

Profile and Plan Essentials

LEA Type		AUN
School District		112282004
Address 1		
14823 Path Valley Road		
Address 2		
P.O. Box 91		
City	State	Zip Code
Willow Hill	PA	17271
Chief School Administrator		Chief School Administrator Email
Dr Tara Will		willt@fmtigers.org
Single Point of Contact Name		
Tara Will		
Single Point of Contact Email		
willt@fmtigers.org		
Single Point of Contact Phone Number		
7173493011		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie Shoemaker	Administrator	Fannett-Metal Elementary School	shoemakerS@fmtigers.org
Jason Goshorn	Board Member	FMSD	goshornj@fmtigers.org
Michelle Moore	Staff Member	Fannett-Metal Middle/High School	moorem@fmtigers.org
Teresa Barnish	Staff Member	Fannett-Metal School District	barnisht@fmtigers.org
Nikki Burdge	Staff Member	Fannett-Metal Elementary School	burdgen@fmtigers.org
Shawna Coble	Community Member	Fannett-Metal Elementary School	cobles@fmtigers.org
Tom Otis	Staff Member	Fannett-Metal High School	otist@fmtigers.org
Lori Martin	Parent	Fannett-Metal High School	martinl@fmtigers.org
Lori Fissell	Parent	Community representative	lori.fissell@yahoo.com
Olivia Lear	Parent	Fannett-Metal Elementary School	olivialear88@gmail.com
Alyssa Eaton	Parent	Fannett-Metal Elementary School	alyssa.eaton@epiroc.com
Jordan Hurrell	Parent	Community representative	Jhurrell22@gmail.com
Steve Sites	Community Member	Fannett-Metal Middle School	Ssites@fmfd12.com
Mike Jones	Parent	Fannett-Metal School District	jonesl@fmtigers.org
Todd Best	Administrator	Fannett-Metal School District	bestt@fmtigers.org

LEA Profile

Fannett-Metal School District is located in northern Franklin County, PA and includes the Fannett and Metal Townships. The District provides an education for approximately 400 students enrolled K through 12th grade. The school district covers approximately 210 square miles and is located along Route 75, two miles north of the Willow Hill Interchange (Exit 189) of the Pennsylvania Turnpike. The Fannett-Metal School District is a rural community. The community's economy relies heavily on local taxpayers due to limited industrial or economic growth. This can create challenges for funding school district services and infrastructure. Our community resources include farming and wood processing. The school is deeply integrated into the fabric of its community. The school serves as the only refuge facility for area emergencies or weather events.

The district serves a diverse student body, with 42% classified as low-income and 26% receiving special education services. Over the past 14 years, Fannett-Metal has experienced a decline in enrollment, with approximately 150 fewer students during this period.

The high school, originally built in 1954, has undergone minimal renovations over the years, aside from the addition of a library in 2003. In 2020, an HVAC upgrade was initiated at the high school, funded by an ESSER grant made available as a response to the COVID-19 pandemic. Meanwhile, the elementary school was constructed in 1974 and has seen no further updates.

The school provides early-to-college classes through Allegheny College of Maryland and Shippensburg University. Students can also participate in career and technical studies at the Franklin County Career and Technology Center and join interscholastic sports. The campus also serves as a venue for various civic and community events. Financial support is bolstered by the Fannett-Metal Education Foundation and Friends of Fannett-Metal Athletics.

The Fannett-Metal School District is highly respected within the community, with a strong sense of loyalty among its members that is often absent in larger schools. The community takes pride in the school's ability to overcome the challenges of being a small, rural institution and has been very protective of its role and presence in Franklin County.

Mission and Vision

Mission

In a safe and supportive environment, educate and empower all students to reach their personal and professional goals.

Vision

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.

