

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

School Grade Span	00-08
ULCS Code	4300
Name of School	Edward Heston School
Neighborhood Network	Acceleration
Assistant Superintendent	Sean Conley
ESSA Federal Designation	CSI
Admission Type	Neighborhood
Equity Network Cohort	
Principal Name	Ms Angela Edwards
Years as Principal	18
Years as Principal at this School	18

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Angela Gaddie Edwards	Heston	agedwards@philasd.org
Additional Leadership Team Representative	Carolyn Johnson	Heston	cjohnson6@philasd.org
Additional Leadership Team Representative	Regina Simpson	Heston	rasimpson@philasd.org
Math Content Specialist/Teacher Leader	Tracy West	Heston	twest@philasd.org
Literacy Content Specialist/Teacher Leader	Renae Rutherford Lowe	Heston	rutherfordlowe@philasd.org
Science Content Specialist/Teacher Leader	NA	NA	NA
School-based Climate Representative	Kathleen Wainwright	Heston	kmwainwright@philasd.org
Parent	Lenora Howard	Guardian	lhoward@philasd.org
Community member	Kate Morrow	Goldenberg Group	kmorrow@goldenberggroup.com
Business partner (other than parent or community member)	Kate Morrow	Goldenberg Group	kmorrow@goldenberggroup.com
Student (required for High Schools)	NA	NA	NA
Planning and Evidence-based Support (PESO) member	Joshua Culbertson	SDP	jculbertson@philasd.org
Special Education Case Manager	Amy Holdsworth	SDP	aholdsworth@philasd.org
Network Attendance Coach	Shaneice Boyd	SDP	saboysd@philasd.org
Network Culture and Climate Coach			
Grants Compliance Monitor	Steve Schafer	SDP	sschafer@philasd.org
Central Office Talent Partner	Marina Byrne-Folan	SDP	mbyrnefolan@philasd.org
Network Early Literacy/Literacy Director			
Network Lead Academic Coach	Steve Chicano	SDP	schicano@philasd.org
Network Lead Academic Coach	Jennifer Neal	SDP	jjyost@philasd.org
Network Lead Academic Coach	Victoria Aponte	SDP	vaponte@philasd.org
Prevention and Intervention Liaison	Shereema Molette	SDP	smolette@philasd.org
PBIS Coach (if applicable)	Aubrey Depa	SDP	abeiswenger@philasd.org
Relationships First Coach (if applicable)	To be determined in 22-23	To be determined in 22-23	To be determined in 22-23
Youth Court Coach (if applicable)	NA	NA	NA
Community School Coordinator (if applicable)	NA	NA	NA
Multilingual Manager	NA	NA	NA
EL Point Person	NA	NA	NA
Star Champion	Renae Rutherford Lowe	Heston	rrutherfordlowe@philasd.org
Technology Lead	Eric Dixon	Heston	edixon@philasd.org
Assessment Coordinator	Renae Rutherford Lowe	Heston	rrutherfordlowe@philasd.org
Assessment Coordinator	Tracy West	Heston	twest@philasd.org
Equity Lead	Angela Gaddie Edwards	Heston	agedwards@philasd.org
School Improvement Facilitator	Brandi Hester-Harrell	Mass Insight	bhester-harrell@massinsight.org
School Improvement Support	Christine Spaulding	Mass Insight	cspaulding@massinsight.org
School Improvement Support	Marie Kunthara	Mass Insight	mkunthara@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?

Our school vision is to support the individual scholars by welcoming our diverse community and strengthening academic and cultural resiliency.

We will know that we have achieved our vision when

- scholars attend city-wide schools
- scholars are engaged in service to our community.
- the majority of our scholars attend school 95% of days or more.
- scholars are demonstrating their social-emotional character skills within the school community.
- scholars have few to no serious incidents or out-of-school suspensions

