

**THE SCHOOL DISTRICT OF PHILADELPHIA
2021-2022**

School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)

School Grade Span	00-08
ULCS Code	5210
Name of School	Henry A. Brown School
Neighborhood Network	Network 5
Assistant Superintendent	Ariel Lajara
ESSA Federal Designation	TSI
Admission Type	Neighborhood
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.)	PAEP Steam after-school program, Lindy Foundation, Portside Arts Program, Visitation after-school program, Brightside after-school program
Principal Name	Connie Carnivale
Years as Principal	9
Years as Principal at this School	9

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Connie Carnivale	SDP	cacarnivale@philasd.org
CPT Lead Grade 3-4	Heather Gevins	SDP	hkennedy@philasd.org
SBTL Leader	Heather McCoy	SDP	hmccoy@philasd.org
CPT Lead SPED, AS teacher	Keren Tal	SDP	ktal@philasd.org
CPT Teacher Leader Gr. 5-8 ELA	Michelle Deremer	SDP	mederemer@philasd.org
School-based Climate Representative	Marketa Graham	SDP	mpgraham@philasd.org
Parent	Cathy Le	SAC President	cathy_le@ymail.com
Community member	Zaire Thoroughgood	Community Volunteer	zairethoroughgood81@gmail.com
PFT Building Representative	Mark Mena	SDP	mmena@philasd.org
Planning and Evidence-based Support (PESO) member	Wyatt Cadley	SDP	wcadley@philasd.org
Special Education Case Manager	Leah Stearns	SDP	lstearns@philasd.org
Network Attendance Coach	Kesha Hines	SDP	khines2@philasd.org
Network Culture and Climate Coach	Luis Rosario	SDP	lrosario2@philasd.org
Grants Compliance Monitor	Steven Schafer	SDP	sschafer@philasd.org
Central Office Talent Partner	Ashley Sobrinski	SDP	asobrinski@philasd.org
Network Early Literacy/Literacy Director	Toni Okarma	SDP	aokarma@philasd.org
Network Professional Learning Specialist	Diana Scott and Caitlin Gravina	SDP	dscott@philasd.org cnelson4@philasd.org
Prevention and Intervention Liaison	Tania Leonard	SDP	tleonard@philasd.org
Multilingual Manager	Paul Gerber	SDP	pgerber@philasd.org
EL Point Person	Anna Thomas	SDP	agthomas@philasd.org

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.)

Our vision at H.A. Brown Elementary School is that all students can achieve academic growth. At H. A. Brown, this will be an on-going process that is based upon collaboration and feedback from assessments. Student achievement will be sustained in the quality of professional development practice, which will be modified and monitored in order to provide the best education possible for every student. We will communicate and collaborate with all school stakeholders including students, parents, teachers, and community partners. The instructional program will support creativity, problem-solving abilities, and technological awareness so that we prepare students to be competitive in today's economy. It is our goal to develop their 21st century skills in order to enhance the abilities of our students to be successful in society. We prepare our students with the skills necessary to be successful in high school while providing the necessary foundation to be college-bound and career-ready.

ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)

[AIMSweb Reading Gr K-5 Data \(Click for link to data\)](#)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	92.6%	20.0%	28.0%	52.0%	51	100.0%	18.5%	22.2%	59.3%
1st	100.0%	31.0%	10.3%	58.6%	34	96.6%	32.1%	0.0%	67.9%
2nd	80.0%	54.2%	8.3%	37.5%	48	92.9%	34.6%	19.2%	46.2%
3rd	85.2%	39.1%	8.7%	52.2%	42	96.2%	28.0%	16.0%	56.0%
4th	88.6%	41.9%	16.1%	41.9%	57	97.1%	21.2%	18.2%	60.6%
5th	83.8%	41.9%	12.9%	45.2%	41	97.2%	45.7%	20.0%	34.3%

[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	81.7%	20.4%	6.1%	26.5%	46.9%	48	89.6%	15.0%	21.7%	10.0%	53.3%	26
7th	74.1%	14.0%	25.6%	18.6%	41.9%	48	90.5%	10.5%	8.8%	12.3%	68.4%	40
8th	74.6%	22.7%	4.5%	20.5%	52.3%	42	93.2%	14.6%	9.8%	12.2%	63.4%	39

Math Assessment Data (Leading Indicators for Board Goals 3, and 4)

[AIMSweb Math Gr K-5 Data \(Click for link to data\)](#)

aimsweb Math	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	92.6%	60.0%	20.0%	20.0%	67	100.0%	48.1%	14.8%	37.0%
1st	82.8%	20.8%	16.7%	62.5%	36	96.6%	25.0%	10.7%	64.3%
2nd	80.0%	45.8%	16.7%	37.5%	37	92.9%	53.8%	0.0%	46.2%
3rd	85.2%	43.5%	26.1%	30.4%	53	96.2%	28.0%	40.0%	32.0%
4th	88.6%	22.6%	35.5%	41.9%	57	100.0%	29.4%	11.8%	58.8%
5th	91.9%	26.5%	26.5%	47.1%	47	94.4%	20.6%	23.5%	55.9%

