THE SCHOOL DISTRICT OF PHILADELPHIA
2023-2024
School-based Planning Tool

School Grade Span	00-08
ULCS Code	8430
Name of School	Joseph Greenberg School
Learning Network	Network 8
Assistant Superintendent	Shakeera Warthen
ESSA Federal Designation	Non-Designated
Admission Type	Neighborhood
Principal Name	Ms Gina Hubbard

Planning Team

Team Member Title	Team Member Name	Organization
Principal	Gina Hubbard	Joseph Greenberg School
Assistant Principal	Ashanta Austin	Joseph Greenberg School
Math Content Specialist/Teacher Leader	Mario Marzullo	Joseph Greenberg School
Literacy Content Specialist/Teacher Leader	Susan McCann-Erick	Joseph Greenberg School
School-based Climate Leader	Kevin Woodson	Joseph Greenberg School
School-based Special Education Leader	Heather Lasalle-Calhoun	Joseph Greenberg School
School-based Attendance Designee	Danielle Masterson	Joseph Greenberg School
Star Champion	Susan McCann-Erick	Joseph Greenberg School
Technology Teacher Leader	Donna Woods	Joseph Greenberg School
School-based Equity Leader	Kevin Woodson	Joseph Greenberg School
Parent	Asha Abraham	Joseph Greenberg Home and School Association
Community member	Jan Chanin	Joseph Greenberg School Community Member
Business partner (other than parent/community)	Mark Ingerman	Phillykidz

Planning and Evidence-based Support (PESO) staff	Kanika Watkins	SDP
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.) How is your school's vision focused on advancing equity?		
Our mission is to relentlessly cultivate a school community that actively strives to seek equity for all students and staff regardless of each individual's unique differences and talents. Vision: Embody a culture where diversity, equity and inclusion are at the center of everything we do. Our school's vision describes a result that celebrates the uniqueness of individual community members and acknowledge the value of each member. Furthermore, ensure equity and inclusion in all school systems and in hiring and school selection processes.		

PRIORITY AREAS (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

		Essential Practices	Rating	Definition of Rating
Instruction	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment *data* (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Exemplary	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic and non-academic needs, resulting in classroom instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of individual student support strategies.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary	Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators' instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary	The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Exemplary	The school has a defined theory of action or vision driving the priorities related to improvement efforts. The goals and interim benchmarks are used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work by all staff.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary	School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision- making and problem-solving and to build their leadership capacities.

Leadership	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	**Exemplary**	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on changing student needs.
	10	**EP10: Continuously monitor implementation of the school improvement plan and adjust as needed**	**Exemplary**	School leaders, staff, and other stakeholders continuously monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.
Climate	11	**EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically**	**Exemplary**	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	12	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Operational**	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	**EP13: Implement a multi-tiered system of supports for academics and behavior**	**Operational**	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family and Community Engagement	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Operational**	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Operational**	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
...elopment	16	**EP16: Identify professional learning needs through analysis of a variety of data**	**Exemplary**	Professional learning needs are identified and differentiated through a collaborative analysis process that includes school leaders, educators, and staff using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Professional Dev	17	**EP17: Use multiple professional learning designs to support the learning needs of staff**	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18	**EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning**	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.

Selected Essential Practice

Academic Essential Practice #1 (Required)	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Climate Essential Practice #2 (Required)	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Additional Practice #3 (Optional)	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning
Additional Practice #4 (Optional)	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

Joseph Greenberg School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Quarterly, students will be assessed in Math using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.	7/1/2023	9/5/2023	Principal	Academic curriculum, Master Schedule	N
Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.	7/1/2023	8/1/2023	Principal	ILT overview and protocols with roles and responsibilities	N
Instructional Leadership Team members participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	7/1/2023	8/18/2023	Principal	PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop an observation and feedback schedule to assess lesson planning (based on lesson planning review and class observations) and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Principal	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Assistant Principal	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Math Coach	Observation schedule, coaching schedule	N
Utilize SDP coaching and feedback model to deliver structured support	9/5/2023	6/14/2024	Principal and Assistant Principal	Look-fors Documents Observation Schedule Observation Protocol Form Coaching Logs	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Instructional Leadership Team	Academic curriculum, lesson plans	N

Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Principal	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.	9/5/2023	6/14/2024	Teachers	Assessment Calendar Star Assessment Star Reports	N
Monitor the administration of pre- and post-assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	SBTL	PLC Schedule, Student Work	N
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	9/5/2023	6/14/2024	PLC Facilitators	Math Curriculum Resources	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	SBTL, Counselor	PLC Schedule, Student Work	N
Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	Assistant Principal	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	SBTL, Supportive Service Assistants	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Principal	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	Assistant Principal	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Determine Math teachers who are in need of additional coaching in aligning Common Core Standards using District curriculum and curriculums, and provide them with necessary support.	10/2/2023	6/14/2024	Principal and Assistant Principal	Look-fors Documents Observation Schedule Observation Protocol Form Coaching Logs	N

Joseph Greenberg School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum	

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Quarterly, students will be assessed in Reading using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Principal	Academic curriculum, Master Schedule	N
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Principal	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Assistant Principal	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	SBTL	Observation schedule, coaching schedule	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Instructional Leadership Team	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Principal	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	SBTL	PLC Schedule, Student Work	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	SBTL, Counselor	PLC Schedule, Student Work	N

Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	Assistant Principal	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	SBTL	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Principal	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	Assistant Principal	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	SBTL	Meeting schedule	N

Joseph Greenberg School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	PBIS - Currently Implementing (Tier I Climate Framework)	

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain PBIS practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe.	- Monthly, PBIS team will hold TIPS meetings to identify celebrations/concerns and monitor progress. - Quarterly, PBIS implementation data will be collected and reviewed by the PBIS team. - Quarterly, behavioral data will be reviewed by the PBIS team, and progress toward meeting behavioral goals will be evaluated.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Develop a CR-PBIS team that includes admins, teachers, and climate staff and designate classroom PBIS leads	7/1/2023	9/1/2023	Principal	Org Chart	N
Establish PBIS team operating procedures, roles, and monthly meeting calendar (including summer planning meeting)	7/1/2023	8/18/2023	Principal	Rolling Agenda, Calendar	N
Create a plan for student PBIS kick-off	7/1/2023	8/18/2023	Assistant Principal	PBIS Coach, Training PPT, PBIS Manual	N
Create a formal schedule to teach behavior norms during first month of school	7/1/2023	9/1/2023	Climate Manager	PBIS Coach, Training PPT, PBIS Manual	N
Review the following PBIS materials and update as needed: Classroom Tool Kit, Teacher Training Modules, Classroom Matrix, Behavior Flowchart	7/1/2023	8/25/2023	Climate Manager	Classroom Tool Kit, Teacher Training Modules, and Classroom Matrix	N
Create a schoolwide calendar of acknowledgements and share with students and staff	7/1/2023	9/15/2023	Assistant Principal	Calendar	N
Roster time to Implement a daily community meeting in every classroom with the lens of continuing to teach, reinforce, and acknowledge PBIS norms, Social Emotional Learning, and equity practices	8/1/2023	8/25/2023	Scheduler/Roster Chair	SIS, Rosters	N
Provide PD to staff in August/September around the following PBIS topics: PBIS Norms, Teaching Matrix, PBIS/SEL Teaching guides, Classroom Matrix, Implementing Routines, the school's Acknowledgement System, and PBIS Manual	8/25/2023	9/29/2023	Assistant Principal	PD Calendar, PBIS/SEL Teaching Guides, PBIS Manual	Y

