**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 school is a welcoming community of learners that engages academically talented students. The school vision has been created over time. The principles are implemented through our instructional practices and our efforts to build a school climate that has high expectations. We feel that it is important to identify the needs of all students, especially those needs that may result in a decreased opportunity to succeed academically if they are not addressed. It is our goal to create a climate that gives students the opportunity to develop a positive outlook on their school experience. In addition, we believe that children learn by doing, using all modalities in a supportive, risk free environment. Through the use of cooperative learning, exploration, multiple exposures, and positive reinforcement, students will learn. The staff believes that our role is to be a positive support, a learning guide, a good role model and a unified, consistent teaching team.
<table>
<thead>
<tr>
<th>Essential Practices</th>
<th>Rating</th>
<th>Definition of Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP01: Align curriculum, assessments, and instruction to the PA Standards</td>
<td>Exemplary</td>
<td>Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps) are used in all classrooms and programs and address the requirements of the PA Standards. Resources are used in all classrooms and programs and address the requirements of the PA Standards.</td>
</tr>
<tr>
<td>EP02: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based</td>
<td>Operational</td>
<td>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.</td>
</tr>
<tr>
<td>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</td>
<td>Operational</td>
<td>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.</td>
</tr>
<tr>
<td>EP04: Identify and address individual student learning needs</td>
<td>Emerging</td>
<td>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.</td>
</tr>
<tr>
<td>EP05: Provide frequent, timely, and systematic feedback and support on instructional practices</td>
<td>Operational</td>
<td>Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.</td>
</tr>
<tr>
<td>EP06: Foster a culture of high expectations for success for all students, educators, families, and community members</td>
<td>Exemplary</td>
<td>The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.</td>
</tr>
<tr>
<td>EP07: Collectively shape the vision for continuous improvement of teaching and learning</td>
<td>Operational</td>
<td>The school has a defined theory of action or vision aligned 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.</td>
</tr>
<tr>
<td>EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school</td>
<td>Operational</td>
<td>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.</td>
</tr>
<tr>
<td>EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community</td>
<td>Operational</td>
<td>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.</td>
</tr>
<tr>
<td>EP10: Continuously monitor implementation of the school improvement plan and adjust as needed</td>
<td>Operational</td>
<td>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.</td>
</tr>
<tr>
<td>EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically</td>
<td>Operational</td>
<td>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.</td>
</tr>
<tr>
<td>EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports</td>
<td>Emerging</td>
<td>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.</td>
</tr>
<tr>
<td>EP13: Implement a multi-tiered system of supports for academics and behavior</td>
<td>Operational</td>
<td>Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.</td>
</tr>
<tr>
<td>EP14: Implement evidence-based strategies to engage families to support learning</td>
<td>Emerging</td>
<td>Strategies to engage families are evident, but implementation is inconsistent.</td>
</tr>
<tr>
<td>EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA</td>
<td>Emerging</td>
<td>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.</td>
</tr>
<tr>
<td>EP16: Identify professional learning needs through analysis of a variety of data</td>
<td>Operational</td>
<td>Professional learning needs are identified 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 self-assessment).</td>
</tr>
<tr>
<td>EP17: Use multiple professional learning designs to support the learning needs of staff</td>
<td>Operational</td>
<td>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 develop and refine teaching practice.</td>
</tr>
<tr>
<td>EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning</td>
<td>Operational</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Selected Essential Practice**

**Academic Essential Practice #1 (Required)**

EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

**Climate Essential Practice #2 (Required)**

EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school. Ask 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.

**Additional Practice #3 (Optional)**

EP05: Provide frequent, timely, and systematic feedback and support on instructional practices.
## Evidence Based Strategy #1:

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Completion Date</th>
<th>Description</th>
<th>Monitoring/Evaluation</th>
<th>Notes &amp; Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/2022</td>
<td>10/10/2022</td>
<td>Online STAR Assessment Universal Screener for ELA and MATH</td>
<td>Participation data</td>
<td>N</td>
</tr>
<tr>
<td>9/6/2022</td>
<td>6/6/2022</td>
<td>Quarterly Star Reading and Math assessments.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>3/1/2022</td>
<td>3/22/2022</td>
<td>Administer screeners with fidelity in accordance with District guidance.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>10/14/2022</td>
<td>6/14/2022</td>
<td>Schedule recurring MTSS Tier 1 meetings for 60-90 minutes per month.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>10/2/2022</td>
<td>10/7/2022</td>
<td>Use a standard meeting agenda during monthly MTSS Tier 1 problem solving meetings.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>9/6/2022</td>
<td>9/6/2022</td>
<td>Development of precise problem statements that include the problem, evidence, why, who, what, when, where, why and outcomes.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>9/12/2022</td>
<td>9/12/2022</td>
<td>Use current formative data from SDP-provided resources (i.e., Star data, pre- and post-unit assessments from SDP curriculum units, authentic performance tasks).</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>6/6/2022</td>
<td>6/14/2022</td>
<td>Plan and deliver sessions that rely on guidance from SDP Common Planning Time.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>3/1/2022</td>
<td>3/22/2022</td>
<td>Use 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.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>10/10/2022</td>
<td>10/14/2022</td>
<td>Plan for support (as per MTSS Tier 1 guidelines).</td>
<td>Ongoing</td>
<td>N</td>
</tr>
<tr>
<td>10/10/2022</td>
<td>10/14/2022</td>
<td>Monitor implementation of the action steps identified in prior months and the associated outcome data.</td>
<td>Ongoing</td>
<td>N</td>
</tr>
</tbody>
</table>

### Notes & Evidence

- Participation data
- Participation in MTSS support sessions, as needed
- Development of precise problem statements that include the problem, evidence, why, who, what, when, where, why and outcomes.
- Ongoing formative assessment
- Ongoing and weekly
- Use current formative data from SDP-provided resources (i.e., Star data, pre- and post-unit assessments from SDP curriculum units, authentic performance tasks).
### Evidence Based Strategy #2: My Math (implementation on 9/27/23)

#### Start Date:
- 3rd Grade: 2022-08-23
- 4th Grade: 2022-08-23
- 5th Grade: 2022-08-23
- 6th Grade: 2022-08-23

#### Completion Date:
- 3rd Grade: 2023-06-15
- 4th Grade: 2023-06-15
- 5th Grade: 2023-06-15
- 6th Grade: 2023-06-15

#### Lead Person/Position:
- 3rd Grade: Teachers
- 4th Grade: Teachers
- 5th Grade: Principal
- 6th Grade: Teachers

#### PD:
- 3rd Grade: Instructional strategies
- 4th Grade: Progress Monitoring Data
- 5th Grade: Instructional strategies
- 6th Grade: N/A

#### Observation:
- 3rd Grade: PD
- 4th Grade: PD
- 5th Grade: PD
- 6th Grade: PD

#### Notes & Evidence:
- 3rd Grade: N/A
- 4th Grade: N/A
- 5th Grade: PD attendance records (Cornerstone and National Board scores)
- 6th Grade: N/A

#### Action Steps:

1. Implement My Math lessons.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

### Evidence Based Strategy #3: Daily 5 (Implementation on 9/27/23)

#### Start Date:
- 3rd Grade: 2022-08-23
- 4th Grade: 2022-08-23
- 5th Grade: 2022-08-23
- 6th Grade: 2022-08-23

#### Completion Date:
- 3rd Grade: 2023-06-15
- 4th Grade: 2023-06-15
- 5th Grade: 2023-06-15
- 6th Grade: 2023-06-15

#### Lead Person/Position:
- 3rd Grade: Teachers
- 4th Grade: Teachers
- 5th Grade: Principal
- 6th Grade: Teachers

#### PD:
- 3rd Grade: Instructional strategies
- 4th Grade: Progress Monitoring Data
- 5th Grade: Instructional strategies
- 6th Grade: N/A

#### Observation:
- 3rd Grade: PD
- 4th Grade: PD
- 5th Grade: PD
- 6th Grade: PD

#### Notes & Evidence:
- 3rd Grade: N/A
- 4th Grade: N/A
- 5th Grade: PD attendance records (Cornerstone and National Board scores)
- 6th Grade: N/A

