THE SCHOOL DISTRICT OF PHILADELPHIA 2022-2023

School-based Planning Tool

School Grade Span	00-05
ULCS Code	5400
Name of School	Richmond School
Neighborhood Network	Network 5
Assistant Superintendent	Karen Kolsky
ESSA Federal Designation	A-TSI
Admission Type	Neighborhood
Equity Network Cohort	
Principal Name	Susan Rozanski
Years as Principal	10
Years as Principal at this School	10

Planning Team

	Planning ream		
Team Member Title	Team Member Name	Organization	Email Address
Principal	Susan Rozanski	Richmond	srozanski@philasd.org
Additional Leadership Team Representative	Joseph Adair	Richmond	jadair@philasd.org
Math Content Specialist/Teacher Leader	Shannon Largent	Richmond	shqallagher@philasd.org
Literacy Content Specialist/Teacher Leader	Bernadette Sterling	Richmond	bjsterling@philasd.org
Science Content Specialist/Teacher Leader	Allyson Michels	Richmond	aturk@philasd.org
School-based Climate Representative	Orick Smith	Richmond	orsmith@philasd.org
Parent	Jessica Lear	Parent of Richmond Students	jeslovesjusto@aol.com
Community member	Caroline Stein	NET	caroline.stein@net-centers.or
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Wyatt Cadley	SDP	wcadley@philasd.org
Special Education Case Manager	Christine Hilderty-Feeney	SDP	childeryfeeney@philasd.org
Network Attendance Coach	Michael Jones	SDP	mejones@philasd.org
Network Culture and Climate Coach	Nafis Johnson	SDP	njohnson@philasd.org
Grants Compliance Monitor	Steven Schafer	SDP	sschafer@philasd.org
Central Office Talent Partner	N/A	N/A	N/A
Network Early Literacy/Literacy Director	Antoine O'Karma	SDP	aokrama@philasd.org
Network Professional Learning Specialist	MaryKate Kilpatrick	SDP	mkilpatrick@philasd.org
Prevention and Intervention Liaison	Vacant	N/A	N/A
PBIS Coach (if applicable)	Davitra Y. Smith	SDP	DSmith11@philasd.org
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	N/A	N/A	N/A
EL Point Person	Meghan Amadio	Richmond	mkeyes@philasd.org
Star Champion	Carrie Hunter	Richmond	chunter@philasd.org
Technology Lead	Alima McKnight	Richmond	asaffell@philasd.org
Assessment Coordinator	Shannon Largent	Richmond	shgallagher@philasd.org
Equity Lead	N/A	N/A	N/A

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 the Richmond Elementary School is to ensure that all students achieve academic excellence by engaging in the best instructional practices. The Mision of Richmond Elementary School is to provide challenging, rigorous, and culturally relevant learning experiences by promoting high standards and expectations in order to actively engage all students in the learning process. By working in collaboration with parents and the community in a positive and respectful setting, Richmond fosters a safe, caring, and creative environment, which encourages the development of individual talents and motivates all students to reach their full potential.

Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1: Common Planning Time (Tier I Academics) Peachers will develop lesson plans that more explicitly and throughly identify engaging questions, standards-aligned scaffolds, and how their work is connected with content covered during Common Planning Time. Teachers will feel increasingly confident in their delivery of lessons due to a greater level of content internalization.