Educational Values

Students

Learning for All Our district focuses on quality instruction that promotes the highest level of attainable achievement for each student. Respectful Relationships We create an environment that respects all people, regardless of race, culture, ability, location, gender or socioeconomic status. Collaboration and Cooperation All our resources, plans, and actions are dedicated to meeting the needs of our educational community. Shared Leadership We share mutual responsibility with our educational community for the academic success for each student in the district.

Staff

Learning for All Our district focuses on quality instruction that promotes the highest level of attainable achievement for each student. Respectful Relationships We create an environment that respects all people, regardless of race, culture, ability, location, gender or socioeconomic status. Collaboration and Cooperation All our resources, plans, and actions are dedicated to meeting the needs of our educational community. Shared Leadership We share mutual responsibility with our educational community for the academic success for each student in the district.

Administration

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Parents

Learning for All Our district focuses on quality instruction that promotes the highest level of attainable achievement for each student. Respectful Relationships We create an environment that respects all people, regardless of race, culture, ability, location, gender or socioeconomic status. Collaboration and Cooperation All our resources, plans, and actions are dedicated to meeting the needs of our

educational community. Shared Leadership We share mutual responsibility with our educational community for the academic success for each student in the district.

Community

Learning for All Our district focuses on quality instruction that promotes the highest level of attainable achievement for each student.

Respectful Relationships We create an environment that respects all people, regardless of race, culture, ability, location, gender or socioeconomic status. Collaboration and Cooperation All our resources, plans, and actions are dedicated to meeting the needs of our educational community. Shared Leadership We share mutual responsibility with our educational community for the academic success for each student in the district.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All student groups at the Elementary met the interim goal/ targeted improvement for ELA	
All student groups at the Elementary met the interim goal/ targeted improvement for Math	
Students in grade 4 far exceeded the statewide average in science. Statewide average 59.2. Fannett-Metal scored 91.3	

Challenges

Indicator	Comments/Notable Observations
We have a significant drop in ELA scores from the Elementary to Middle School	
We have a significant drop in Math scores for the Elementary to the Middle School	
We have a drop in Science scores for the Elementary to the Middle School	

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

Strengths

Indicator All student groups at the Elementary met the interim goal/ targeted improvement for ELA Grade Level(s) and/or Student Group(s) PSSA data for Grades 3-5	Comments/Notable Observations
Indicator All student groups at the Elementary met the interim goal/ targeted improvement for Math Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations
Indicator Students far exceeded the statewide average in science. Statewide average 59.2. We scored 91.3 Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Grade 4th	
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Challenges

Indicator We have a significant drop in ELA scores from the Elementary to Middle School Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations
Indicator We have a significant drop in Math scores for the Elementary to the Middle School Grade Level(s) and/or Student Group(s) grades 6-8	Comments/Notable Observations
Indicator We have a drop in Science scores for the Elementary to the Middle School Grade Level(s) and/or Student Group(s) Grades 6-8	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.

All student groups at the Elementary met the interim goal/ targeted improvement for ELA.
All student groups at the Elementary met the interim goal/ targeted improvement for Math.
Students in grade 4 far exceeded the statewide average in science. Statewide average 59.2. Fannett-Metal scored 91.3.

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.

We have a significant drop in ELA scores from the Elementary to Middle School.
We have a significant drop in Math scores for the Elementary to the Middle School.
We have a drop in Science scores for the Elementary to the Middle School.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
On the 23-24 DRA K-2 students scored 76% proficient in the fall and 81% in the spring.	This is a 5% increase from BOY to EOY.
On the 23-24 DRA/QRI, students in grades 3-5 scored 59% proficient/advanced in the fall and 74% in the spring.	This is a 15% increase from BOY to EOY.
On the 23-24 Acadience, K-5 students scored 48% proficient/advanced in the fall and 62% in the spring.	This is a 14% increase from BOY to EOY.
On the 23-24 Study Island ELA, students in grades 3-5 scored 31% proficient/advanced in the fall and 49% in the spring.	This is a 18% increase from BOY to EOY.
Grade 10 Literature Study Island 24/25 Fall average points earned 12.88 Winter average points earned 15.33	The average score rose from 49.53% to 58.97%. This is a 9.44% from BOY to MOY.
Grade 8 ELA Study Island 24/25 Fall average percentage 42.39% Winter average percentage 47.73%	This is a 5.34% increase from BOY to MOY

