

THE SCHOOL DISTRICT OF PHILADELPHIA 2023-2024 School-based Planning Tool		
School Grade Span	00-05	
ULCS Code	8260	
Name of School	Fox Chase School	
Learning Network	Network 8	
Assistant Superintendent	Shakeera Warthen	
ESSA Federal Designation	Non-Designated	
Admission Type	Neighborhood	
Principal Name	Ms Angelique Leizerowicz	
Planning Team		
Team Member Title	Team Member Name	Organization
Principal	Angelique Taylor	Fox Chase Elementary School
Assistant Principal	Jessica Harm	Fox Chase Elementary School
Math Content Specialist/Teacher Leader	Deanne Bernard	Fox Chase Elementary School
Literacy Content Specialist/Teacher Leader	Deanne Bernard	Fox Chase Elementary School
School-based EL Teacher Leader	Michael Dangovetsky	Fox Chase Elementary School
School-based Special Education Leader	Alexandra Sticco	Fox Chase Elementary School
School-based Attendance Designee	Holly Borrelle	Fox Chase Elementary School
Star Champion	Deanne Bernard	Fox Chase Elementary School
Technology Teacher Leader	Richard Asman	Fox Chase Elementary School
School-based Equity Leader	Jessica Harm	Fox Chase Elementary School
Parent	Jacqueline Malfara	Parent
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?**

All children will read at grade level by grade 3. African American, ELL, and Special Needs students will achieve proficiency in PSSA testing. Students will miss school only when ill. Parents will support the school's vision through ongoing town halls and workshops. Teacher will receive top notch professional development via the School District of Philadelphia Office of Professional Development both in person and virtual. Children will learn in a safe, secure, and nurturing learning environment. All members of the Fox Chase community will feel empowered on the growth of our school by hearing all voices and implementing programs that fit the needs for all children.

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 <i>data</i> (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	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students’ academic needs exist but are not consistently used or followed.
	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	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school’s theory of action or vision aligns with the district’s vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.

	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of 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	Operational	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; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Not Yet Evident	There is no evidence of a schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family and Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Not Yet Evident	There is little to no evidence that the school makes family engagement a priority.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Emerging	Professional learning needs are identified using limited sources of data.
	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,
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Selected Essential Practice

Academic Essential Practice #1 (Required)	EP01: Align curriculum, assessments, and instruction to the PA Standards
Climate Essential Practice #2 (Required)	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Additional Practice #3 (Optional)	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Fox Chase School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum				
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation				
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 				
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	Roster Chair, 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, Assistant Principal	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices	8/1/2023	8/28/2023	Principal, Assistant Principal	Lesson plan template	N
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, Assistant 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	Principal, 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 12 week cycles.	9/5/2023	6/14/2024	Principal, Assistant Principal	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, Assistant 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	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	SBTL	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	Teachers, Math Intervention Teachers	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	Instructional Leadership Team	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	Instructional Leadership Team	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

Fox Chase School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	Roster Chair, 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, Assistant Principal	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Principal, Assistant Principal	Lesson plan template	N
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, Assistant 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	Principal, 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	Principal, Assistant Principal	Observation schedule, coaching schedule	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, Assistant 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	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	SBTL	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	Teachers, Principal, Assistant Principal	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	Instructional Leadership Team	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	Instructional Leadership Team	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

Fox Chase School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Social-Emotional Learning (Tier I Climate Framework)
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - Adult-student and student-student interactions are positive, caring, and respectful. - Stakeholders perceive the school as warm, inviting, and safe. 	<ul style="list-style-type: none"> -Complete the Schoolwide SEL Implementation Rubric to consider the school’s progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year. -SEL Team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leaders (TBD by the school) participate in the district organized, full-day, in-person School-wide SEL School Leaders Workshop.	7/1/2023	8/31/2023	Principal + Other Designated Leaders	EC pay for staff that are not 12 month employees	Y
Designate an SEL Lead and explicitly define/ document the responsibilities of the SEL Lead. One explicit responsibility is that the SEL Lead must serve on the MTSS Tier 1 team.	7/1/2023	9/30/2023	Principal	Key Responsibility Document	N
All students have Community Meetings rostered into their schedule for at least 90 minutes a week.	7/1/2023	8/25/2023	Roster Chair	Schoolwide Schedule	N
Form an SEL Team of staff and stakeholders who can support Schoolwide SEL implementation and schedule monthly SEL team meetings for the entire school year.	8/25/2023	11/1/2023	Dean of Students	SEL Team Rolling Agenda, SEL Team Calendar	N
Designate a SEL Team member as the Student Well Being Survey point person to coordinate and oversee systems for survey administration, participation monitoring, and survey data analysis.	8/25/2023	11/1/2023	Dean of Students	QlikBAM	N
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	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