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 & Evi
Action Steps	Start Date	Completion Date	Lead Person/Position	Needed	step?	Teacher rosters include built-in time	Progress Rating (Q1)	Progress Rating (Q2)	Motes & EV
						for CPT			
Create school wide schedules for Common Planning Time that intentionally									
allow teachers to come together for focused collaboration around common						45-60 minutes of weekly Common			
topics, and include multiple perspectives from experts, including Special	7/1/2022	0/22/2022	Susan Rozanski (Principal)		l _N	Planning Time will be built into all			
Educators and ESOL teachers.	//1/2022	8/23/2022	Susan Rozanski (Principal)		IN	teachers' calendars Rolling ILT Meeting			
						Schedule/Agenda			
						Scriedule/Agerida			
						Current Tier One academic data			
						(Star Screener data, formative			
						assessment trackers, etc)			
Instructional Leadership Team meets weekly to discuss CPT priorities with			Susan Rozanski (Principal) +		l	Precise problem statements from			
careful consideration of the CPT phases (Understand, Plan, Reflect)	8/29/2022	6/14/2023	ILI		N	Tier One MTSS Meetings Representative(s) guide reviews of			
						Tier 1 instruction data lens, and help			
						identify strategies for strengthening			
						implementation as needed			
						Representative(s) share initiatives			
						and interventions, report on			
Include an Instructional Leadership team member(s) in MTSS Tier 1 team and						progress of initiatives and			
consider how the meetings inform upcoming Common Planning Time topics and			Conne Demonstri (Drie 11 12		I	interventions, offer support as		1	
agendas. ILT will also consider direct feedback from each of the different	8/29/2022	6/14/2023	Susan Rozanski (Principal) +		l _N	desired, and seek support as needed		1	
Common Planning Time groups.	6/29/2022	6/14/2023	Susan Rozanski (Principal) +		IN .	Agendas or session presentations			
			Shannon Largent (School			with links to key SDP resources			
Create clear agendas for sessions and calendars for Common Planning Time			Based Teacher Leader) +			with mind to key obt. resources			
cycles that account for an intentional focus on how the team will move through			Bernadette Sterling (School			SDP Common Planning Time			
the phases: Understand, Plan, and Reflect	8/29/2022	6/14/2023	Based Teacher Leader)		N	Toolkit Protocols			
•			Susan Rozanski (Principal) +						
			Shannon Largent (School						
Plan and deliver sessions that rely on guidance from SDP Common Planning			Based Teacher Leader) +						
Time Toolkit, PLCycles, Frameworks, and units so that teachers are able to			Bernadette Sterling (School		l	Agendas or session presentations			
apply and practice what they learn using these resources	8/29/2022	6/14/2023	Based Teacher Leader)		Y	with links to key SDP resources			
			Susan Rozanski (Principal) + Shannon Largent (School						
Intentionally select/utilize probes and prompts from SDP protocols that push			Based Teacher Leader) +						
teacher thinking and create authentic opportunities for teacher-led best practice			Bernadette Sterling (School			SDP Common Planning Time			
sharing and collaboration	8/29/2022	6/14/2023	Based Teacher Leader)		l _N	Toolkit Protocols			
			Susan Rozanski (Principal) +						
Prioritize session structures that focus on teachers collaborating through			Shannon Largent (School						
conversation, and create flexible ways to capture salient ideas using note			Based Teacher Leader) +			Rolling CPT Agenda			
catchers or similar platforms so teachers can focus on sharing ideas and			Bernadette Sterling (School						
learning from one another rather than on completing a form or template	8/29/2022	6/14/2023	Based Teacher Leader)		N	Session Presentation			
						Rolling CPT Agenda			
						Session Presentation			
						Session Fresentation			
			Susan Rozanski (Principal) +			Completed Student Work Analysis			
Center discussions on equitable access to Tier 1 instruction that considers both			Shannon Largent (School			Protocols			
grade-level mastery and appropriate scaffolds. Consider individual and/or group			Based Teacher Leader) +						
student needs and create access as opposed to considering remediation			Bernadette Sterling (School		I	Completed Student Data Analysis		1	
opportunities	8/29/2022	6/14/2023	Based Teacher Leader)		N	Protocols			
Use current formative data from SDP-provided resources (ie: Star data, pre- and					I -				
post-unit assessments from SDP curriculum units, authentic performance tasks)			Susan Rozanski (Principal) +		1	Completed Student Work Analysis		1	l
to drive discussions about scaffolds and access, and to inform teacher-identified next steps for Tier One instruction. Particular attention will be devoted towards			Shannon Largent (School Based Teacher Leader) +		I	Protocols		1	
next steps for Her One Instruction. Particular attention will be devoted towards data disaggregation and exploring classroom levels root causes to help address			Based Teacher Leader) + Bernadette Sterling (School		l	Completed Student Data Analysis			l
data disaggregation and exploring classroom levels root causes to nelp address any disproportionalities in student performance.	8/29/2022	6/14/2022	Based Teacher Leader)		l _N	Protocols		1	
any araproportional des in staudin performance.	012012022	Ur 14/2023	Susan Rozanski (Principal) +		r*	1.000000	1	I	
			Shannon Largent (School		I	I		1	
Create systems for teachers to explicitly state next steps for their teaching			Based Teacher Leader) +		I	Rolling CPT Agenda		1	
based on conversations and learning from the sessions so they can transfer			Bernadette Sterling (School		1			1	l
learning to practice in planning and lesson delivery	8/29/2022	6/14/2023	Based Teacher Leader)		N	Session Presentation	1		l
			Susan Rozanski (Principal) +		1				
			Shannon Largent (School		l	L			l
Create systems to memorialize teacher-generated next steps during sessions			Based Teacher Leader) +		I	Rolling CPT Agenda		1	
so that ILT members are able to support implementation through coaching and	0.000.0000	014410000	Bernadette Sterling (School		L.	la		1	l
feedback cycles	8/29/2022	6/14/2023	Based Teacher Leader)		IN	Coaching Logs	1	 	
							 		-
						-	1		
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Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

