THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)						
School-based Plai	nning T	ool (Phase 1 Root Cau	use Analysis and Bud	get)		
School Grade Span			00-05			
ULCS Code			7220			
Name of School			Laura H. Carnell School			
Neighborhood Network			Network 9			
Assistant Superintendent			Noah Tennant			
ESSA Federal Designation		Non-Designated Non-Designated				
Admission Type		Neighborhood				
District Classification (SGS- Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)		School Redesign Initiative				
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)		Oxford Circle Chri	istian Community Development Asso	ciation		
Principal Name			Hilderbrand Pelzer III			
Years as Principal			18			
Years as Principal at this School			9			
		Planning Team				
Team Member Title		Team Member Name	Organization	Email Address		
Principal		Hilderbrand Pelzer III	Laura H. Carnell School	hpelzer@philasd.org		
Additional Leadership Team Representative		Kia Johnson	Laura H. Carnell School	Kjohnson6@philasd.org		
Math Content Specialist/Teacher Leader		Nancy Hawe	Laura H. Carnell School	nhawe@philasd.org		
Literacy Content Specialist/Teacher Leader		Nancy Hawe	Laura H. Carnell School	nhawe@philasd.org		
Science Content Specialist/Teacher Leader		n/a	n/a	n/a		
School-based Climate Representative		Deborah Camper	Laura H. Carnell School	dcamper@philasd.org		
Parent		Olga Parras	Laura H. Carnell School	lydiag4128@gmail.com		
Community member		TBD	TBD	TBD		
Business partner (other than parent or community me	ember)	TBD	TBD	TBD		
Student (required for High Schools)		TBD	TBD	TBD		
Planning and Evidence-based Support (PESO) mer	nber	Leya Egea Hinton	SDP	legeahinton@philasd.org		
Special Education Case Manager		TBD	TBD	TBD		
Network Attendance Coach		Justin Proctor	SDP	jeproctor@philasd.org		
Network Culture and Climate Coach		TBD	TBD	TBD		
Grants Compliance Monitor		Kelly Ann McCarthy	SDP	kemccarthy@philasd.org		
Central Office Talent Partner		Christopher Richard	SDP	crichard@philasd.org		
Network Early Literacy/Literacy Director		Traci Mccabe	SDP	tmccabe@philasd.org		
Network Professional Learning Specialist		Joel Witter	SDP	jwitter@philasd.org		
Prevention and Intervention Liaison		Johanna Agnew	SDP	jagnew@philasd.org		
PBIS Coach (if applicable)		Hasana Ahmad	SDP	hahmad@philasd.org		
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	SDP	apmaclennan@philasd.org		
EL Point Person		Angela Pelosi	SDP	apelosi2@philasd.org		

ADDITIONAL DATA ANALYSIS	
ELA Assessment Data	
(Leading Indicators for Board Goals #1-2, and 4)	
AIMSweb Reading Gr K-5 Data (Click for link to data)	
aimsweb Winter 2020-21 Fall 2020-21	
Reading Particip Tier 1 Tier 2 Tier 3 SGP Particip Tier 1 Tier 2	Tier 3
K 88.2% 11.1% 14.4% 74.4% 32 86.0% 11.3% 23.8%	65.0%
1st 89.9% 27.6% 10.3% 62.1% 56 86.6% 13.6% 8.2%	78.2%
2nd 82.2% 35.2% 14.8% 50.0% 23 85.8% 57.1% 16.5%	26.4%
3rd 88.8% 27.0% 17.1% 55.9% 39 91.0% 32.4% 14.4%	53.2%
4th 72.1% 30.7% 15.9% 53.4% 34 83.9% 39.4% 15.4%	45.2%
5th 89.6% 28.2% 23.3% 48.5% 41 78.2% 45.2% 17.2%	37.6%
Math Assessment Data	
(Leading Indicators for Board Goals 3, and 4)	
AIMSweb Math Gr K-5 Data (Click for link to data)	
aimsweb Winter 2020-21 Fall 2020-21	
Math Particip Tier 1 Tier 2 Tier 3 SGP Particip Tier 1 Tier 2	Tier 3
K 85.3% 27.6% 19.5% 52.9% 57 83.9% 15.4% 23.1%	61.5%
	56.1%
	35.9%
	55.9%
	48.0%
5th 94.8% 22.9% 24.1% 51 80.7% 10.4% 15.6%	74.0%
Climate Data	
Monthly Attendance Snaps	shots_
Annual Attendance Data (Click for link to data) (Click for link to data	Suspension Data (Click for link to data)
Attendance 2020-21	March Suspensions (% of 2019 2018-19 2017-18
95%+ days 51.8% 48.3% 34.1% 34.1% 52.6% 57.3% 48.3%	35.4% All students 99.2% 96.6% 90.3%
90-95% days 17.0% 27.7% 31.2% 31.4% 18.0% 22.0% 27.7%	31.1% Black/Afr Amer 98.5% 95.8% 87.6%
	01.070
	14.5% Hispanic/Latino 100.0% 98.0% 96.5%
85-90% days 8.4% 11.5% 15.7% 14.9% 7.0% 9.7% 11.5% 80-85% days 4.5% 5.5% 7.6% 7.7% 3.4% 5.1% 5.5%	14.5% Hispanic/Latino 100.0% 98.0% 96.5% 8.1% Asian 100.0% 100.0% 100.0%