English Language Arts Summary

Strengths

Grade level teams utilize progress monitoring data to realign groups based on skill needs.
Title I intervention groups address skill deficits using 95% resources.
Teachers can use Study Island data to identify areas of remediation

Challenges

While our Acadience data grew 14% last year, we were still about 20% below the 80% threshold at 62%.
While our Study Island data grew 18% last year, we were still about 20% below the 80% threshold at 59%.
We currently do not have adequate time for all teachers to review and analyze data in order to determine student skill deficits or plan and implement interventions/enrichment for all students.

Mathematics

Data	Comments/Notable Observations
On the 23-24 Study Island Math, students in grades 3-5 scored 7% proficient/advanced in the fall and 57% in the spring.	This is a 50% increase from BOY to EOY.
On the 23-24 Aimsweb M-Comp, students in grades K-2 scored 68% proficient/advanced in the fall and 76% in the spring.	This is a 8% increase from BOY to EOY.
On the 23-24 HMH Growth Measure, K-5 students scored 41% proficient/advanced in the fall and 76% in the spring.	This is a 35% increase from BOY to EOY.
Grade 6 math Study Island 24/25 Fall average 31.74 Winter average 40.90	This is a 9.16% increase from BOY to MOY
Algebra Study Island 24/25 Fall average 40.58 Winter average 38.42	This is a 2.16% decrease from BOY to MOY

Mathematics Summary

Strengths

We currently use Houghton Mifflin Harcourt Into Math curricular materials and resources in grades K-5.
One Math Specialist provides small group interventions on a regular basis to K-5 Title I students identified as needing extra support.
Teachers can use Study Island data to identify areas of remediation

Challenges

We currently do not have adequate time for all teachers to review and analyze data in order to determine student skill deficits or plan and implement interventions/enrichment for all students.
We currently do not have adequate time for all teachers to review and analyze data in order to determine student skill deficits or plan and implement interventions/enrichment for all students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
91% of students in grades 3-5 were proficient and advanced on the spring 2024 PSSA science test.	4th grade science scores have been excellent over the past several years. 2024: 91%; 2023: 93%; 2022: 92%; 2021: 100%; 2019: 97%.
In grades 3-5, the all student group met the 2033 statewide science/biology goal as measured by the PSSA.	4th grade science scores have been excellent over the past several years. 2024: 91%; 2023: 93%; 2022: 92%; 2021: 100%; 2019: 97%.
Grade 8 Science Study Island 24/25 Fall Average 38.07 Winter Average 39.62	This is an increase of 1.55% from BOY to MOY

Biology Study Island 24/25 Fall average 32.25% Winter average 45.45%	This is an increase of 13.2% from BOY to MOY
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Science, Technology, and Engineering Education Summary

Strengths

Teachers utilize PSSA Science Coach Books as well as Science It's Elementary curricular materials to teach science standards.

Challenges

It may be a challenge to maintain such high performance standards on the Science PSSA's, especially implementing the new STEELS standards and new core materials and resources at a newly tested grade level.
Consistency with staffing at the Middle/ High School.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Nocti Scores	
ASVAB Scores	

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

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

Shippensburg University

Agreement Type

Dual Credit

Program/Course Area

Early to College

Uploaded Files

fannett-metal agreement final.pdf

Partnering Institution

Allegheny College of Maryland

Agreement Type

Dual Credit

Program/Course Area

Early to College

Uploaded Files

ACM articulation agreement.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.

Students are afforded the opportunity to take Early to College courses. ACM courses are available through a grant at no cost.
Students may begin taking courses in their junior year.
Students often time have a years worth of credits prior to graduation.

