

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	06-08		
ULCS Code	5430		
Name of School	Alternative Middle Years at James Martin		
Neighborhood Network	Network 12		
Assistant Superintendent	Jamina Clay		
ESSA Federal Designation	CSI		
Admission Type	Citywide		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	N/A		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A		
Principal Name	Paula Furman		
Years as Principal	5		
Years as Principal at this School	5		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Paula Furman	AMY James Martin	pmfurman@philasd.org
Additional Leadership Team Representative	Dr. Ray Realdine	AMY James Martin	rrealine@philasd.org
Math Content Specialist/Teacher Leader	Jeannine Goetz	AMY James Martin	jbeck@philasd.org
Literacy Content Specialist/Teacher Leader	Jessica Hernandez	AMY James Martin	jalaialano@philasd.org
Science Content Specialist/Teacher Leader	TBD	TBD	TBD
School-based Climate Representative	Kelly Barone	AMY James Martin	kbarone@philasd.org
Parent	TBD	TBD	TBD
Community member	TBD	TBD	TBD
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	TBD	TBD	TBD
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	Joan Taylor	AMY James Martin	jmtaylor@philasd.org
Network Attendance Coach	Kesha Hines	School District of Philadelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Philadelphia	dphelps@philasd.org
Grants Compliance Monitor	Steve Schafer	School District of Philadelphia	sschafer@philasd.org
Central Office Talent Partner	Andi Starks	School District of Philadelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Patricia Ayres	School District of Philadelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Philadelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Aaron MacLennan	School District of Philadelphia	apmaclennan@philasd.org
EL Point Person	TBD	TBD	TBD
What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)			
<p>AMY at James Martin School will support, educate, and empower a diverse community of learners, through a focus on academics, leadership and service, to have the skills to confidently access and navigate choices for high school, college, and career.</p>			

AMY James Martin - ADDITIONAL DATA ANALYSIS												
ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)												
STAR Reading Assessment (Click for link to data)												
STAR Reading	Winter 2020-21						Winter 2019-2020					
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	87.5%	12.4%	18.1%	26.7%	42.9%	39	94.6%	24.1%	17.7%	23.4%	34.8%	33
7th	84.5%	22.5%	15.0%	20.8%	41.7%	37	90.4%	22.0%	13.0%	22.0%	43.1%	33
8th	71.8%	16.7%	16.7%	22.6%	44.0%	42	87.8%	17.8%	16.8%	20.8%	44.6%	22
Math Assessment Data (Leading Indicators for Board Goals 3, and 4)												
STAR Math Assessment (Click for link to data)												
STAR Math	Winter 2020-21						Winter 2019-2020					
	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	83.3%	27.0%	14.0%	26.0%	33.0%	44	95.3%	42.3%	12.0%	18.3%	27.5%	46
7th	90.1%	38.3%	21.1%	14.8%	25.8%	48	91.9%	41.6%	17.6%	20.8%	20.0%	58
8th	85.5%	43.0%	19.0%	15.0%	23.0%	54	79.1%	36.3%	16.5%	26.4%	20.9%	
Climate Data												
Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				Suspension Data (Click for link to data)			
Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	45.1%	68.0%	58.4%	40.2%	49.1%	67.9%	68.0%	60.5%	All students	85.7%	89.5%	85.9%
90-95% days	18.7%	19.5%	25.7%	33.2%	16.7%	20.0%	19.5%	25.7%	Black/Afr Amer	81.3%	90.0%	73.7%
85-90% days	9.9%	6.6%	7.3%	12.7%	9.1%	5.9%	6.6%	7.0%	Hispanic/Latino	89.3%	87.7%	87.8%
80-85% days	5.3%	3.4%	2.7%	6.4%	4.3%	3.4%	3.4%	1.4%	Asian	100.0%	100.0%	100.0%
<80% days	21.0%	2.5%	5.9%	7.5%	20.8%	2.7%	2.5%	5.5%	White	86.0%	89.7%	92.2%