	Comprehensive Plan: S	Strategies a	and Action Ste	eps
	Evidence Ba	ased Strategy	#1:	
	ELA Framework (Focus: Tier I Academics)			
Select Any Applicable Goals	Why Statement	Goal	l Statement	Essential Practice
Board Goal 2	school being more focused on the analyzation of text rather than spending more		ents proficient on ELA from 32.5% in August by August 2026.	EP04: Identify and address individual student learning needs
Board Goal 1			ents proficient on ELA from 35.7% in August by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation

The standards-aligned curriculum is delivered with fidelity to all students.

Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.

Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners.

Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Creation of a master schedule with embedded research-based intervention periods for all special education students without interruption to Tier 1 instruction. Master schedule will be created at the start of the year and implementation is full year.	8/2021	6/1/2022	Principal	Master Schedule	N
ESL team members will meet biweekly to schedule formal collaboration to assess implementation, students' progress, and review instructional best practices and data specific to their ELs (and compliance tasks).	8/2021	6/1/2022	ESL Coordinator	Framework for supporting English Learners	N
In collaboration with the counselor, SBTL, AP, SPED case manager, Reading Specialist, and ESL coordinator, schedule and implement MTSS to identify student groups needing additional supports in Tier II and Tier III	9/2021	6/1/2022	Reading Specialist	MTSS Framework, Approved interventions, Aimsweb	Y
ESL teachers will implement instructional best practices including a focus on productive language for speaking and writing. This will be done through daily push in and pull out instructional time/model. ESL teachers will prioritize short and long-term actions, and necessary supports to attain the goal.	8/2021	6/1/2022	ESL Coordinator	Framework for supporting English Learners, Aimsweb, Access	Υ
During weekly ILT meetings, the ESOL coordinator will report on important information from the meetings in consultation with the Multilingual manager with school leadership. The ESOL Coordinator will share evidence of literacy implementation looks fors that will be used during observations.	9/2021	6/1/2022	ESL Coordinator	Framework for supporting English Learners	N
School leadership will provide ESL teachers with regular observation and feedback of instructional practices during both push in and pull out instruction.	9/2021	6/1/2022	Principal	Framework for supporting English Learners, Look for documents aligned to the English Learners framework	N
Strategic Rostering (ESL & SPED); Deliver evidence-based reading instruction strategies to LS students for up to 450 minutes weekly.	9/2021	6/1/2022	Special Education Case Managers	Special Education Framework, Student IEPs	N
Use weekly common planning time to increase teachers' content knowledge in phonics. Provide appropriate supports to teachers in order to implement best practices in phonics instruction by modeling and co-teaching lessons from a structured phonics program. Ensure teachers are providing children with many opportunities to apply their sound/symbol knowledge through a variety of modalities (ex: decodable readers, games, songs, grade-level texts, etc.)	8/2021	6/1/2022	SBTL	CPT Calendar	N
Teachers will collaborate with parents during quarterly workshops to model for them how to set reading goals, assess and monitor student progress towards mastery of letter naming, identifying sounds, oral reading fluency, and reading for comprehension, and teach reading lessons at home. Introducing this process to parents will create more of a home/school connection. (to go after step 3 above)	9/2021	6/1/2022	Assistant Principal	APTT calendar	N
Utilize student work analysis protocol during CPT to help teachers and school leaders analyze student work, understand student thinking, and identify gaps in skills and knowledge (monthly)	9/2021	6/1/2022	SBTL	CPT Calendar, student work samples	N
Engage SSAs in professional learning (curricular materias, interventions, assessment implementation, progress monitoring, and assessment data) and use them to support small group instruction with Tier I and Tier II students, so that teachers can spend more time working with students who are not mastering the standards. Training will be recurring for the SSAs.	8/2021	6/1/2022	Reading Specialist	Curricular resources, Aimsweb, Look for document aligned to the literacy framework	Υ