Edward Heston School [4300] 2022-2023 School Plan

		Data Review			
Star Reading	Celebrations	Concerns	Star Math	Celebrations	Concerns
Overall	<p>Example: "Between Q1 and Q2 of 21-22, our AI-Above Benchmark in Reading grew from 7% to 34%." (7% of students who have at least 5% increase in performance in Fall 21-22 in AI-Above Benchmark in Reading.)</p> <p>Example: "Between Q1 and Q2 of 21-22, our AI-Above Benchmark in Reading grew from 7% to 34%." (7% of students who have at least 5% increase in performance in Fall 21-22 in AI-Above Benchmark in Reading.)</p>	<p>Example: "2nd grade students are our lowest performing grade, with 75% of students in Strategic Intervention in 21-22 across all quarters."</p> <p>During the 21-22 Star Reading assessment, from Fall to Winter 1, the % of 2nd graders in the AI-Above grade level decreased from 14.2% to 12.7%.</p>	Overall	<p>Example: "Our 6th grade cohort has maintained more than 50% of students Above-Benchmark across all quarters of 21-22."</p> <p>Example: "Grade 4 and 6 experienced a high number (nearly half) of students falling from Above-Benchmark levels of performance in Q2."</p>	<p>Example: "Grade 4 and 6 experienced a high number (nearly half) of students falling from Above-Benchmark levels of performance in Q2."</p> <p>From Fall to Winter 1 on the 21-22 Math assessment, AI-Above Benchmark rose from 1.0% to 1.8%. (100% of students in AI-Above Benchmark.)</p> <p>From Fall to Winter 1 on the 21-22 assessment, students performing in the Strategic Intervention for the 100 CBM is at 50.9% (strategic intervention for 2021), which fell from 51% in Fall 20 to 50% in Winter.</p>
Student Group	<p>During the 21-22 Star Reading assessment, during the Fall to Winter 1, Grade 6 and Grade 8 had more than 90% participation.</p>		Student Group	<p>From Fall 1 to the Winter 1 21-22 assessment, students made the most progress in the addition to 10 CBM, with a 16.4% increase, moving grade from 15.9% to 34.3% in the 6-2 grade band.</p>	<p>Over 75% of 3rd and 6th Grade are in the Strategic Intervention group as of Winter 1 21-22 Star Math.</p>
Student Group		<p>Grade 7 is our lowest performing grade with 77% of students performing in Strategic Intervention during the 21-22 STAR Reading 1 assessment.</p>	Student Group	<p>All of our at-risk grade level students based on the 2021-22 assessment for the Winter 1 21-22 100 assessment. Only 218 students were eligible to take the computer-assisted assessment based on the 21-22 assessment scores. The other grades had students in the at-risk intervention group for this topic.</p>	
Student Group		<p>All of Q2, 91.7% of students with IEPs were in Strategic Intervention on Star Reading, compared to 61.5% of their peers.</p>	Student Group		<p>All of Q2, 92% of students with IEPs were in Strategic Intervention on Star Math, compared to 51% of their peers.</p>
Implementation		<p>Based on the Instructional Framework as a result of the 21-22 Winter 1 assessment, ATL will work with Faculty Leadership to identify grade level celebrations and concerns based on TI priorities to support 95% of teachers working towards instructional fidelity within Library Framework.</p>	Implementation		<p>During the 21-22 Winter 1 assessment, Math participation was 14% lower than it was in Fall 2021. New procedures are being put in place to ensure that non-writing students are on a list so that they are tested first and tracked for make-up testing.</p>
Attendance	Celebrations	Concerns	Zero OSS	Celebrations	Concerns
Overall	<p>Example: "While our percent of students attending 95% of days or more is lower than prior years, we did not see an increase in students at the 80% of days or fewer threshold, our goal this year."</p>	<p>Example: "Grade 6 has the smallest percent of students attending 95% of days or more, though we saw one of our graders directly impacted by COVID-related absences."</p>	Overall	<p>Example: "Though there has been an increase in reported tardy disciplinary referrals this compared to 16-19, 97.9% of students have no suspensions, compared to 95% in 18-19."</p>	<p>Example: "We have seen an increase in suspensions for reasons other than 9-21-22 compared to prior years, particularly in grades 4-6." (65%)</p>
Student Group	<p>There is no disproportionality between the size of suspensions by grade and the amount of students attending 95% of days or more. Those numbers are always within 1.2% points of each other.</p>	<p>By Jan 2022, only 19.9% of students have attended 95% of days or more. This is a 10 point below performance in January 2019 prior to the COVID-19 pandemic.</p>	Student Group		<p>As of January 2022, 84.9% of students have zero out of school suspensions. This is a significant decrease from the baseline (pre-COVID) year, when in January 2019 there were 92.4% of students who had zero out of school suspensions.</p>
Student Group		<p>Only 16.7% of ELLs are attending 95% of days or more by January 2022, which is slightly lower than non-ELL students, 19% of whom are attending 95% of days or more.</p>	Student Group		<p>African American students are 92% of the student population, but comprise 97% of our suspensions as of January 2022, a major disproportionality concern.</p>
Student Group		<p>Only 19.9% of students with IEPs are attending 95% of days or more by January 2022, which is slightly lower than regular education students, 20.3% of whom are attending 95% of days or more.</p>	Student Group		<p>Mutual fighting and reckless endangerment are the most common incident types resulting in suspension as of January 2022.</p>
Implementation			Implementation		
Course Marks	Celebrations	Concerns	Surveys	Celebrations	Concerns
Overall	<p>Example: "48% of students in 21-22 received an A in English courses on their Q2 report card, which is fairly closely aligned to our Star performance of 48% of students Above-Benchmark in Reading."</p>	<p>Example: "From 16-17 through 18-19, 53% of students had course marks of 'A' in Math, but only 15% of students scored Proficient or Advanced on the Math PSSA."</p>	Overall	<p>Example: "On the 20-21 Districtwide Survey our Parent-School Relationship score increased from 7.4 to 8.2, exceeding both the overall district performance of 7.8 and the target of 8.0."</p>	<p>Example: "Across 3 months of Student Well Being Survey data in 21-22, Latino students have the lowest positive relationship score with adults, at 62.6%."</p>
Student Group			Student Group		
Student Group			Student Group		
Implementation			Implementation		
On-Track (HS Only)	Celebrations	Concerns	Additional Climate & Culture (optional)	Celebrations	Concerns
Overall	<p>Example: "95% of first-time 9th graders are on-track for graduation in 2021-2022, which is up 10 points year over year."</p>	<p>Example: "55% of 10th graders are off-track through Q2 of 2021-2022, and 70% of those students are off-track due to failures."</p>	Overall	<p>Example: "Since focusing on PBIS strategies for our grade 6-8 classrooms, we have seen a 73% decrease in Code of Conduct events/CDRs for those classrooms from Q4-20 to when completed Nov-Jan."</p>	<p>Example: "Continual remains our largest concern for building incidents across multiple years of in-person school, it is three times as frequent as any other time during the day."</p>
Student Group			Student Group		
Student Group			Student Group		
Implementation			Implementation		