Establish an attendance team, establish roles and responsibilities, and train members in the SAIP/Early Warning Indicator (EWI) process to ensure the fidelity of 22-23 SY implementation of evidence-based attendance practices, including early warning, monitoring of student data, and intervention by school staff and outside services.	8/25/2023	9/3/2023	Counselor, Principal, Assistant Principal	Network Attendance Coach, School District of Philadelphia Attendance and Truancy Protocol	Y
Provide professional learning to teachers about the role of attendance in student achievement and strategies to reduce student absenteeism: student check-ins, educating families on attendance policies and the implication of absences, correctly submitting daily attendance, documenting all contact with students/families, and taking part in the EWIMS process.	8/25/2023	9/3/2023	Counselor, Principal, Assistant Principal	Network Attendance Coach, School District of Philadelphia Attendance and Truancy Protocol,	Y
Student Climate Staff will utilize PBIS Tier 1 practices and approaches throughout school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, and (3) actively participating in the student acknowledgement system.	9/5/2023	6/14/2024	Student Climate Staff	PBIS Manual	N
Deliver PBIS Student Engagement Liaison training (PBIS 101)	9/6/2023	10/2/2023	Climate Manager	PBIS 101 Materials	N
Hold daily community meetings in each classroom that incorporate social emotional learning content and conflict resolution	9/6/2023	6/14/2024	Climate Manager	Community Meeting Materials	N
Monitor implementation of Tier 1 classroom practices, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system, and provide feedback for growth opportunities	10/1/2023	6/1/2024	Assistant Principal	Observation Calendar, Danielson Framework	N
Hold Monthly Team Initiated Problem Solving Meetings and adjust climate/culture services and resources as needed.	10/1/2023	6/1/2024	Assistant Principal	Meeting Calendar, Agendas	N
Hold monthly Attendance Team meetings in order to 1) identify and implement tiered attendance supports (Home Contact, Attendance Letters, Student Family Conferences, Individualized Plans, Truancy Referral) to students not meeting the regular attendance targets and 2) evaluate and refine the supports provided (actions of teachers, school staff, and attendance team members) based on progress monitoring data.	10/1/2023	6/14/2024	Attendance Designee	SIS, Truancy Attendance Reports, Student Family Contact Logs, Truancy Referral Checklist	N
Provide PD to staff in October/November/December around the following PBIS topics: Entering minor forms into SIS, entering ODRs into SIS, Introducing Behavior Management Flowchart, and setting up classroom stores	10/2/2023	12/22/2023	Climate Manager	PD Calendar, Behavior Management Flowchart	Y
Quarterly, share Tier 1 behavioral data with school staff	11/1/2023	6/1/2024	Climate Manager	Monthly Data Snapshots, SIS, Qlik, PBIS Rewards	N
Deliver PBIS refresher training to students and staff following Winter break	1/2/2024	1/26/2024	Assistant Principal	PD Calendar, PD Materials	Y
Allocate time for staff to complete the CR-Tiered Fidelity Inventory	3/1/2024	3/31/2024	Principal	Tiered Fidelity Inventory	N
Allocate time for staff to complete the PBIS Self-Assessment Survey	3/1/2024	3/31/2024	Climate Manager	Self-assessment Survey	N

GOAL: Board Goal 1 — All Students

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 85% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 55% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 67% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 67% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 85% 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?				

GOAL: Board Goal 2 — All Students

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 77% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 50% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 60% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 60% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 77% 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?				

GOAL: Board Goal 3 — All Students

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 66% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 45% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 55% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 55% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 66% 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?				

GOAL: 95%+ Attendance — All Students

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 92% of all students will attend school 90% of days or more	At least 95% of all students will attend school 90% of days or more in Q1.	At least 94% of all students will attend school 90% of days or more in Q2.	At least 93% of all students will attend school 90% of days or more in Q3.	At least 92% of all students will attend school 90% of days or more in Q4.
Actual Performance				
Met Target?				

GOAL: Suspension — All Students

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 99% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 99% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.
Actual Performance				
Met Target?				