Comprehensive Plan: Strategies and Action Steps Evidence Based Strategy #1: Math Framework (Focus: Tier I Academics) Select Any **Applicable Goals** Why Statement **Essential Practice** There has been minimum growth in math proficiency specifically K-3 because students do not have all the foundational skills in math to develop better of skills due to PD in 20-21 SY being more focused on supporting 4-5th. Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026. EP13: Implement a multi-tiered system of supports for academics and behavior Board Goal 3 Monitoring/Evaluation **Anticipated Outputs (link out to EP Look Fors)** The standards-aligned curriculum is delivered with fidelity to all students We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners plan feedback, and individual/class progress monitoring. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by **Action Steps** Anticipated Lead Person/Position Materials / Resources **Anticipated** PD **Completion Date** Start Date Train 4th and 5th grade teachers in selected assessment be used for common 6/1/2022 SBTL and Assessment Math | Math Framework and Assessm 8/1/21 ment, the use of reteaching and assignments, and monitoring progress in math instruction. Throughout the year during CPT, school leadership will work with teachers on 8/1/21 6/1/2022 SBTL CPT Calendar and PD Drop-in how to incorporate this into planning and instruction for math along with our existing math framework and making adjoutments to align with district Leverage the math framework training to drive and support grades 4 and 5 toward achievement. We will implement this framework in all of our classrooms 8/1/21 6/1/2022 Principal and SBTL Math Framework and Assessn this school year. Develop a CPT schedule where teachers get dedicated time quarterly to review 8/1/21 6/1/2022 SBTL And Assessment Math CPT Calendar and analyze assessment to evaluate the progress of 4th and 5th grade School leadership will regularly provide observation and feedback on the 8/1/21 6/1/2022 Principal Look for document aligned implementation of all components of the math framework including: active exploration, guided practice, etc. with math framework Use weekly common planning time to increase teachers' content knowledge. 8/2021 6/1/2022 SBTL CPT Calenda Provide appropriate supports to teachers in order to implement best practices in math instruction by modeling and co-teaching lessons. Ensure teachers are providing children with many opportunities to apply their knowledge through a variety of methods. Teachers will collaborate with parents during quarterly workshops to model for them how to set math goals, assess and monitor student progress towards mastery. Introducing this process to parents will create more of a home/school 9/2021 6/1/2022 Assistant Principal and SBTL APTT calendar Utilize student work analysis protocol during CPT to help teachers and school leaders analyze student work, understand student thinking, and identify gaps in 9/2021 6/1/2022 SBTL CPT Calendar, student work amples skills and knowledge (monthly)

	Comprehensive Plan: S	trategies	and Action Ste	ps
	Evidence Ba	sed Strategy	#1:	
PBIS - Cu	rrently Implementing (Focus: Tier I Climate Framework)			
Select Any Applicable Goals	Why Statement	Goa	l Statement	Essential Practice
Board Goal 3	There has been minimum growth in math proficiency specifically K-3 because students do not have all the foundational skills in math to develop better of skills due to PD in 20-21 SY being more focused on supporting 4-5th.		ents proficient on Math from 21.5% in August by August 2026.	EP13: Implement a multi-tiered system of supports for academics and behavior
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.	climate goal her	re	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 Sudent Support Services.
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation
classroom management	Ilt, and student-student interactions are positive, caring, and respectful. Educators use ev strategies with fidelity to support positive behavior for all students as well as to intervenducators maximize instructional time through well-managed classroom routines.			ctiveness and implementation of this strategy using attendance and dashboard, district wide survey, ODRs, minor behavior forms, Tier Fidelity TIPS meetings.