PBIS - Currently Implementing (Tier I Climate Framework)

Anticipated Outputs (link out to EP Look Fors)

Students will report increased levels of belonging, interconnectedness, and positive relationships on the Student Wellbeing Surveys.

(Complete annual CR-Tiered Fidelity Inventory (TFI) / Self Assessment Survey & Action Plar for next year. Share Tier 1 Climate data with staff quarterly.

ys.	Anticipated	Anticipated	er 1 Climate data with staff qua	Materials / Resources	PD		Implementation	Implementation	
Action Steps	Start Date	Completion Date	Lead Person/Position	Needed	Step?	Indicators	Progress Rating (Q1)	Progress Rating (Q2)	Notes & Eviden
Revise Behavior Norms teaching system.	7/1/2022	8/29/2022	Orick Smith (Climate Manager)	PBIS Manual		Formal system used to teach expected behaviors during			
						Community Meetings is in place			
						complete with identitied equity			
						knowledge, skills and mindsets that will be developed. Home-to-			
					N	school PBIS matrix is completed by first meeting.			
Create and implement a school-wide calendar of acknowledgements (i.e.	7/1/2022	8/29/2022	Orick Smith (Climate	Calendar		There is a readily available school- wide calendar of			
weekly. monthly, quarterly, etc.).			Manager)			acknowledgements and activities			
						/events that is widely shared with staff and students. Students and			
						staff have multiple opportunities to			
					N	provide input on the acknowledgement system			
Refine policies and procedures around the Progressive Discipline System.	10/1/2022	11/30/2022	Orick Smith (Climate Manager) + Davitra Smith	PBIS Manual		Behavior flowchart is restorative and proactive in nature and allows			
			(PBIS Coach)			for the re-entry of students into a			
						setting in a supportive manner.			
						Clearly-defined procedures for managing both Code of Conduct			
						Events (Major ODRs) and Non- Code of Conduct Events (Minors)			
						are documented, with training			
						provided.			
						Student, family, staff, and other			
						community member voices are part of process, with multiple			
Update PBIS Manual	7/1/2022	8/20/2022	Orick Smith (Climate	PBIS Manual	N	opportunities for feedback. PBIS manual is updated to reflect			
			Manager)		N	the current year.			
Establish a school-specific training schedule for PBIS throughout the school year	8/23/2022	6/14/2023	Orick Smith (Climate Manager)	Calendar		Formal process for teaching all staff all aspects of Tier I PBIS			
					l,	Framework is designed, adhering to the PBIS timeline.			
Hold beginning of year PBIS student training.	8/29/2022	9/30/2022	Classroom Teachers +	PBIS Manual	ľ	to the r bio timeline.			
			Common Spaces w/ Orick Smith (Climate Manager) +			PBIS norms and acknowledgment			
			Susan Rozanski (Principal) +	1	l	system are part of documented	1		
Conduct daily Community Meetings	8/29/2022	6/14/2023	Climate Staff Classroom Teachers +	PBIS student training slide	IN	agenda and materials. Daily community meetings occur in			
			Support From: Orick Smith (Climate Manager) + Susan	deck		every classroom with the lens of continuing to teach, reinforce, and			
			Rozanski (Principal)			acknowledge PBIS norms and			
					N	Social Emotional Learning practices.			
Build a Culturally Responsive PBIS Team	7/1/2022	10/1/2022	Orick Smith (Climate	Master Schedule		PBIS Team includes			
			Manager)			administrators, teachers, Climate leaders, and staff with behavior			
						and attendance expertise. Include seats at the table for			
						family/community members &			
						students and ensure the team is representative of the school			
Establish team operating procedures, roles, and a year long monthly meeting	7/1/2022	40/4/2022	Orick Smith (Climate	Staff List	N	community. Tier 1 MTSS Team meets at least			
establish team operating procedures, roles, and a year long monthly meeting schedule	//1/2022	10/1/2022	Manager)	Stall List		monthly. PBIS team meets at least			
						monthly. Both teams have year- long meeting schedule with dates			
						and times, meeting format/agenda,			
					N	minutes, and defined meeting roles.			
Plan for regular PD time to update staff on PBIS development	8/29/2022	6/14/2023	Orick Smith (Climate Manager)	PBIS Manual		Training evaluations are complete and staff demonstrate an			
			manager)			understanding of how PBIS			
					Y	advances SEL and equity knowledge, skills & mindsets			
