THE SCHOOL DISTRICT OF PHILADELPHIA
2022-2023
School-based Planning Tool

School Grade Span	06-08
ULCS Code	8120
Name of School	Woodrow Wilson School
Neighborhood Network	Network 8
Assistant Superintendent	Shakeera Warthen
ESSA Federal Designation	TSI
Admission Type	Neighborhood
Equity Network Cohort	
Principal Name	Mr Shawn Mcguigan
Years as Principal	
Years as Principal at this School	3.5

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Shawn McGuigan	Woodrow Wilson MS	smcguigan@philasd.org
Additional Leadership Team Representative	Dina Caplan	Woodrow Wilson MS	dcaplan@philasd.org
Math Content Specialist/Teacher Leader	Lindsay Stegena	Woodrow Wilson MS	llphillips@philasd.org
Literacy Content Specialist/Teacher Leader	Robyn Beckert	Woodrow Wilson MS	rlbeckert@philasd.org
Social Studies Content Specialist/Teacher Leader	Ryan Smith	Woodrow Wilson MS	rsmith6@philasd.org
Science Content Specialist/Teacher Leader	Chelsea Maher	Woodrow Wilson MS	cmaher2@philasd.org
School-based Climate Representative	Sean Ryan	Woodrow Wilson MS	searyan@philasd.org
Parent	Ivory Poinsett	N/A	ivernique@aol.com
Community member	Renee Barbakoff	N/A	jbarbakoff@arcadia.edu
Business partner (other than parent or community member)	Temple L.I.F.E.	Megeara Mabry	megeara.mabry@temple.edu
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Kanika Watkins	School District of Philadelphia	kwatkins@philasd.org
Special Education Director	Jodi Roseman & Tanya Bradley-Watson	School District of Philadelphia	jroseman@philasd.org & tbradleywatson@philasd.og
Special Education Case Manager	Daniela Depaola	School District of Philadelphia	ddepaola@philasd.org
Network Attendance Coach	N/A	N/A	N/A
Network Culture and Climate Coach	Danielle Taylor	School District of Philadelphia	dtaylor@philasd.org
Grants Compliance Monitor	Kelly Ann McCarthy	School District of Philadelphia	kemccarthy@philasd.org
Central Office Talent Partner	Davette Johnson	School District of Philadelphia	dbjohnson@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Samantha Lichtenstein	School District of Philadelphia	slichtenstein@philasd.org
OCI Professional Learning Specialist (ELA)	Gwen Quinn	School District of Philadelphia	gquinn@philasd.org
Prevention and Intervention Liaison	Howard Marcus	School District of Philadelphia	dmclaughlin@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Aaron Maclennan	School District of Philadelphia	apmaclennan@philasd.org
EL Point Person	Elissa Darnowsky	Woodrow Wilson MS	edarnowsky@philasd.org
Star Champion	Robyn Beckert	Woodrow Wilson MS	rlbeckert@philasd.org
Technology Lead	Ivory Poinsett	Woodrow Wilson MS	idowling@philasd.org
Assessment Coordinator	Robyn Saferstein	Woodrow Wilson MS	rsaferstein@philasd.org
Equity Champion	Chelsea Maher	Woodrow Wilson MS	cmaher2@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.) How is your school's vision focused on advancing equity?

The vision of Woodrow Wilson Middle School is to foster a safe learning environment for all students to be exceptionally well-prepared to succeed and lead full and meaningful lives. We realize all students are capable of learning so that they can reach their full potential. Our vision is to ensure that all students feel valued, respected and encouraged so that they will succeed and thrive in a global society. Our school's vision is focused on advancing equity by moving forward with deep intention to work though the lens of racial equity and empower our students to achieve success. We will look at our data to see disparities in student performance and strive to close these divides.
Fostering an ongoing collaboration among students, families, staff, and the community.
Providing education in a supportive environment that develops the intellectual, emotional, social, artistic, and physical capabilities of every child.
Providing a highly qualified and motivated staff to achieve our educational goals.
Providing an environment that encourages the professional growth and development of all employees.
Monitoring data to recognize disparities in student perfomance and making changes to address the needs of every student.