Students attending the Career Tech now have the opportunity to attend 3 semesters. The third semester includes work placement.
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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.

Transportation to work placement sites can be a barrier for some students employment.

Students that make the late decision to attend Career Tech often have to switch tracks to allow for the completion of coursework. This may require them to take summer classes to achieve a status that allows them to attend the program.
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Fannett Metal has a limited number of slots for each program. If a large number of students apply to the same shop, the result is students end up on a waiting list.
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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.

Students with disabilities have access to learning support and life skills teachers. We have contracts with outside agencies that allow students to attend educational programs that meet the unique learning needs of all students.
Students have the ability to take an alternate assessment if they meet the criteria.

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.

Not all services are able to be offered within the district due to the limited staff and our rural nature.
We do not have a dedicated ESL student teacher. The ESL teacher serves in several capacities. The number of students requiring ESL services is on the increase.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Our PSSA scores are above the state average for students with disabilities.
Title 1 Program	Our Title 1 program is school wide and we offer services to students that fall within the tier 1 and tier 2 of our IST process.
Student Services	Guidance services are offered K-12 Nursing services are offered K-12 Services for a licensed social worker are available one day per week.
K-12 Guidance Plan (339 Plan)	We utilize this plan to ensure career readiness targets are achieved for students at all grade levels.
Technology Plan	We outsource technology. Our technology plan is created and implemented with the input of our administrators and teachers.
English Language Development Programs	We rely on the Lincoln Intermediate unit to provide English Language Development Programs for our district.

Strengths

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

Our PSSA scores are above the state average for students with disabilities
Our Title 1 program is school wide and we offer services to students that fall within the tier 1 and tier 2 in our IST process.

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.

We rely on the Lincoln Intermediate unit to provide English Language Development Programs for our district.
We outsource technology. Our technology plan is created and implemented with the input of our administrators and teachers.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

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	Emerging
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.

Foster a vision and culture of high expectations for success for all students, educators, and families
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Coordinate fiscal resources from local, state, and federal programs to achieve the district's 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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers .
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data .

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
All student groups at the Elementary met the interim goal/ targeted improvement for ELA.	True
All student groups at the Elementary met the interim goal/ targeted improvement for Math.	True
Students in grade 4 far exceeded the statewide average in science. Statewide average 59.2. Fannett-Metal scored 91.3.	True
Grade level teams utilize progress monitoring data to realign groups based on skill needs.	False
Title I intervention groups address skill deficits using 95% resources.	False
Teachers can use Study Island data to identify areas of remediation	False
We currently use Houghton Mifflin Harcourt Into Math curricular materials and resources in grades K-5.	False
One Math Specialist provides small group interventions on a regular basis to K-5 Title I students identified as needing extra support.	False
Teachers utilize PSSA Science Coach Books as well as Science It's Elementary curricular materials to teach science standards.	False
Teachers utilize PSSA Science Coach Books as well as Science It's Elementary curricular materials to teach science standards.	False
Teachers can use Study Island data to identify areas of remediation	False
Students are afforded the opportunity to take Early to College courses. ACM courses are available through a grant at no cost.	False
Students may begin taking courses in their junior year.	False
Students often time have a years worth of credits prior to graduation.	False
Students attending the Career Tech now have the opportunity to attend 3 semesters. The third semester includes work placement.	False
Students with disabilities have access to learning support and life skills teachers. We have contracts with outside agencies that allow students to attend educational programs that meet the unique learning needs of all	False

students.	
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Our PSSA scores are above the state average for students with disabilities	True
Our Title 1 program is school wide and we offer services to students that fall within the tier 1 and tier 2 in our IST process.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
Students have the ability to take an alternate assessment if they meet the criteria.	False

