Curricular materials and resources will be implemented with fidelity. There will be an extra focus on ensuring new staff members have supports and monitoring in place to implement the curriculum exactly as it was designed by developers.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Teachers will implement Journey's and 95% curricular materials and resources with fidelity.			
Measurable Goal Nickname (35 Character Max)			
Journey's & 95% Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional development follow-up sessions will be available for new staff as well as other teachers.	Review and revise scope and sequence as needed for first semester. Professional development follow-up sessions will be available	Professional development follow-up sessions will be available for second semester content.	Review and revise scope and sequence as needed for second semester.

Action Plan

Measurable Goals

Data Analysis and MTSS	Journey's & 95% Implementation
------------------------	--------------------------------

Action Plan For: Math/ELA Implementation & Data Analysis

Measurable Goals:	
- The principal, MTSS coordinator, and teachers will review and analyze state/local assessment data on a monthly basis in order to prioritize curricular content, instructional practices and interventions. - Teachers will implement Journey's and 95% curricular materials and resources with fidelity.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade level teams will meet quarterly to analyze data determining student skill needs and intervention groups.		2026-08-14	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal MTSS Coordinator	Assessment data reports, staff to include Title I staff who are federally funded, intervention materials and resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade level teams will meet monthly to revise and update ELA curriculums.		2026-08-14	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HMH consultant; 95% Group Consultant, Principal	Written ELA curriculums, grade level instructional materials and resources	Yes	

Action Step	Anticipated Start Date	Anticipated Completion Date
-------------	------------------------	-----------------------------

Based on data analysis results, interventionists/LIU # consultants will realign groups and implement skill based instruction utilizing 95% materials/resources as well as laptops and online resources such as Amira and Study Island.		2026-08-14	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Lead Teacher	Title I interventionists, LIU #12 Consultants, 95% Group materials and resources, laptops, Amira, Study Island, and student groupings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Meet student academic needs and increase skill development and mastery.	Teachers will monitor student growth through use of summative, formative, benchmark, and diagnostic assessments at quarterly grade level team meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math/ELA Implementation & Data Analysis	Grade level teams will meet monthly to revise and update ELA curriculums.

Follow-up PD

Action Step		
Grade level teams will meet monthly to revise and update ELA curriculums.		
Audience		
Principal, classroom teachers, Title I staff, LIU#12 staff		
Topics to be Included		
Implementing instructional resources with fidelity, tips/strategies for implementation, data analysis & MTSS.		
Evidence of Learning		
Teacher walkthroughs/observations are satisfactory. Students are mastering skills and showing academic growth.		
Lead Person/Position	Anticipated Start	Anticipated Completion
HMH consultant, 95% consultant, LIU #12 consultants	2026-08-14	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly or as needed
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	