4.0			1 1 m /m 111		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Start Bate	completion Date		.veeueu	осер:
	9/2021	9/1/2021	PBIS Coach	PBIS Behavior Matrix	
Re-visit behavior expectations with students, staff, and families					N
Formal walkthroughs collecting data on utilization of school-wide	10/2021	6/1/2022	PBIS Coach	PBIS Look for document	
expectations language to increase staff use of behavior				aligned to PBIS matrix	
expectations language/system, praise to corrections ratio, tangible reinforcements.					N
Create a school-wide calendar of incentives (i.e weekly, monthly,	9/2021	6/1/2022	PBIS Team	Incentives Calendar	IN .
quarterly, etc.)			. =.= .==		N
Classrooms are formally implementing all core Tier I features,	9/2021	6/1/2022	PBIS Team and Classroom	PBIS Look for document	
consistent with school wide-expectations and there is evidence of			Teachers	aligned to PBIS matrix	
inclusive practices.					N
Soliciting feedback and acknowledgement to create a formal	9/2021	6/1/2022	PBIS Team	PBIS Student Survey	
system for acknowledging student behavior	10/0004	-1-1			Y
Share tier 1 data with school staff at least 4 times per year.	10/2021		PBIS Coach and PBIS Team	SIS and PBIS Dashboard	N
It will be documented that students, families, and community members of all racial, cultural, ethnic, and linguistic backgrounds	9/2021	6/1/2022	PBIS Coach	PBIS Parent Survey	
have provided feedback on Tier I practices					N
TIPS Team meets at least monthly to review disaggregated	9/2021	6/1/2022	PBIS Coach	PBIS Dashboard	-
discipline data, determine interventions, and track progress.		.,			N
Fidelity data collection and usage, Tier I fidelity data is collected	9/2021	6/1/2022	PBIS Coach	PBIS Dashboard	
and used for decision making annually (formal and informal).					N
Complete annual Tiered Fidelity Inventory. Evaluation conducted	9/2021	6/1/2022	PBIS Coach	PBIS	
at least annually and reflects student and family voices.					
Designate time & complete the self-assessment survey. Evaluation	4/2022	5/1/2022	PBIS Team	Self Assessment Survey	
conducted at least annually and reflects student and family voices.					
					+

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 Goal Statement** Why Statement **Essential Practice** ELA proficiency has not made signicant growth only increasing by .2% over 2 years because overall reading instruction has not consistently targeted reading skills like phonemic awareness/phonics due to the gap in the knowledge of reading and the time allowed for students to practice and apply those skills. Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August EP 01: Align curriculum, assessments, and instruction to the PA Board Goal 1 2019 to 65.0% by August 2026. There has been minimum growth in 3rd grade proficiency because students do not have all the foundational skills in reading to develop comprehension to the school being more focused on the analyzation of text rather than spending more time on how to support skills that help students develop better reading skills. 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026. Board Goal 2 EP04: Identify and address individual student learning needs There has been minimum growth in math proficiency specifically K-3 because Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August students do not have all the foundational skills in math to develop better of skills EP13: Implement a multi-tiered system of supports for academics Board Goal 3 due to PD in 20-21 SY being more focused on supporting 4-5th. 2019 to 52.0% by August 2026. EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should 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 only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services. Additional Goal 1 climate goal here Anticipated Outputs (link out to EP Look Fors) Monitoring/Evaluation Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates We will monitor the effectiveness and implementation of this strategy using attendance and opportunities for students to build positive relationships with peers. suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish Community Meeting schedule for each grade	8/23/2021	8/30/2021	Counselor & Dean	Master Schedule	N
Each classroom has a daily, consistent time to conduct Community Meeting for 25-30 minutes.	8/23/2021	8/30/2021	Counselor & Dean	Community Meeting Slide Deck	N
Staff participates in training module on Community Meeting and its connections to social-emotional learning during the back-to-school reorganization week	8/23/2021	9/30/2021	Counselor & Dean	Lead Facilitator	N
Create a Year-Long calendar of CM topics and responsibilities using calendar provided by the Office of School Climate & Culture and is adjusted through out the year as needed.	11/1/2021	6/1/2022	Counselor & Dean	Community Meeting calenda	N
Revisit and review community meeting topics discussed during Common Planning Time in addition to making revisions as needed throughout the year based on current events or other needs.	9/1/2021	6/15/2022	Counselor & Dean	"check for understanding" survey	N
Progress monitor implementation through staff participation in "check for understanding" survey and develop individual coaching tools.	9/1/2021	6/15/2022	Counselor & Dean	Student Well-Being Survey	N
Incorporate Student Well-Being Survey administered monthly during Community Meeting	9/1/2021	6/15/2022	Counselor & Dean	Student Well-Being Survey	N
Make a plan for ongoing coaching and support at the district and school-level; support is outlined and agreed upon by principal and district support.	9/1/2021	6/15/2022	Principal	Look For aligned to Commur	N