Woodrow Wilson School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

MTSS (Tier I Academics)

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Established Multi-Disciplinary MTSS Tier 1 Team. Monthly MTSS Tier 1 Meeting Schedule. Interim Assessment (Star) Participation and Achievement Data. Completion of Meeting Agenda templates, including commitments, update on progress, review of available collected information, and action plan for support. The school community uses data and research to drive decisions and measure progress toward school improvement goals, as evident through lesson plans, Common Planning Time agendas, and PD agendas and artifacts (stored in Google Drive). Processes and protocols guide and facilitate stakeholders' collection, analysis, review and use of student assessment data. Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction. Student growth and progress monitoring is visible in benchmark assessment data and intervention software.	Leadership team reviews activity on MTSS tracker monthly during MTSS meetings Teachers conduct student conferences/check-ins monthly to discuss success of interventions On a quarterly basis student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. Administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessments. Review of Star sub-group data for intentional intervention supports. Monitor tracker to determine the PD needs of teachers. Align MTSS findings with CPT topics of discussion for targeted outcomes. Tier II and III students, as well as ELs, will be progress monitored using the district's within-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Indicators	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Establish a MTSS Tier 1 Problem-solving team in accordance with the MTSS Tier 1 guidelines	8/8/2022	6/10/2023	Principal; Assistant Principal	MTSS tier 1 guidelines	N	Existence of MTSS Tier 1 team that includes representatives of the school's leadership team (see guidelines)			
Schedule recurring MTSS Tier 1 meetings for 60-90 minutes per month	8/9/2022	6/10/2023	Assistant Principal	District Calendar	N	Evidence of meeting schedule			
Ensure participation of the MTSS leadership team in the Foundations of MTSS Leadership Series	8/8/2022	6/10/2023	Assistant Principal	Foundation of MTSS Leadership Series Dates & Links	Y	Participation data			
Administer screeners and surveys with fidelity in accordance with District guidance	9/6/2022	6/14/2023	Teachers; SBTL's	ChromeBooks; Student login information	N	District-wide assessment calendar Participation data from Qlik			
MTSS Tier 1 team members prepare for meetings by identifying celebrations and concerns	10/3/2022	6/8/2023	Principal; Assistant Principal; Counselor; Climate Manager; Dean; SBTL; EL Point Person; SPECM	Qlik; SchoolNet - attendance, suspension, student well-being results, STAR screener, Achieve	N	Use of available information including the monthly data snapshot and qualitative insights Participation in PESO support sessions, as needed Development of celebrations and concerns			
Prepare for monthly MTSS meetings by drafting a precise problem statement based on a concern identified in step 5.	10/3/2022	6/1/2023	Climate Manager; SBTL; AP	data from step 5 and minutes from meeting	Y	Development of precise problem statements that includes the precision elements: who, what, where, when, why			
Use a standard meeting agenda (eg. TIPS) during monthly MTSS Tier 1 problem solving meetings to develop an action plan to respond to the precise problem statement	10/13/2022	6/8/2023	Principal	options for meeting agenda	N	Completion of meeting agenda template, including: commitments, updates on progress, review of available/collected information, action plan for support			
Use a standard meeting agenda (eg. TIPS) during monthly MTSS Tier 1 problem solving meetings to (1) monitor implementation of the action steps identified in prior months and the associated outcome data and (2) adjust action steps accordingly.	11/9/2022	6/8/2023	Principal; Assistant Principal; Counselor; Climate Manager; Dean; SBTL; EL Point Person; SPECM	agenda; minutes from previous agenda; document to track data	N	Completion of meeting agenda template, including: commitments, updates on progress, review of available/collected information, action plan for support			
Develop and implement an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Instructional Strategies" (aka Look Fors) document	8/15/2022	6/8/2023	Principal; Assistant Principal	Look For's document; teacher list; google sheet for informals schedule	N	Strategy Rubric Rubric A written schedule and process for classroom observations using the Instructional Strategy Rubric			
Use an initial round of "Instructional Strategies" (aka Look Fors) data collection to determine instructional improvement goals	9/6/2022	10/6/2022	Principal; Assistant Principal; SBTL	informals data; tracking tool; Look Fors	N	Instructional data			
Collaborate with Network and Central Office coaching staff to support achievement of quarterly implementation goals as determined via observation data	10/1/2022	6/8/2023	Principal; Assistant Principal; Climate Manager	Contact info for network and Central Office coaching staff; informal observation tracking tool	N	Implementation Goals using strategies data aligned to professional learning cycles			
Teachers use the evidence-based practices for ELs, students with IEPs, and students performing below grade level to differentiate instruction and plan scaffolds to support access to grade level instruction.	9/6/2022	6/13/2023	Principal; Assistant Principal; SBTL; Teachers	List of EL students & levels; IEP at a glance; STAR & Achieve data; list of best practices/strategies	N	Instructional Look Fors data			
Create school wide schedules for Common Planning Time that intentionally allow teachers to come together for focused collaboration around common topics, and include multiple perspectives from experts, including Special Educators and ESOL teachers.	8/8/2022	6/13/2023	Roster Chair; Teachers; SBTL; Admin	Master schedule; CPT protocols; teacher laptops to gather data	N	Teacher rosters include built-in time for CPT 45-60 minutes of weekly Common Planning Time will be built into all teachers' calendars			
Create systems for teachers to explicitly state next steps for their teaching based on conversations and learning from the sessions so they can transfer learning to practice in planning and lesson delivery	8/29/2022	6/6/2023	SBTL; Assistant Principal; Teachers	shared google doc with CPT agenda and next steps	N	Rolling CPT Agenda Session Presentation			
Create systems to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles	8/29/2022	6/6/2023	Teachers; SBTL's	shared drive between SBTL and administration	N	Rolling CPT Agenda Coaching Logs			
Instructional Leadership Team meets quarterly to discuss CPT priorities with careful consideration of the CPT phases (Understand, Plan, Reflect)	10/6/2022	6/1/2023	Principal; Assistant Principal; SBTL; EL Point Person; SPECM	CPT agendas/next steps; Achieve data; STAR data	N	Rolling ILT Meeting Schedule/Agenda Current Tier One academic data (Star Screener data, formative assessment trackers, etc)			
Leverage academic (eg. CPT) and climate implementation teams when action planning in response to precise problem statements related to MTSS Tier 1 academics and climate programming	10/13/2022	6/8/2023	Principal; Assistant Principal; Climate Manager; Dean; Counselor;SBTL	Qlik; SchoolNet - attendance, suspension, student well-being results, STAR screener, Achieve	N	e.g. Common Planning Time, RF Team/PBIS Team			