**AMY James Martin - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #1:**

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
100% of K-8 classrooms have a daily, consistent time to conduct Community Meeting 90% of staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour	The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incident data to determine whether we are on-track to meet our EOY Zero OSS goal.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish Community Meeting schedule for each grade	9/1/21	10/1/21	Ray Realdine/Assistant Principal	Calendar	N
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	Ray Realdine/Assistant Principal	Community Meeting Training Materials	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	Ray Realdine/Assistant Principal	Calendar and Community Meeting Curriculum	N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/15/21	6/1/22	Ray Realdine/Assistant Principal	Calendar, Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports)	N
Progress monitor implementation	11/1/21	6/1/22	Ray Realdine/Assistant Principal	"Check for Understanding" Survey for Staff	N
Incorporate Student Well-Being Survey	11/1/21	12/22/21	Ray Realdine/Assistant Principal	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	11/1/21	12/22/21	Ray Realdine/Assistant Principal	District Climate Support Staff	Y

**AMY James Martin - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #2:**

Common Planning Time (Focus: Tier I Academics)		Standards-Aligned Instruction	
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	We need to improve the use of Common Planning Time to support teachers in work around ensuring that instructional activities in ELA are rooted in a complex, grade-level text.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 3	We need to support teachers in developing a deep understanding of the standards, with a focus on: (1) the high priority standards that they should be spending the majority of their time planning for; (2) how to expose students to minor standards throughout the year while still maintaining a focus on the priority standards; and (3) their knowledge of the vertical progression of standards.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<p>90% of Tier III (Intensive Intervention) students will have an ELA MTSS plan in SIS</p> <p>85% of Tier III (Intensive Intervention) students will be progress monitored at least once in between quarterly assessment cycles</p> <p>90% of Tier II and Tier III students will receive SGI or one-to-one instruction at least twice a week.</p> <p>90% of Tier III students will receive SGI or one-to-one instruction at least three times a week.</p> <p>90% of lesson plans will contain details around SGI for Tier II and Tier III students.</p> <p>At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices as evidenced by the CPT rolling agenda.</p> <p>By the end of quarter 2, at least 80% of educators will produce lesson plans that include planned formative assessment strategies at multiple points in the instructional process as evidenced by their lessons, small group organization/planning, and informal observations.</p>	<p>On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. On a quarterly basis, Tier II and III students will be progress monitored using the district's within-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly.</p> <p>Each quarter SBTLs and teachers will reflect on the policies and structures of CPT through the review of the rolling agendas and revise the structure and policies as necessary. Administration and coaches will also use their informal observations as a way to monitor transfer of CPT to instructional practice</p> <p>By the end of the first semester teachers are using the formative assessments and other multiple sources of individual and disaggregated student data to identify student needs, evaluate classroom practices, and modify instruction observed during informal observations.</p>

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Common Planning Time of 45-60 minutes will be built into all teachers' calendars focusing on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/1/21	8/27/21	Paula Furman/Principal	Rosters	N
Teachers will receive PD at the start of the school year around the district's assessment platform, with a focus on: (1) which assessment reports to utilize for identifying individual student learning needs and how to analyze said reports and (2) how to create tiered groups based on diagnostic reports.	8/23/21	9/30/21	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	PD Calendar, Assessment Platform	Y
Pre- and post-tests will be administered to students for each curriculum unit in order to (1) determine whether students have master pre-req skills and (2) to assess student mastery of standards-based objectives	9/1/21	6/1/22	Math and ELA Teachers	Curriculum Units, Pre- and Post-Assessments	N
Teachers will receive PD around (1) the district's expectations for progress monitoring, (2) how to access progress monitoring reports in the assessment platform, and (3) how to create MTSS plans for Tier III students in SIS.	9/1/21	9/30/21	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	PD Calendar, Assessment Platform, SDP MTSS Expectations Document	Y
Leadership will create and share with teachers a year-long screening and progress monitoring schedule based on district dates and expectations.	8/23/21	9/30/21	Administration, Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	SDP 2021-22 SY Calendar, SDP Testing Calendar, SDP MTSS Expectations Document	N
Teachers will administer the district's screening assessments in order to identify students with reading and math difficulties. (Baseline Diagnostic)	9/1/21	9/17/21	ELA and Math Teachers	Assessment Platform, Assessment Calendar	N
Teachers will create tiered groups based on diagnostic reports in order to plan for small group instruction.	9/17/21	10/15/21	ELA and Math Teachers	Assessment Platform, Student Data Reports	N
MTSS plans for Tier III/Intensive Intervention students will be created in SIS.	9/17/21	10/15/21	ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	N
Students initially identified as Tier III/Intensive Intervention will be progress monitored.	10/1/21	11/1/21	ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	N
Administration and SBTLs will conduct informal classroom visits to identify areas of focus for CPT including areas such as: including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives, and developing materials for standards-aligned learning activities (p. 52).	10/1/21	12/1/21	Administration, Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	Low Inference Note Catcher (Classroom Visits)	N
On a bi-weekly basis, CPT will be used to analyze both standardized and formative (student work, classroom assessments) student data in order to monitor student progress and alter/drive instruction.	10/1/21	5/31/22	ELA and Math Teachers	Student Work Protocol, Data Analysis Protocol, CPT Calendar, Student Data	N
CPT will be used for unpacking upcoming standards, as well as standards that are in need of reteaching based on the universal screeners, in order to better meet student needs. There will be a focus on the progression of the standard as we work to ensure scaffolds are in place to support mastery of skills and progress toward the grade standard.	10/1/21	5/31/22	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	Literacy and Math Frameworks, Common Core Standards, Student Data	N
CPT will be used to refine the intellectual preparation process to ensure that instruction and tasks are appropriate and aligned to the standards and provide proper scaffolding. For ELA, the focus will be on explicitly teaching comprehension strategies using grade-level texts and planning/implementing HOT questions.	10/1/21	5/31/22	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	Literacy and Math Frameworks, Common Core Standards, Student Data	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Paula Furman/Principal	School Plan, Routines Agenda	N
Teachers will administer the district's screening assessment in order to 1.) monitor student progress, 2.) review/change tiered groups, 3.) review/update MTSS plans for Tier III students in SIS., 4.) plan for strategic, small group intervention lessons, and 5.) progress monitor Students in Tier III/Intensive intervention. (Q2)	11/8/21	1/28/22	ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker, SGI Lessons	N