[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	81.7%	40.8%	10.2%	18.4%	30.6%	54	92.5%	21.0%	14.5%	27.4%	37.1%	12
7th	74.1%	44.2%	4.7%	16.3%	34.9%	52	87.3%	27.3%	7.3%	21.8%	43.6%	76
8th	76.3%	31.1%	15.6%	24.4%	28.9%	48	86.4%	23.7%	7.9%	23.7%	44.7%	

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	54.1%	54.6%	45.3%	42.9%	54.1%	54.3%	54.6%	49.4%	All students	96.7%	96.9%	95.9%
90-95% days	15.5%	22.8%	28.8%	29.3%	15.5%	24.4%	22.8%	25.7%	Black/Afr Amer	92.8%	93.8%	89.6%
85-90% days	6.6%	10.4%	12.9%	11.0%	6.6%	10.9%	10.4%	12.3%	Hispanic/Latino	96.4%	96.4%	95.7%
80-85% days	6.0%	5.4%	6.1%	7.4%	6.0%	5.5%	5.4%	6.0%	Asian	100.0%	100.0%	100.0%
<80% days	17.8%	6.8%	6.9%	9.4%	17.8%	5.0%	6.8%	6.6%	White	98.2%	98.5%	97.4%

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 55% of students in grades K-8 will attend school 95% of the days.	EP13: Implement a multi-tiered system of supports for academics and behavior
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 97% of students will have zero out of school suspensions.	EP13: Implement a multi-tiered system of supports for academics and behavior
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation	
Students will report increased levels of belonging, have improved attendance, and be involved in fewer behavioral incidents.		Students take Student-Well Being Survey monthly to provide feedback on their well-being and feedback on community meetings. Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Design master schedule so that each day students have a 30 minute community meeting with their homeroom teacher.	6/1/2021	8/1/2021	Connie Carnivale (Principal)	Master Schedule	N
Identify teachers who effectively led community meetings this year and see if they'd be willing to share practices (and videos) during summer re-org PD.	4/13/2021	6/30/2021	Connie Carnivale (Principal)	Videos of Community Meetings	N
Staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour. Include time for teachers to share practices as well.	8/23/2021	8/30/2021	Heather McCoy (School Based Teacher Leader) and Marketa Graham (Counselor)	PD Materials from District	Y
Identify a Community Meeting Theme of the month and create a weekly calendar of Community Meeting topics and resources. Will send out monthly calendar theme to parents.	8/23/2021	9/30/2021	CPT Team Leads and Connie Carnivale (Principal)	<u>Culturally and Linguistically Responsive Teaching and Learning</u>	N
Students take Student-Well Being Survey monthly to provide feedback on their well-being and feedback on community meetings.	9/1/2021	6/30/2022	Richard Delligatti (Digital Literacy Teacher)	District Survey to be administered during Digital Literacy Block	N
Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.	10/1/2021	6/30/2022	Teacher Leaders and Connie Carnivale (Principal)		N
Teachers participate in cultural book study using <u>Culturally and Linguistically Responsive Teaching and Learning</u>	8/23/2021	6/30/2022	Teacher Leaders and Connie Carnivale (Principal)	<u>Culturally and Linguistically Responsive Teaching and Learning</u>	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Peer Mentoring (Focus: Tiers II/III 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 55% of students in grades K-8 will attend school 95% of the days.	EP13: Implement a multi-tiered system of supports for academics and behavior
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 97% of students will have zero out of school suspensions.	EP13: Implement a multi-tiered system of supports for academics and behavior