Woodrow Wilson School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Social-Emotional Learning (Tier I Climate Framework)

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Social-Emotional Learning strategies are evident in both academic and elective classrooms, as well as non-instructional spaces (e.g. lunchroom, hallways, afterschool events). The number of Office Disciplinary Referrals are reduced, as concerns around conduct are handled through de-escalation strategies and Tier 1 supports. Interactions between all members of the school community are positive, caring, and respectful. Clear procedures for reporting and responding to safety concerns are known by all school staff. Student Well Being Survey Data	SEL Team will utilize walkthrough/observation to provide coaching and feedback as needed to staff. District-generated survey tools will be utilized on a periodic basis to gather staff and student feedback. Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal. The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Indicators	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Train school leadership on SEL & Academic Integration	8/15/2022	6/3/2023	Principal; Assistant Principal; SBTL; SPECM; EL Point Person	SEL & Academic Integration turnaround training from SBTL	Y	Agenda for 1-hour overview for the school leadership team. Documentation around selected DEI skills & mindsets school will develop through use of this strategy. Training evaluations are completed.			
Train school staff on SEL & Academic Integration	8/24/2022	6/3/2023	SBTL; teachers	SEL & Academic Integration turnaround training from SBTL	Y	Schedule and agenda for 1-hour overview for all school staff. Training evaluations are completed.			
Staff review academic scope and sequence guides to identify explicit areas of social and emotional development within academic contexts (e.g. guided reading, anatomy lab) and content (e.g. Civil Rights unit, ELA lesson on empathy as main idea)	8/25/2022	6/3/2023	Teachers; SBTL; Assistant Principal; SPECM; EL Point Person	scope & sequence; SEL strategies	N	Unit and/or lesson plans reference social and emotional learning objectives, identifying equity knowledge, skills and mindsets that will be developed.			
Grade-level staff embed discussions about supporting social and emotional learning through academics in Tier 1 conversations during Common Planning Time.	8/29/2022	6/13/2023	Teachers; SBTL; Assistant Principal;	Scope & sequence; lesson plans; Achieve data; STAR data	N	Common Planning Time protocol agendas reflect SEL discussion. SEL guidance is reflected in curriculum units and/or lesson plans			

Woodrow Wilson School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Early Warning Indicator Monitoring System/SAIP Process(Tiers I-III Attendance)