Alternative Middle Years at James Martin [5430] 2021-2022 School Plan

	SBTLs will create coaching cycles with identified teachers that include student outcome goals, informal classroom visits, feedback sessions, and collaborative planning.	11/8/22	1/28/23	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	Coaching Cycle Goal Setting/Action Step Protocol	N
	Teachers/Leaders will use mid-year assessment and intervention data to reorganize "What I Need" (WIN) assignments in order to re-assess the interventions and enrichments that are best meeting the needs of students.	1/1/22	2/28/22	ELA and Math Teachers	Intervention Tracker Lesson Plans, Student Data	N
	Teachers will administer the district's screening assessment in order to 1.) monitor student progress, 2.) review/change tiered groups, 3.) review/update MTSS plans for Tier III students in SIS., 4.) plan for strategic, small group intervention lessons, and 5.) progress monitor Students in Tier III/Intensive intervention. (Q3)	2/2/22	3/24/22	ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker, SGI Lessons	N
	SBTLs will create coaching cycles with identified teachers that include student outcome goals, informal classroom visits, feedback sessions, and collaborative planning.	2/2/23	3/24/23	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	Coaching Cycle Goal Setting/Action Step Protocol	N
	Teachers will administer the district's screening assessment in order to 1.) monitor student progress, 2.) review/change tiered groups, 3.) review/update MTSS plans for Tier III students in SIS., 4.) plan for strategic, small group intervention lessons, and 5.) progress monitor Students in Tier III/Intensive intervention. (Q4)	3/25/22	5/30/22	ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker, SGI Lessons	N
	SBTLs will create coaching cycles with identified teachers that include student outcome goals, informal classroom visits, feedback sessions, and collaborative planning.	3/25/23	5/30/23	Jessica Hernandez/Literacy SBTL and Jeannine Goetz/Math SBTL	Coaching Cycle Goal Setting/Action Step Protocol	N

**AMY James Martin - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #3:**

PBIS - New Schools (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

At least 90% of staff can list at least 67% of the expectations.  
 Formal system for acknowledging student behavior is used by at least 90% of staff.  
 70% of students who require a Student Attendance Improvement Conference will have one.  
 90% of students who require a Student Attendance Improvement Plan will have one.