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Students will report increased levels of belonging, have improved attendance, and be involved in fewer behavioral incidents. Students will be further empowered as leaders within their community.	Create peer mentoring schedule for mentors; so that mentors can receive training on being effective mentors. Ensure that ongoing progress monitor for mentee occurs by MTSS team (individual student level data reports about attendance, behavior, and climate).
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Member(s) of school leadership team attends district PD about peer mentoring.	9/1/2021	11/30/2021	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader)		Y
Identify Peer Mentoring staff sponsor.	9/1/2021	11/30/2021	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader)		N
Train school staff on Peer Mentoring.	10/1/2021	1/31/2022	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader)		Y
Provide information on Peer Mentoring to the student body.	10/1/2021	11/30/2021	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader)		N
Recruit and identify peer mentors.	10/1/2021	11/30/2021	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader), Teachers, students		N
Recruit & identify peer mentees.	11/1/2021	6/30/2022	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader)		N
Create peer mentoring schedule for mentors; so that mentors can receive training on being effective mentors.	11/1/2021	6/30/2022	Peer Mentoring Staff Sponsor TBD		N
Review school data and individual student data to match mentees and mentors.	10/1/2021	6/30/2022	MtSS team + Connie Carnivale (Principal)		N
Establish schedule for mentors and mentees to meet.	11/15/2021	6/30/2022	Ms. Graham (Counselor) and Karen Tall (School Based Teacher Leader)		N
Ensure that ongoing progress monitor for mentee occurs by MTSS team.	10/1/2021	6/30/2022	MtSS team + Connie Carnivale (Principal)	Individual student level data (attendance, behavior, academics)	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Common Planning Time (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Our schoolwide ELA PSSA Proficiency rates increased from 16-17 to 18-19 but were still below the district's 2026 target because instructional practice implementation and activities have not aligned with grade level standards due to lack of CPT time focused on understanding the grade level standards, including the planning and implementation of grade level standards because at least 50% of the CPT meetings have been data protocol meetings.	At least 41% of grade 3-8 students will score proficient/advanced on the ELA PSSA	EP13: Implement a multi-tiered system of supports for academics and behavior
Board Goal 2	Our 3rd grade ELA PSSA Proficiency rate has fluctuated and is below the district's 2026 because small group instructions has not robustly been focused on supporting individual student needs.	At least 37% of grade 3 students will score proficient/advanced on the ELA PSSA	EP04: Identify and address individual student learning needs
Board Goal 3	Our schoolwide Math PSSA Proficiency rates increased from 16-17 to 18-19 but were still below the district's 2026 target because instructional practice implementation and activities have not aligned with grade level standards due to lack of CPT time focused on understanding the grade level standards, including the planning and implementation of grade level standards because at least 50% of the CPT meetings have been data protocol meetings.	At least 28% of grade 3-8 students will score proficient/advanced on the Math PSSA	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

Teachers will improve their instructional skills (questioning, data analytics, lesson planning). Lesson quality, rigor, and alignment will improve. Teachers will have the space to cultivate a growth mindset where they have a network of support and collaboration. Teachers will better address students individual learning needs through their increased instructional capacity.

Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT Leads Group develop a written vision of common planning time that is in alignment to the BoE and District goals and priorities.	5/1/2021	8/23/2021	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)	Vision for CPT	N
Communicate the common planning time instruction vision and focus to staff during a summer reorganization PD session.	8/23/2021	8/30/2021	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)		Y
Develop a CPT cycle and calendar to include topics such as (1) Collaborative Lesson Planning, (2) Data Analysis, and (3) Sharing of Best Practices.	5/1/2021	8/23/2021	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)	Network Common Assessments	N
The CPT Leads Group will identify monthly goals for teacher learning (ex. ##% of teachers will regularly have objectives aligned to standards, ##% of teachers will demonstrate adequate wait time after asking questions).	10/1/2021	6/1/2022	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)		N
The CPT Leads Group will monthly identify the protocols and resources to be used during Common Planning Time (ex. Data protocols, instructional rubric, exemplar videos, student work protocols, IPP protocols).	8/23/2021	6/1/2022	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)	Various Protocols and Resources	N
Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.	10/1/2021	6/30/2022	Instructional Leadership Team, Connie Carnivale (Principal)	Some kind of tracker or rolling note-catcher	N
Teachers participate in intentionally planned CPT sessions every week (by grade band and content areas in middle grades, by grade band in lower grades, and by specialist groups schoolwide).	9/1/2021	6/30/2022	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

MTSS (Focus: Tiers II/III Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Our schoolwide ELA PSSA Proficiency rates increased from 16-17 to 18-19 but were still below the district's 2026 target because instructional practice implementation and activities have not aligned with grade level standards due to lack of CPT time focused on understanding the grade level standards, including the planning and implementation of grade level standards because at least 50% of the CPT meetings have been data protocol meetings.	At least 41% of grade 3-8 students will score proficient/advanced on the ELA PSSA	EP13: Implement a multi-tiered system of supports for academics and behavior
Board Goal 2	Our 3rd grade ELA PSSA Proficiency rate has fluctuated and is below the district's 2026 target because small group instructions has not robustly been focused on supporting individual student needs.	At least 37% of grade 3 students will score proficient/advanced on the ELA PSSA	EP04: Identify and address individual student learning needs
Board Goal 3	Our schoolwide Math PSSA Proficiency rates increased from 16-17 to 18-19 but were still below the district's 2026 target because instructional practice implementation and activities have not aligned with grade level standards due to lack of CPT time focused on understanding the grade level standards, including the planning and implementation of grade level standards because at least 50% of the CPT meetings have been data protocol meetings.	At least 28% of grade 3-8 students will score proficient/advanced on the Math PSSA	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

Students will receive more individualized academic support via the MTSS process. Teachers will develop in their capacity to identify and address students individual learning needs.