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Students at the attendance thresholds designated by the District (3/6/10 days unexcused) receive timely communication from the school. SAIP plans are created for all students with 6+ unexcused absences, and monitored at the 30-day mark.	On a weekly basis, the Attendance Team reviews attendance trends and makes recommendations for addditional interventions or support. SAIP plans are created for all students with 6+ unexcused absences, and monitored at the 30-day mark. Quarterly, the climate team will review attendance data to determine whether we are on-track to meet our EOY 95% attendance goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Indicators	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Train attendance team in the SAIP/Early Warning Indicator (EWI) process	8/23/2022	8/26/2022	Assistant Principal/Counselor	Steppers	Y	Training Agenda			
Train teachers in their role in implementing the school's attendance plan. This includes checking in with students/families with 1-3 absences to ensure attendance policies are understood, correctly taking attendance daily, documenting all contact with students/families in the RTI Contact Log in SIS, and taking part in the MTSS process.	8/23/2022	8/26/2022	Assistant Principal/Counselor	Truancy Protocol	Y	Training Agenda RTI Contact Log			
Facilitate weekly attendance team meetings, during which attendance data from the Early Warning Indicator (EWI) reports/initiatives will be reviewed by 95%+, 90-94%, and <90% attendance band, and schoolwide initiatives or targeted interventions will be discussed.	8/29/2022	6/6/2023	Assistant Principal	SIS Documents	N	Roling Agendas Attendance team meeting schedule			
Student Attendance will be reconciled by homeroom teachers monthly, collected by the Attendance Team and entered into SIS.	8/29/2022	6/14/2023	Attendance Secretary/Advisory Teachers	Reconciliation Protocol Steppers	Y	Completed Monthly Attendance Reconciliation Worksheets			
Students/Families with 3+ unexcused absences will receive a C-31 letter.	8/29/2022	6/6/2023	Assistant Principal/Attendance Secretary	SIS Documents	N	Date and Method of Distribution of C-31 Letters Recording Document Date shared with students/families should be documented in RTI Contact Log			
Schedule student attendance improvement conferences (SAICs) with the parents of students with 6+ unexcused absences.	9/15/2022	6/6/2023	Counselors/Teachers	SAIC Paperwork/Teacher Feedback	N	SAIP Meeting Invite Letter and the date and method of distribution to families should be documented in the RTI Contact Log Rolling SAIC Schedule - Documenting Student Attendance Improvement Conferences for the entire 22-23 SY			
During SAICs, the attendance team will work with the students/families to identify barriers to attending school and develop a student attendance improvement plan (SAIP) that outlines interventions that target these barriers.	9/15/2022	6/6/2023	Counselors/Teachers	SAIC Paperwork/Teacher Feedback	N	SAIP Meeting Logistics documented in RTI Contact Log Completed SAIPs			
The homeroom teacher and the attendance team will continue to document ongoing contact with families in the RTI Contact Log and progress monitor SAIPs every 30 days.	9/15/2022	6/6/2023	Counselors/Teachers	SAIC Paperwork/Teacher Feedback	N	RTI Contact Log Documentation of SAIP progress monitoring in SIS by Homeroom Teacher and Attendance Team			
Once a student reaches 10 unexcused absences, truancy documentation should be finalized by the Attendance Team and submitted to the Attendance and Truancy Office.	09/30/2022	6/6/2023	Counselors	SAIC Paperwork/Truancy Protocol	Y	Completed Truancy Referral Documentation (Finalized SAIPs and RTI Contact Log).			

Woodrow Wilson School - Comprehensive Plan: Strategies and Action Steps

Relationships First (Tier I Climate Framework)