Incorporate Student Well-Being Survey into Community Meetings	8/29/2022	6/14/2023	Classroom Teachers+ Oversight From: Orick Smith	Slide Deck and Calendar		Student Well-being Survey is administered monthly during			
			(Climate Manager) + Susan			Community Meeting (takes 5			
			Rozanski (Principal) + Jason Messer (Counselor)			minutes)			
						Staff review and reflect on Student Well-Being Survey data. The			
						equity indicators are reviewed to			
						assess students' progress on equity knowledge, skills and			
Schedule time for PBIS staff and student boosters throughout the year.	8/29/2022	1/15/2023	Orick Smith (Climate	SWBS access	N	mindsets and to plan accordingly Training evaluations are			
			Manager) + Susan Rozanski			completed by staff. Staff and			
			(Principal)			students demonstrate an understanding of how PBIS			
					l _v	advances SEL and equity knowledge, skills & mindsets.			
Train, coach, and support the adoption of tier 1 classroom practices	8/29/2022	6/14/2023	Orick Smith (Climate	Master Schedule and	ľ	Classrooms are formally			
			Manager) + Susan Rozanski (Principal)	Booster Resources		implementing all core Tier I features: positive praise to			
			' '			correction ratios, clear routines and procedures, consistent use of			
		1				specific feedback with tangible		1	
						acknowledgement, and consistent use of acknowledgement system			
Share tier 1 data with school staff at least quarterly	8/29/2022	8/44/2000	Orick Smith (Climate	PBIS Manual	N	are all evident. Presentations or data packets are			
onare ner i data with school stall at least quarterly	6/29/2022	6/14/2023	Orick Smith (Climate Manager)	r DIO INBITUBI		developed and documented. A			
						method is developed for faculty/staff to provide feedback on	1		
Complete annual CO Tiesed Cidelity law 1 (TCD 10 1/4	3/1/2023	3/30/2023	Orick Smith (Climate	TIPS Data from SIS	N	Tier I practices.			
Complete annual CR-Tiered Fidelity Inventory (TFI) / Self Assessment Survey & Action Plan for next year	3/1/2023	3/30/2023	Manager) + Full PBIS Team	TIP'S Data from SIS		Staff have the opportunity to reflect and discuss whether PBIS is			
			& Staff			supporting the development of social-emotional learning and			
					l	equity knowledge, skills and			
Designate a lead for the Connection in PBIS work	8/23/2022	8/29/2022	Orick Smith (Climate	<u> </u>	IN.	mindsets Select a PBIS team lead to work	 		
			Manager)			with the PBIS coach on the Connections work			
					l	Add connections work to regular			
Jtilize the Emphasizing Connections Guide to complete scope & sequence plan	8/23/2022	6/14/2023	Orick Smith (Climate	+	IN.	PBIS team meeting agendas Review the guide with the PBIS	-		
or the year.			Manager)			coach and Connections Lead Schedule regular monthly		1	
					l	meetings to touch base on			
Determine which of the 6 modules will be emphasized for the year:	9/1/2022	10/1/2022	Orick Smith (Climate	Cornerstone Modules	N	progress		-	
Fostering Safe, Supportive, Consistent Relationships at School	32022		Manager)						
Empowerment, Voice & Choice. Building Connections with Behavior-Specific Praise									
Building Regulation Skills in the Classroom Managing Emotions in the Classroom									
Regulate, Relate, and Reason				Cornerstone Modules	N				
Allocate PD time for either asynchronous (in cornerstone) or synchronous sessions (scheduled throughout the year) for each of the 6 modules	9/1/2022	6/14/2023	Orick Smith (Climate Manager) + Susan Rozanski			Work with building principal to determine if the modules for			
			(Principal)			Connections Within PBIS will be			
						delivered live or through cornerstone	1		
				Cornerstone Modules	Y	Come up with a year long session for all 6 modules			
Come up with a plan to use Pre-Module Slides & Post-Module questions for	9/1/2022	6/14/2023	Orick Smith (Climate	The state of the s	ľ	Work with Connections Lead and			
application.			Manager)			PBIS Coach to plan for each module delivery session using the			
	1					slides & application questions and determine who is responsible for	1		
				Cornerstone Modules		what			

Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Pro-social Recess & Lunch Programs (Tier I Supplemental Climate)

Anticipated Outputs (link out to EP Look Fors)

Students will report increased levels of belonging, interconnectedness, and positive relationships on the Student Wellbeing Surveys.