Challenges

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

Strength	Check for Consideration in Plan
We have a significant drop in ELA scores from the Elementary to Middle School.	True
We have a significant drop in Math scores for the Elementary to the Middle School.	True
We have a drop in Science scores for the Elementary to the Middle School.	True
While our Acadience data grew 14% last year, we were still about 20% below the 80% threshold at 62%.	False
While our Study Island data grew 18% last year, we were still about 20% below the 80% threshold at 59%.	False
We currently do not have adequate time for all teachers to review and analyze data in order to determine student skill deficits or plan and implement interventions/enrichment for all students.	False
We currently do not have adequate time for all teachers to review and analyze data in order to determine student skill deficits or plan and implement interventions/enrichment for all students.	False
We currently do not have adequate time for all teachers to review and analyze data in order to determine student skill deficits or plan and implement interventions/enrichment for all students.	False
It may be a challenge to maintain such high performance standards on the Science PSSA's, especially implementing the new STEELS standards and new core materials and resources at a newly tested grade level.	False
Consistency with staffing at the Middle/ High School.	False
Transportation to work placement sites can be a barrier for some students employment.	False
Students that make the late decision to attend Career Tech often have to switch tracks to allow for the completion of coursework. This may require them to take summer classes to achieve a status that allows them to attend the program.	False

Not all services are able to be offered within the district due to the limited staff and our rural nature.	False
We do not have a dedicated ESL student teacher. The ESL teacher serves in several capacities. The number of students requiring ESL services is on the increase.	False
Fannett Metal has a limited number of slots for each program. If a large number of students apply to the same shop, the result is students end up on a waiting list.	False
We rely on the Lincoln Intermediate unit to provide English Language Development Programs for our district.	True
We outsource technology. Our technology plan is created and implemented with the input of our administrators and teachers.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers .	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
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data .	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
We rely on the Lincoln Intermediate unit to provide English Language Development Programs for our district.	Distance to the IU is often times a barrier to professional development.	False
We outsource technology. Our technology plan is created and implemented with the input of our administrators and teachers.		False
We have a significant drop in ELA scores from the Elementary to Middle School.		True
We have a significant drop in Math scores for the Elementary to the Middle School.		True
We have a drop in Science scores for the Elementary to the Middle School.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student groups at the Elementary met the interim goal/ targeted improvement for ELA.	
All student groups at the Elementary met the interim goal/ targeted improvement for Math.	
Students in grade 4 far exceeded the statewide average in science. Statewide average 59.2. Fannett-Metal scored 91.3.	
Our PSSA scores are above the state average for students with disabilities	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	An evidence-based, standards-aligned, English Language Arts program must be implemented with fidelity in all 6-12 ELA classes in the district.
	An evidence-based, standards-aligned, Mathematics program must be implemented with fidelity in all 6-12 Math classes in the district.

Goal Setting

Priority: An evidence-based, standards-aligned, English Language Arts program must be implemented with fidelity in all 6-12 ELA classes in the district.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By June 2028, the Fannett-Metal Middle and High Schools will meet or exceed the statewide average achievement in English Language Arts as reported by the Future Ready PA Index or exceed the statewide interim target goal.		
Measurable Goal Nickname (35 Character Max)		
District ELA Achievement Goal.		
Target Year 1	Target Year 2	Target Year 3
All ELA instructors in the district will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.	Administrators will monitor the implementation of the ELA curricular resources and teacher instruction through regular walk throughs and or observations providing feedback and support as needed.	By June 2028, the Fannett-Metal Middle and High Schools will meet or exceed the statewide average achievement in English Language Arts as reported by the Future Ready PA Index or exceed the statewide interim target goal.