#### Action Steps:

1. Implement Daily 5 lessons.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

### Evidence Based Strategy #4: Progress Monitoring (Implementation on 9/27/23)

#### Start Date:
- All Grades: 2022-08-23

#### Completion Date:
- All Grades: 2023-06-15

#### Lead Person/Position:
- All Grades: Teachers

#### PD:
- All Grades: Instructional strategies

#### Observation:
- All Grades: PD

#### Notes & Evidence:
- All Grades: PD attendance records (Cornerstone and National Board scores)

#### Action Steps:

1. Implement progress monitoring.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

---

### Evidence Based Strategy #5: Math Specials (Implementation on 9/27/23)

#### Start Date:
- 3rd Grade: 2022-08-23
- 4th Grade: 2022-08-23
- 5th Grade: 2022-08-23
- 6th Grade: 2022-08-23

#### Completion Date:
- 3rd Grade: 2023-06-15
- 4th Grade: 2023-06-15
- 5th Grade: 2023-06-15
- 6th Grade: 2023-06-15

#### Lead Person/Position:
- 3rd Grade: Teachers
- 4th Grade: Teachers
- 5th Grade: Principal
- 6th Grade: Teachers

#### PD:
- 3rd Grade: Instructional strategies
- 4th Grade: Progress Monitoring Data
- 5th Grade: Instructional strategies
- 6th Grade: N/A

#### Observation:
- 3rd Grade: PD
- 4th Grade: PD
- 5th Grade: PD
- 6th Grade: PD

#### Notes & Evidence:
- 3rd Grade: N/A
- 4th Grade: N/A
- 5th Grade: PD attendance records (Cornerstone and National Board scores)
- 6th Grade: N/A

#### Action Steps:

1. Implement Math Specials.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

---

### Evidence Based Strategy #6: Reading Recovery (Implementation on 9/27/23)

#### Start Date:
- All Grades: 2022-08-23

#### Completion Date:
- All Grades: 2023-06-15

#### Lead Person/Position:
- All Grades: Teachers

#### PD:
- All Grades: Instructional strategies

#### Observation:
- All Grades: PD

#### Notes & Evidence:
- All Grades: PD attendance records (Cornerstone and National Board scores)

#### Action Steps:

1. Implement Reading Recovery.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

---

### Evidence Based Strategy #7: Tier 1/2/3 Framework (Implementation on 9/27/23)

#### Start Date:
- All Grades: 2022-08-23

#### Completion Date:
- All Grades: 2023-06-15

#### Lead Person/Position:
- All Grades: Teachers

#### PD:
- All Grades: Instructional strategies

#### Observation:
- All Grades: PD

#### Notes & Evidence:
- All Grades: PD attendance records (Cornerstone and National Board scores)

#### Action Steps:

1. Implement Tier 1/2/3 Framework.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

---

### Evidence Based Strategy #8: Standard Based Assessments (Implementation on 9/27/23)

#### Start Date:
- All Grades: 2022-08-23

#### Completion Date:
- All Grades: 2023-06-15

#### Lead Person/Position:
- All Grades: Teachers

#### PD:
- All Grades: Instructional strategies

#### Observation:
- All Grades: PD

#### Notes & Evidence:
- All Grades: PD attendance records (Cornerstone and National Board scores)

#### Action Steps:

1. Implement Standard Based Assessments.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A

---

### Evidence Based Strategy #9: Math Intervention (Implementation on 9/27/23)

#### Start Date:
- All Grades: 2022-08-23

#### Completion Date:
- All Grades: 2023-06-15

#### Lead Person/Position:
- All Grades: Teachers

#### PD:
- All Grades: Instructional strategies

#### Observation:
- All Grades: PD

#### Notes & Evidence:
- All Grades: PD attendance records (Cornerstone and National Board scores)

#### Action Steps:

1. Implement Math Intervention.
2. Collect evidence of student progress.
3. Use data to inform instructional decisions.
4. Adjust instruction as needed.

#### Indicators:
- N/A

#### Implementation:
- N/A

#### Monitoring/Evaluation:
- N/A
### Evidence Based Strategy #3:
**Healing Together: Community Meeting (K-8) / Advisory (9-12) (Tier I Climate)**

#### Anticipated Outputs (link out to EP Look Fors)
- **Monitoring/Evaluation**
  - Identify concretely how your school's practice of Community Meeting will advance Equity in accordance with the Equity Definition outlined in the SDP Equity Framework.
  - Make a plan for collecting family and community input to inform Community Meeting topics. Training evaluations are complete and staff demonstrate an understanding of how Community Meeting advances SEL & Equity, in accordance with the Equity Definition outlined in the SDP Equity Framework. Select topics/themes and materials that are culturally relevant and reflective of the demographic and linguistic makeup of the student population.