Anticipated Outputs (link out to EP Look Fors)	**Monitoring/Evaluation**
Relationships First/TIPS team meets on a regular basis, and are trained in Community-Building Circles strategies. Restorative interventions and conversations (RC) are utilized prior to writing an Office Disciplinary Referral, resulting in a reduced number of ODR's. Community-Building Circles are utilized once a week as part of a restorative conversation model, to reduce climate concerns and address community needs.	MTSS team meets on a monthly basis to review school climate data, and make any recommendations for intervention or support. Relationships First Coach works with the MTSS team to review climate data and implementation of this strategy on a quarterly basis.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Indicators	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework	8/1/2022	9/30/2022	Assistant Principal, Climate Manager, Relationships First Coach,	SDP Office and Climate and Culture support, training, and materials	Y	There is a scheduled time to conduct a 1-hour overview for the school leadership team (can be live or virtual).			
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	8/23/2022	8/30/2022	Assistant Principal, Climate Manager, Roster	Master Schedule	N	Each classroom has a weekly day and time to conduct CBC High schools only: every student has a 45 minute advisory period every day			
Incorporate Student Well-Being Survey during community meetings and circles.	9/1/2022	6/13/2023	Assistant Principal, Climate Manager	Student Well Being Survey Data	N	A school-based individual is designated as the Student Well-being Survey point person to coordinate and oversee systems for administration, participation and survey data analysis. Student Well-being Survey is administered monthly during Community Meeting (takes 5 minutes) Staff review and reflect on Student Well-Being Survey data. The equity indicators on the survey are reviewed to assess students' progress on equity knowledge, skills and mindsets and to plan accordingly			
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	8/23/2022	8/30/2022	Assistant Principal, Climate Manager, RF Coach	School's Discipline Policy	Y	Progressive discipline policy is revised to reflect restorative interventions as first response to disciplinary concerns			
Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	8/23/2022	9/30/2022	Assistant Principal, Climate Manager, RF Coach	Relationships First Team training Date and Time	Y	RF team includes leadership team, climate designee, attendance designee, teachers, and other school staff, as well as student leaders and parents Attendees complete training evaluations and demonstrate an understanding of how Community-Building Circles and Restorative Conversations advance SEL & equity knowledge, skills & mindsets			
Include Relationships First team members in MTSS Tier 1 team	9/1/2022	6/15/2023	Climate Manager, Assistant Principal	MTTS Meeting Agenda	N	RF team members guide reviews of Tier 1 climate data from a restorative justice lens, and help identify strategies for strengthening RF implementation as needed			
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC)	8/23/2022	8/29/2022	Assistant Principal, Climate Manager, Relationships First Coach	SDP Provided Materials	Y	There is a scheduled time to train school staff on RF Tier 1 CBC & RC Attendees complete training evaluations and demonstrate an understanding of how Community-Building Circles and Restorative Conversations advances SEL & equity knowledge, skills & mindsets			
Identify & Train Youth Leaders in CBC	9/1/2022	6/13/2023	Assistant Principal, Climate Manager, Relationships First Coach	Youth Leadership Team Training Agenda	Y	There is a designated time to train youth leaders, approximately 2 hours Attendees complete training evaluations and demonstrate an understanding of how CBCs & RCs advances SEL and equity knowledge, skills & mindsets			
Make a plan for ongoing support and coaching	9/1/2022	9/15/2022	Assistant Principal, Climate Manager	Determined Support Plan	N	District level and school-level support is outlined and agreed upon by principal, RF Tier 1 team and RF coaches			
Implement CBC in every classroom or advisory for 45 minutes every week	9/1/2022	6/13/2023	Assistant Principal, Climate Manager	Strategies to implement CBC	N	Both teachers and youth leaders plan and facilitate CBCs. Topics and themes include DEI knowledge, skills, and mindsets.			

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 38.1% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 25% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 30% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 35% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 40% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 22.3% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 30% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 35% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 40% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 45% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	95%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 70% of all students will attend school 95% of days or more	At least 75% of all students will attend school 95% of days or more in Q1.	At least 74% of all students will attend school 95% of days or more in Q2.	At least 72% of all students will attend school 95% of days or more in Q3.	At least 70% of all students will attend school 95% 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 91% 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 95% of students will have zero out-of-school suspensions in Q2.	At least 93% of students will have zero out-of-school suspensions in Q3.	At least 91% of students will have zero out-of-school suspensions in Q4.
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 1	Black/African American	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 30.3% of African American students will score proficient/advanced on the ELA PSSA	At least 15% African American students will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% African American students will score at or above grade-level on the District's within-year reading assessment in Q2	At least 25% African American students will score at or above grade-level on the District's within-year reading assessment in Q3	At least 30% African American students will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 1	Hispanic/Latinx	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 26.8% of Hispanic students will score proficient/advanced on the ELA PSSA	At least 15% Hispanic students will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% Hispanic students will score at or above grade-level on the District's within-year reading assessment in Q2	At least 25% Hispanic students will score at or above grade-level on the District's within-year reading assessment in Q3	At least 30% Hispanic students 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	Black/African American	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 13.6% of African American students will score proficient/advanced on the Math PSSA	At least 20% African American students will score at or above grade-level on the District's within-year math assessment in Q1	At least 25% African American students will score at or above grade-level on the District's within-year math assessment in Q2	At least 30% African American students will score at or above grade-level on the District's within-year math assessment in Q3	At least 35% African American students will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 3	Hispanic/Latinx	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 14.0% of Hispanic students will score proficient/advanced on the Math PSSA	At least 25% Hispanic students will score at or above grade-level on the District's within-year math assessment in Q1	At least 30% Hispanic students will score at or above grade-level on the District's within-year math assessment in Q2	At least 35% Hispanic students will score at or above grade-level on the District's within-year math assessment in Q3	At least 40% Hispanic students will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				