Silvatents will report increased levels of belonging, interconnectedness, and positive relationships on the Student Wellbeing Surveys.

	Anticipated	Anticipated		Materials / Resources	PD		Implementation	Implementation	
Action Steps	Start Date	Completion Date	Lead Person/Position	Needed	Step?	Indicators	Progress Rating (Q1)	Progress Rating (Q2)	Notes & Evider
Train school leadership on Pro-social Recess & Lunch Programs.	8/23/2022	9/30/2022	Sean Spears (Playworks Point of Contact)	Playworks Contract	Y	Playworks holds overview session attended by Climate designee. Training evaluations and school planning materials document understanding of how pro-social recess & lunch programs advances SEL & equity knowledge, skills & mindset.			
Establish Pro-social Recess & Lunch Team (R&L team).	8/23/2022	9/30/2022	Orick Smith (Climate Manager)		N	Climate administrator and attendance designee are both members.			
Establish a twice-monthly team meeting schedule.	8/23/2022	6/14/2023	Orick Smith (Climate Manager) + Student Climate Team		N	Minutes, agenda, and defined meeting roles are evident for regular R&L team meetings.			
Receive Recess Reboot Series	8/23/2022	6/14/2023	Orick Smith (Climate Manager) + Student Climate Team		Y	There is scheduled time for Playworks to conduct 4-day Recess Reboot Series (for schools impacted by gun violence). Climate Designee participates in ongoing professional development through Playworks.			
Develop a vision for recess & lunch	8/23/2022	9/30/2022	Orick Smith (Climate Manager) + Student Climate Team		N	Documented vision statement discusses how attendance and climate will be impacted by changes.			
Develop operating procedures for recess & lunch	7/1/2022		Orick Smith (Climate Manager) + Student Climate Team + Susan Rozanski (Principal)		N	Spaces, resources needed, and personnel required are identified. Appropriate signage is created and posted for Recess & Lunch.			
Train Recess and Lunch Staff throughout the year.	8/23/2022	6/14/2023	Orick Smith (Climate Manager) + Student Climate Team		·	Year-long schedule of training dates to train recess & lunch staff. Attendees complete training evaluations. Climate team sees evidence of SEL & equity knowledge, skills & mindset in Recess & Lunch staff.			
Communicate Lunch and Recess procedures	8/23/2022	9/30/2022	Orick Smith (Climate Manager) + Student Climate Team		N N	Communication plans for the entire school outline procedures, activities, and expectations for students and staff.			
Create opportunities for incentives for behavior and attendance during lunch and recess.	8/23/2022	6/14/2023	Orick Smith (Climate Manager) + Student Climate Team + PBIS Team	Schoolwide incentives (ex. Class DoJo, prizes)	N				
Train lunch & recess staff on submitting Code of Conduct Events	8/23/2022	9/30/2022	Orick Smith (Climate Manager) + Student Climate Team		Y	Scheduled time and agendas are available for meetings. Evaluations are completed after training.			
Conduct on-spot fidelity checks.	9/30/2022	6/14/2023	Orick Smith (Climate Manager) + Student Climate Team		N	Climate Designee documents fidelity checks, utilizing the Great Recess Framework recess assessment tool. Consultation visits with Playworks are held and documented.			
Lunch & Recess team conduct ongoing Progress Monitoring throughout the year.	9/30/2022	6/14/2023	Orick Smith (Climate Manager) + Student Climate Team		N	SIS and student survey data are reviewed by L&R team. SLaff feedback on progress is documented and collected, and utilized for planning. On-spot fidelity checks are conducted and documented. Virtual action planning calls with Playworks are held, with documented notes.			
					-	1			
						1			