Quarterly, the climate team will review attendance, Zero OSS, and Serious Incident data to determine whether we are on-track to meet our EOY attendance and Zero OSS goals. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need tweaking. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Build a PBIS team	8/23/21	10/31/21	Paula Furman/Principal and Ray Realdine/Assistant Principal	PBIS Manual	N
Establish team operating procedures	8/23/21	10/31/21	Ray Realdine/Assistant Principal	PBIS Manual	N
Plan for regular PD time to get input and update staff on PBIS development	8/23/21	10/31/21	Paula Furman/Principal and Ray Realdine/Assistant Principal	Calendar	Y
Create 3-5 schoolwide behavior expectations and associated behavior skills	8/23/21	10/31/21	Paula Furman/Principal and Ray Realdine/Assistant Principal	PBIS Manual	N
Develop formal lesson plans for teaching behavior expectations	8/23/21	10/31/21	Ray Realdine/Assistant Principal	Lesson Plan Templates, PBIS Manual	N
Make a school Behavior Management Flowchart	8/23/21	10/31/21	Paula Furman/Principal and Ray Realdine/Assistant Principal	Behavior Management Flowchart Template	N
Solicit input on all core features and permanent products from students, staff, and families	8/23/21	2/1/22	Paula Furman/Principal and Ray Realdine/Assistant Principal	Feedback Form	N
A deployment plan will be created to assign climate support staff to monitor common spaces throughout the school building	8/23/21	8/27/21	Ray Realdine/Assistant Principal and Climate Support Staff	Deployment Plan	N
Climate support staff will consistently utilize school's system for acknowledging positive student behavior to reinforce students who are upholding expectations throughout the building	8/31/21	6/11/22	Climate Support Staff	Positive Points System	N
For students with 3+ absences, check-in with the parents and issue a C-31 letter.	9/15/21	4/30/22	School Counselor	EWI Report, C-31 Letters	N
For students who miss more than 6 days of school, the counselor will schedule a Student Attendance Improvement Conference (SAIC) with the students/families.	10/1/21	5/31/22	School Counselor	SAIPs, EWI Report	N
During SAICs, the attendance team and families will identify barriers to attendance and develop a Student Attendance Improvement Plan (SAIP) that targets these barriers.	10/1/21	5/31/22	School Counselor	SAIPs, EWI Report	N
For students who have 10 or more absences, send truancy paperwork over to the District's office for truancy.	10/1/21	6/14/22	School Counselor	EWI Report, SAIPs, Truancy Paperwork	N
Students not responding to Tier I will be referred for Tier II interventions	10/1/21	4/30/22	Behavioral Health Counselor	SIS Data	N
Tier II plans - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Behavioral Health Counselor	Tier II Plans, SIS Data	N
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Behavioral Health Counselor	Tier II Plans, SIS Data	N
Schedule for entire PBIS team to attend 3 full days of training throughout the year	11/1/21	12/1/21	Paula Furman/Principal and Ray Realdine/Assistant Principal	Calendar	Y
Create school-contextual classroom managed and office managed behavior definitions	11/1/21	1/31/22	Paula Furman/Principal and Ray Realdine/Assistant Principal	Definitions Template, PBIS Manual	N
The SAIPs will be monitored every 30 days.	11/1/21	6/1/22	Counselor	SAIPs, EWI Report	N
Complete all action plan steps between each day of training	12/1/21	6/1/21	PBIS Team	PBIS Training Deliverables	N
Prepare formal PBIS manual with all permanent products	2/1/22	6/1/22	PBIS Team	PBIS Manual	N
Complete annual Tiered Fidelity Inventory (TFI) & Action Plan for next year	4/1/22	5/1/22	Paula Furman/Principal and Ray Realdine/Assistant Principal	Tiered Fidelity Inventory (TFI) & Action Plan	N
Complete the Self-Assessment Survey	4/1/22	5/1/22	PBIS Team	Self-Assessment Survey	N
Schedule, plan for, and prepare to deliver student kickoffs and staff trainings for next year	5/1/22	6/1/22	Ray Realdine/Assistant Principal	Calendar, PBIS Manual, PBIS Lesson Plans	N

Alternative Middle Years at James Martin [5430] 2021-2022 School Plan

BOARD GOAL 1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 41% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 32% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 38% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 41% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q4
Actual Performance					
Met Target?					
BOARD GOAL 3	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 16% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 7% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 10% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 13% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 16% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q4
Actual Performance					
Met Target?					
95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 63% of all students will attend school 95% of days or more	At least 78% of all students will attend school 95% of days or more in Q1.	At least 73% of all students will attend school 95% of days or more in Q2.	At least 68% of all students will attend school 95% of days or more in Q3.	At least 63% of all students will attend school 95% of days or more in Q4.
Actual Performance					
Met Target?					
ZERO SUSPENSION GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 92% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 96% of students will have zero out-of-school suspensions in Q2.	At least 94% of students will have zero out-of-school suspensions in Q3.	At least 92% of students will have zero out-of-school suspensions in Q4.
Actual Performance					
Met Target?					