Priority: An evidence-based, standards-aligned, Mathematics program must be implemented with fidelity in all 6-12 Math classes in the district.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By June 2028, the Fannett-Metal Middle, and High Schools will meet or exceed the statewide average achievement in Mathematics as reported by the Future Ready PA Index or exceed the statewide interim target goal.		
Measurable Goal Nickname (35 Character Max)		
District Math Achievement Goal		
Target Year 1	Target Year 2	Target Year 3
All math instructors in the district will participate in professional development on the curricular materials and resources	Administrators will monitor the implementation of the math curricular resources and teacher instruction through	By June 2028, the Fannett-Metal Middle, and High Schools will meet or exceed the statewide average achievement in Mathematics as

and will implement the programs with fidelity in all courses.	regular walk throughs and or observations providing feedback and support as needed	reported by the Future Ready PA Index or exceed the statewide interim target goal.
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Action Plan

Measurable Goals

District ELA Achievement Goal.	District Math Achievement Goal
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Action Plan For: Implement Standards-Aligned Math Curriculum

Measurable Goals:
By June 2028, the Fannett-Metal Middle, and High Schools will meet or exceed the statewide average achievement in Mathematics as reported by the Future Ready PA Index or exceed the statewide interim target goal.

Action Step		Anticipated Start/Completion Date	
6-12 math instructors will build standards aligned curriculum and instruction. 6-12 math instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.		2025-08-18	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Todd Best, Secondary Principal	Savvas	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved teaching, learning, growth, and achievement	Walkthrough/Observation Tool; PVAAS Growth Data; Final Course Grades

Action Plan For: Implement Standards-Aligned ELA Curriculum

Measurable Goals:
By June 2028, the Fannett-Metal Middle and High Schools will meet or exceed the statewide average achievement in English Language Arts as reported by the Future Ready PA Index or exceed the statewide interim target goal.

Action Step		Anticipated Start/Completion Date	
6-12 ELA instructors will build standards aligned curriculum and instruction. 6-12 ELA instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.		2025-08-18	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Todd Best, Secondary Principal	McDougal Littell Scott Foresman Glencoe	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved teaching, learning, growth, and achievement	Walkthrough/Observation Tool; PVAAS Growth Data; Final Course Grades

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement Standards-Aligned Math Curriculum	6-12 math instructors will build standards aligned curriculum and instruction. 6-12 math instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.
Implement Standards-Aligned ELA Curriculum	6-12 ELA instructors will build standards aligned curriculum and instruction. 6-12 ELA instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.

Math Curricular Materials/Resources Professional Development

Action Step		
6-12 math instructors will build standards aligned curriculum and instruction. 6-12 math instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.		
Audience		
6-12 math instructors		
Topics to be Included		
Standards, Scope, Sequence, Pacing, Assessments		
Evidence of Learning		
Implementation of Curriculum with Fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
Todd Best, Secondary Principal	2025-08-18	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial PD Session and Follow-Up Meeting
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings

ELA Curricular Materials/Resources Professional Development

Action Step		
• 6-12 ELA instructors will build standards aligned curriculum and instruction. 6-12 ELA instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.		
Audience		
6-12 ELA instructors		
Topics to be Included		
Standards, Scope, Sequence, Pacing, Assessments		
Evidence of Learning		
Implementation of Curriculum with Fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
Todd Best, Secondary Principal	2025-08-18	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial PD Session and Follow-Up Meeting
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

6-12 Standards Aligned Math Curriculum					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
6-12 math instructors will build standards aligned curriculum and instruction. 6-12 math instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.	Building Administrator, 6-12 Math Instructors	Math curriculum mapping, PDE standards, review of new curricular materials/resources	Todd Best, Principal	08/18/2025	06/30/2026
Communications					
Type of Communication			Frequency		
Presentation			1-2 times per year		

6-12 Standards Aligned ELA Curriculum					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
6-12 ELA instructors will build standards aligned curriculum and instruction. 6-12 ELA instructors will participate in professional development on the curricular materials and resources and will implement the programs with fidelity in all courses.	Building Administrator, 6-12 ELA Instructors	ELA curriculum mapping, PDE standards, review of new curricular materials/resources	Todd Best, Secondary Principal	08/18/2025	06/30/2026
Communications					
Type of Communication			Frequency		
Presentation			1-2 times per year		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date