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 1	All Students	At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 47% students in grades 3- 5 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 47% students in grades 3- 5 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 47% students in grades 3- 5 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
	Bo	₹	Actual Performance				
			Met Target?				
			Cool Statement	O4 Toward	03.7	03 Towns	O4 Toward
	7		Goal Statement At least 45% of grade 3 students will	Q1 Target At least 45% students in grades	Q2 Target At least 45% students in grades	Q3 Target At least 45% students in grades	Q4 Target At least 45% students in grades
GOAL:	Board Goal 2	All Students	Score proficient/advanced on the ELA PSSA Actual Performance	K-3 will score at or above grade- level on the District's within-year reading assessment in Q1	K-3 will score at or above grade- level on the District's within-year reading assessment in Q2	K-3 will score at or above grade- level on the District's within-year reading assessment in Q3	K-3 will score at or above grade- level on the District's within-year reading assessment in Q4
	ш.	`	Met Target?				
			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 3	All Students	At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance	At least 27% students in grades 3- 5 will score at or above grade- level on the District's within-year math assessment in Q1	At least 27% students in grades 3-5 will score at or above grade- level on the District's within-year math assessment in Q2	At least 27% students in grades 3- 5 will score at or above grade- level on the District's within-year math assessment in Q3	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
	ĕ	<					
			Met Target?				
	e,		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	lanc	te	At least 51% of all students will	At least 51% of all students will	At least 51% of all students will	At least 51% of all students will	At least 51% of all students will
GOAL:	95%+ Attendance	Students	attend school 95% of days or more Actual Performance	attend school 95% of days or more in Q1	attend school 95% of days or more in Q2	attend school 95% of days or more in Q3	attend school 95% of days or more in Q4
	5%+	₹	Met Target?				
			met ia.get.				
i;			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
OAL:	pension	tudents	Goal Statement At least 95% of students will have zero out-of-school suspensions	Q1 Target At least 95% of students will have zero out-of-school suspensions in Q1	Q2 Target At least 95% of students will have zero out-of-school suspensions in Q2	Q3 Target At least 95% of students will have zero out-of-school suspensions in Q3	Q4 Target At least 95% of students will have zero out-of-school suspensions in Q4
GOAL:	Suspension	All Students	At least 95% of students will have zero out-of-school suspensions Actual Performance	At least 95% of students will have zero out-of-school suspensions in	At least 95% of students will have zero out-of-school suspensions in	At least 95% of students will have zero out-of-school suspensions in	At least 95% of students will have zero out-of-school suspensions in
GOAL:	Suspension	All Students	At least 95% of students will have zero out-of-school suspensions	At least 95% of students will have zero out-of-school suspensions in	At least 95% of students will have zero out-of-school suspensions in	At least 95% of students will have zero out-of-school suspensions in	At least 95% of students will have zero out-of-school suspensions in
GOAL:	Suspension	All Students	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target?	At least 95% 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 95% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4
GOAL:			At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target	At least 95% of students will have zero out-of-school suspensions in Q4
			At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target?	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year
GOAL: GOAL:	Board Goal 1 Suspension		At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above grade-
			At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year
			At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year
	Board Goal 1		At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 Q1 Target	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 Q2 Target	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4 Q4 Target
GOAL:	Board Goal 1	Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target?	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4 Q4 Target
		Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the Ela PSSA	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4
GOAL:	Board Goal 1	n Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4
GOAL:	Board Goal 1	Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance Met Target?	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4
GOAL:	Board Goal 3 Board Goal 1	Black/African Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance Actual Performance Actual Performance	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4
GOAL:	Board Goal 3 Board Goal 1	Black/African Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance Met Target?	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4
GOAL: GOAL:	Board Goal 3 Board Goal 1	Black/African Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance Met Target?	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4
GOAL: GOAL:	Board Goal 1	Black/African American	At least 95% of students will have zero out-of-school suspensions Actual Performance Met Target? Goal Statement At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA Actual Performance Met Target? Goal Statement At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance Met Target? Goal Statement Actual Performance Met Target?	At least 95% of students will have zero out-of-school suspensions in Q1 Q1 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 Q1 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 95% of students will have zero out-of-school suspensions in Q2 Q2 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 Q2 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 95% of students will have zero out-of-school suspensions in Q3 Q3 Target At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 Q3 Target At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 95% of students will have zero out-of-school suspensions in Q4 Q4 Target At least 47% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4 Q4 Target At least 27% students in grades 3-5 will score at or above gradelevel on the District's within-year reading assessment in Q4