MTSS teams will meet at least monthly for each grade band (K-2, 3-5, 6-8) to (1) discuss ongoing intervention plans and their fidelity of implementation and effectiveness, (2) identify supplemental materials and supports for Tier 2/3 students, (3) review student tier groupings, and (4) examine data and how Tier 1 strategies might need to be modified (similar to TIPS for PBIS schools).

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Once a semester as part of Network Instructional Rounds, school leaders will analyze District, Learning Network, and school-level data by subgroup to determine school-level priorities for improving outcomes for groups of students.	11/1/2021	4/30/2022	Connie Carnivale (Principal)		N
District assessments will be administered quarterly.	9/1/2021	6/30/2022	Karen Tall (School Based Teacher Leader)	District Academic Universal Screener	N
Assessment data will be analyzed during CPT to (1) identify students in need of instructional support beyond standard Tier 1 instruction, (2) identify concepts, skills, and content that need to be re-enforced/ re-taught, and (3) match student needs with content needs.	9/1/2021	6/30/2022	Classroom Teachers, CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers)	Assessment Data, Protocols	N
Establish MTSS team operating procedures [rolling agenda with times, call for agenda items, MTSS meeting schedule].	8/23/2021	9/1/2021	Connie Carnivale (Principal)		N
Identify the members of the MTSS team (include stakeholders to support the whole child).	8/23/2021	9/1/2021	Connie Carnivale (Principal)	District MTSS SIS Guidance	N
MTSS teams will meet weekly to (1) discuss ongoing intervention plans and their fidelity of implementation and effectiveness, (2) identify supplemental materials and supports for Tier 2/3 students, (3) review student tier groupings, (4) examine data and how Tier 1 strategies might need to be modified (similar to TIPS for PBIS schools), and (5) review student-level recommendations from teachers & CPT Group Leads.	9/1/2021	6/30/2022	Connie Carnivale (Principal) + MTSS Team		N
Students in Tier III/Intensive Intervention for academics will be progress monitored at least once a month.	9/1/2021	6/30/2022	Karen Tall (School Based Teacher Leader)		Y
MTSS plans for Tier III/Intensive Intervention students (academics) will be created in SIS.	9/1/2021	6/30/2022	Karen Tall (School Based Teacher Leader)		N
Small group instruction/blended learning will be (1) driven by data with student grouping being refreshed on a monthly basis, (2) included in all lesson plans, (3) implemented in learning blocks on a daily basis, and (4) tiered so that students with greater instructional needs will receive more intensive interventions.	8/23/2021	6/30/2022	Classroom Teachers, Connie Carnivale (Principal)	MTSS team operating procedures	N
Teachers will receive PD around (1) which assessment reports to utilize for identifying individual student learning needs and how to analyze said reports, (2) how to create tiered groups based on diagnostic reports, (3) how to create instructional plans for those tiered groups, and (4) how to monitor student progress toward addressing identified learning needs.	8/23/2021	6/30/2022	CPT Leads Group, Ms. Gevins and Ms. Deremer (Teachers), Karen Tall (School Based Teacher Leader), Ms. Graham (Counselor)		Y
Ensure that all teachers have ample opportunity to collaborate with the Counselor, ESOL Teacher, and SPECEM in spaces devoted towards ensuring that evidence-based strategies are being utilized to reach all learners.	8/23/2021	6/30/2022	Connie Carnivale (Principal)		N

Henry A. Brown School [5210] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 41% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
BOARD GOAL 2	At least 37% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
BOARD GOAL 3	At least 28% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance Met Target?				
95% ATTENDANCE GOAL	At least 55% of all students will attend school 95% of days or more	At least 55% of all students will attend school 95% of days or more in Q1.	At least 55% of all students will attend school 95% of days or more in Q2.	At least 55% of all students will attend school 95% of days or more in Q3.	At least 55% of all students will attend school 95% of days or more in Q4.
	Actual Performance Met Target?				
ZERO SUSPENSION GOAL	At least 97% of students will have zero out-of-school suspensions	At least 97% of students will have zero out-of-school suspensions in Q1.	At least 97% of students will have zero out-of-school suspensions in Q2.	At least 97% of students will have zero out-of-school suspensions in Q3.	At least 97% of students will have zero out-of-school suspensions in Q4.
	Actual Performance Met Target?				
(ADDITIONAL GOAL)	At least 41% of grade 3-8 economically disadvantaged students will score proficient/advanced on the ELA PSSA	At least 41% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 41% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 41% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 41% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
(ADDITIONAL GOAL)	At least 28% of grade 3-8 economically disadvantaged students will score proficient/advanced on the Math PSSA	At least 28% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 28% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 28% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 28% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance Met Target?				