		0.7	007	227	0.7
1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 22% of grade 3-5 students will score proficient/advanced on the	At least 45% students in grades 3-	At least 45% students in grades 3-	At least 55% students in grades 3-	At least 65% students in grades 3-
8	ELA PSSA	5 will score at or above grade- level on the District's within-year	5 will score at or above grade- level on the District's within-year	5 will score at or above grade- level on the District's within-year	5 will score at or above grade- level on the District's within-year
۵	ELA PSSA	reading assessment in Q1	reading assessment in Q2	reading assessment in Q3	reading assessment in Q4
AR		reading assessment in Q1	reading assessment in Q2	reading assessment in Q5	reading assessment in Q4
8	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
.2	At least 20% of grade 3 students will	At least 40% students in grades	At least 45% students in grades	At least 55% students in grades	At least 65% students in grades
₽ E	score proficient/advanced on the	K-3 will score at or above grade-			
Ğ	ELA PSSA	level on the District's within-year			
윰		reading assessment in Q1	reading assessment in Q2	reading assessment in Q3	reading assessment in Q4
BOARD GOAL 2	Actual Performance				
	Met Target?				
	et im Seci				
	Cool Statement	O1 Tower	O3 Toward	O2 Tower	OA Tournet
m	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Ā	At least 11% of grade 3-5 students will score proficient/advanced on the	At least 30% students in grades 3- 5 will score at or above grade-	At least 30% students in grades 3- 5 will score at or above grade-	At least 40% students in grades 3-5 will score at or above grade-	At least 45% students in grades 3-5 will score at or above grade-
G	Math PSSA	level on the District's within-year			
æ	Maarr 557	math assessment in Q1	math assessment in Q2	math assessment in Q3	math assessment in Q4
BOARD GOAL 3	Actual Performance				
m					
	Met Target?				
삥	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Ž	At least _% of all students will attend	At least _% of all students will			
9 7	school 95% of days or more	attend school 95% of days or			
TEND		more in Q1.	more in Q2.	more in Q3.	more in Q4.
95% ATTENDANCE GOAL	Actual Performance				
2%					
01	Met Target?				
띨	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Ā	At least 73% of all students will	At least 80% of all students will	At least 78% of all students will	At least 76% of all students will	At least 73% of all students will
GOAL	attend school 90% of days or more	attend school 90% of days or			
₽8		more in Q1.	more in Q2.	more in Q3.	more in Q4.
90% ATTENDANCE GOAL	Actual Performance				
90%	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Z		At least % of students will have			
os .	zero out-of-school suspensions	zero out-of-school suspensions in			
SUSPENSION	At least 98% of students will have zero out-of-school suspensions	Q1.	Q2.	Q3.	Q4.
, as	Actual Performance				
S	Met Target?				
	met raiget.				
	0 10 4	0.7	207	007	0.17
GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<u> </u>	At least _% of students will graduate with their 4-year cohort	will be on-track for graduation in	will be on-track for graduation in	will be on-track for graduation in	At least _% of 12th grade students will be on-track for graduation in
NO O	with their 4-year conort	Q1.	Q2.	Q3.	Q4.
GRADUATIO					
3	Actual Performance				
, N					
	Met Target?				
Ŧ	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
ò	At least 35% of English Learners		30%	35%	35%
IL G	and Hispanic (TSI) students in				
Ž	grades 3-5 will score at target by Spring AlMsweb Plus, as evidenced				
Ę	by the grade level composite score	25%			
(ADDITIONAL GOAL)	Actual Performance				
₹	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
AL			<u> </u>		
90					
ΙΑΓ					
~ ~		i .	1		
_					
рітіо	Actual Parformane				
АББІТІО	Actual Performance				
(ADDITIONAL GOAL)	Actual Performance Met Target?				
(АБВІТІО	Met Target?				
г) (АББІТІО		Q1 Target	Q2 Target	Q3 Target	Q4 Target

Laura H. Carnell School [7220] 2021-2022 School Plan

(ADDITIONAL GOA					
8	Actual Performance				
₹	Met Target?				
~	Goal Statement	Q1 Target	Q2 Target	Q3 Target	O4 Toward
	Godi Statement	Q1 larget	QZ larget	Q3 larget	Q4 Target
ITIONAL GOAL	Godi Statement	QI laiget	Q2 larget	Q3 larget	Q4 Target
(ADDITIONAL GOAL)	Actual Performance	QI Idiget	QZ Idiget	Q3 larger	Q4 Target