- **We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, Student Well-being Survey, and minor behavior forms.**
- **Student Well-being Survey is administered monthly during Community Meeting (takes 5 minutes).**
- **Staff review and reflect on Student Well-being Survey data. The SWBS equity indicators are reviewed.**

#### Action Steps

<table>
<thead>
<tr>
<th>Topic</th>
<th>Anticipated Start Date</th>
<th>Anticipated Completion Date</th>
<th>Lead Person/Position</th>
<th>Materials/Resources Needed</th>
<th>PD?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train school leadership in Community meeting</td>
<td>8/23/2022</td>
<td>8/28/2022</td>
<td>Principal, Climate Staff, Counselor</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Establish a purpose for Community Meeting</td>
<td>8/23/2022</td>
<td>8/28/2022</td>
<td>Principal, Climate Staff, Counselor</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Train staff in Community Meeting (and its connections to equity and social-emotional learning)</td>
<td>8/23/2022</td>
<td>6/15/2023</td>
<td>Principal, Climate Staff, Counselor</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Establish Community Meeting schedule for each grade</td>
<td>8/23/2022</td>
<td>8/28/2022</td>
<td>Principal, Climate Staff, Counselor</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Create a Year-long calendar of CM topics/themes and establish planning and participation expectations</td>
<td>8/23/2022</td>
<td>6/15/2023</td>
<td>Principal, Climate Staff, Counselor</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Revisit Community Meeting calendar monthly during available staff planning time and revise as needed</td>
<td>8/23/2022</td>
<td>6/15/2023</td>
<td>Teachers</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Incorporate Student Well-being into Community Meeting</td>
<td>8/23/2022</td>
<td>6/15/2023</td>
<td>Counselor, MTSS Lead, Dean, Climate Support Liaison</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Progress monitor implementation</td>
<td>8/23/2022</td>
<td>6/15/2023</td>
<td>Counselor, MTSS Lead, Dean, Climate Support Liaison</td>
<td>ODR, Observations and Walkthrough schedule</td>
<td>N</td>
</tr>
<tr>
<td>Make a plan for ongoing coaching and support</td>
<td>8/23/2022</td>
<td>6/15/2023</td>
<td>Counselor, MTSS Lead, Dean, Climate Support Liaison</td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>
### GOAL: Board Goal 3
**All Students**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Q1 Target</th>
<th>Q2 Target</th>
<th>Q3 Target</th>
<th>Q4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 64% of grade 3-8 students will score proficient/advanced on the ELA PSSA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 35.4% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 46% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 47% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actual Performance**

<table>
<thead>
<tr>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### GOAL: Board Goal 2
**All Students**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Q1 Target</th>
<th>Q2 Target</th>
<th>Q3 Target</th>
<th>Q4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 66% of grade 3 students will score proficient/advanced on the ELA PSSA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 50% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actual Performance**

<table>
<thead>
<tr>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### GOAL: Board Goal 3
**All Students**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Q1 Target</th>
<th>Q2 Target</th>
<th>Q3 Target</th>
<th>Q4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 55% of grade 3-8 students will score proficient/advanced on the Math PSSA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 27% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 32% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 38% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 43% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actual Performance**

<table>
<thead>
<tr>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### GOAL: Attendance
**All Students**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Q1 Target</th>
<th>Q2 Target</th>
<th>Q3 Target</th>
<th>Q4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 80% of all students will attend school 90% of days or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 98% of all students will attend school 90% of days or more in Q1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 88% of all students will attend school 90% of days or more in Q2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 84% of all students will attend school 90% of days or more in Q3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 80% of all students will attend school 90% of days or more in Q4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actual Performance**

<table>
<thead>
<tr>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### GOAL: Suspension
**All Students**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Q1 Target</th>
<th>Q2 Target</th>
<th>Q3 Target</th>
<th>Q4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 98% of all students will have zero out-of-school suspensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 98% of all students will have zero out-of-school suspensions in Q1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 99% of all students will have zero out-of-school suspensions in Q2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 98% of all students will have zero out-of-school suspensions in Q3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 98% of all students will have zero out-of-school suspensions in Q4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actual Performance**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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