SEL Lead will coordinate with the district SEL Specialists to schedule time for the full SEL Team to participate in training related to foundational SEL learning opportunities.	8/25/2023	10/1/2023	Dean of Students	SEL Implementation Resources	N
Full SEL Team participate in district organized professional development related to foundational SEL learning opportunities.	8/25/2023	11/1/2023	Principal	SEL Implementation Resources	Y
Student Climate Staff will receive Professional Development on facilitating socialized recess.	9/1/2023	6/14/2024	Principal, Assistant Principal	SEL Implementation Guide, Culture Plan, Climate and Culture Coach	N
Student Climate Staff will utilize SEL practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the progressive discipline structure, as an alternative to disciplinary referrals.	9/1/2023	6/14/2024	Student Climate Staff	SEL Implementation Guide, Culture Plan	N
SEL Lead attends the district-organized Strategic School-Wide SEL Lead Workshops on a monthly basis.	9/1/2023	6/15/2024	Dean of Students	SEL Implementation Resources	Y
Schedule staff-facing Community Meeting training for the entire school year.	9/1/2023	9/30/2023	Principal	Schoolwide Schedule	N
SEL Lead develops materials and plans to facilitate ongoing professional development experiences for all staff related to both foundational SEL learning opportunities and Community Meetings.	9/1/2023	5/31/2024	Dean of Students	SEL Implementation Resources	N
All staff participate in ongoing professional development related to foundational SEL learning opportunities.	9/1/2023	5/31/2024	Principal	SEL Implementation Resources	Y
All staff participate in ongoing professional development related to Community Meetings.	9/1/2023	5/31/2024	Principal	SEL Implementation Resources, Community Meeting Resources	Y
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
SEL Team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below.	11/1/2023	6/15/2024	Dean of Students	QlikBAM, Monthly Data Snapshot	N
Establish communication structures that build trust and will help keep all stakeholders informed, engaged, and excited throughout SEL implementation (including translations of materials for the families of EL students)	11/1/2023	1/1/2024	Dean of Students, Bilingual Counseling Assistants	SEL Implementation Resources	N
Collaboratively develop, and subsequently communicate, a shared vision for schoolwide SEL that serves as an inspirational call-to-action and the backbone of SEL planning and implementation.	11/1/2023	2/1/2024	Dean of Students	SEL Implementation Resources	N
Take inventory of past SEL initiatives, current needs, existing resources and explicitly document strengths and gaps.	11/1/2023	3/1/2024	Dean of Students	SEL Implementation Resources	N

Develop a one-year (minimum length) SEL implementation plan featuring S.M.A. R.T.I.E. goals, action steps, and assigned ownership.	11/1/2023	3/1/2024	Dean of Students	SEL Implementation Resources	N
Train the SEL Team is on Caregiver learning through a Train-the-Trainer session.	11/1/2023	4/1/2024	District Specialists	SEL Implementation Resources	Y
The SEL Team schedules a meeting for guardians and caregivers that (1) scaffolds learning about SEL and (2) features collaborative student-level SEL goal-setting.	11/1/2023	4/1/2024	Dean of Students, Bilingual Counseling Assistants	SEL Implementation Resources	N
Complete the Schoolwide SEL Implementation Rubric to consider the school's progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year.	11/1/2023	5/1/2024	SEL Team, Principal, Assistant Principal	SEL Implementation Rubric	N
Consult SEL Lead when developing the budget for the 24-25 SY; should engage in dialogue to ensure that there are sufficient resources for SEL (materials, professional learning, and staffing).	2/1/2024	3/31/2024	Principal	SEL Implementation Resources	N

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 52.7% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 37% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 43% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 43% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 53% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Met Target?				
GOAL:	Board Goal 2	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 51.6% of grade 3 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 42% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 42% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 52% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
			Met Target?				
GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 35% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 20% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 25% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 25% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 35% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
			Met Target?				
GOAL:	90%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 77% of all students will attend school 90% of days or more	At least 87% of all students will attend school 90% of days or more in Q1.	At least 83% of all students will attend school 90% of days or more in Q2.	At least 79% of all students will attend school 90% of days or more in Q3.	At least 77% of all students will attend school 90% of days or more in Q4.
			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.
			Met Target?				