Root Cause Analysis - 5 Whys					
	Academics 1	Academics 2	Attendance	Climate and Culture	Graduation
Precise Problem	During the 21-22 Star Reading assessment, from Fall to Winter 1, the % of K-8 students at On or Above grade level decreased from 14.2% to 12.7% .	Over 75% of 3rd and 6th Grade are in the Intensive Intervention group as of Winter 1, 21-22 Star Math.		As of January 2022, 84.9% of students have zero out of school suspensions. This is a significant decrease from the baseline (pre-COVID) year, where in January 2019 there were 95.4% of students who had zero out of school suspensions.	
Why does this problem exist?	End of unit assessments, student work, check for understanding shows that students are not being successful during the first teach, specifically because of a lack of mastery of phonics.	Effective on-grade level instruction is not evident from walkthroughs, observations, and reviewing lesson plans.		PBIS not being implemented with fidelity: teachers haven't bought in to the program: they are not using the language of PBIS and correcting behavior effectively. While there are sometimes nconsistent and spontaneously-generated incentives, that's not PBIS implementation.	
Why does this problem exist?	Classroom observations reveals that teachers are not circulating actively to monitor and provide feedback on student work, with many lessons too focused on teacher-led talk. Some teachers are not getting through model/instruction quickly to have enough time devoted to student practice, while others are rushing through elements of the lesson.	Specifically, teachers are demonstrating problems with pacing the lesson effectively for students who are behind in grade-level skill mastery.		There are fundamental problems with the teacher mindset around PBIS. Sometimes, this is a perspective that PBIS is "something extra on my plate", or that students collect points but "nothing happens" —there are no incentives	
Why does this problem exist?	Teachers are struggling with effective implementation of the lesson (e.g. pacing, gradual release, student responsibility for learning). This same ineffective implementation is evident in CPT documents.	There has been insufficient coaching for teachers around lesson pacing.		While it is true that the school does not provide physical rewards at this time, teachers are unaware of free PBIS incentives which don't require funding.	
Why does this problem exist?	Teachers do not understand/ implement the theory/ look fors for each ELA component, and aren't tailoring their practices to individual student need: rather than having too few options, they have too many, and don't understand how to prioritize the toolkit.			There has been insufficient and inconsistent modeling of PBIS strategies, and a lack of familiarity with the protocols and opportunities embedded in the PBIS program.	
Why does this problem exist?	Teachers need support with best practices, consistent instructional feedback which coaches them on how to prioritize best practices in the classroom to meet the needs of their learners.				
Why Statements	Final Why Statement: Academics 1	Final Why Statement: Academics 2	Final Why Statement: Attendance	Final Why Statement: Climate and Culture	Final Why Statement: Graduation
	If leaders provide deliberate understanding of the CPT protocol and how it drives scaffolded instruction through unpacking of standards and data-driven decisionmaking, then the quality of Tier 1 instruction will improve.	If leaders provide deliberate understanding of the CPT protocol and how it drives scaffolded instruction through unpacking of standards and data-driven decisionmaking, then the quality of Tier 1 instruction will improve.		If Heston builds the capacity of all stakeholders (staff, students, parents) by providing consistent, ongoing supports and feedback around building relationships, school community management of conflict (Relationships First) and deployment of progressive consequences/intervention (PBIS), then we will see a positive impact on student behavior and school climate.	
	Additional Whys for Consideration	Additional Whys for Consideration	Additional Whys for Consideration	Additional Whys for Consideration	Additional Whys for Consideration

PRIORITY AREAS (Essential Practices)

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

Essential Practices		Rating	Definition of Rating
Instruction	1 EP 01: Align curriculum, assessments, and instruction to the PA Standards	Emerging	Some instructional materials and assessments demonstrate the rigor of the PA Standards.
	2 EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging	Time for collaboration between educators is scheduled, but limited to a few educators, grade levels, or subjects. Use of collaborative planning time is not structured or monitored.
	3 EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Emerging	Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4 EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5 EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging	Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators' instructional practices.
Leadership Development	6 EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.
	7 EP07: Collectively shape the vision for continuous improvement of teaching and learning	Emerging	The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some staff.
	8 EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging	School leaders articulate the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff in shared decision-making or problem-solving.
	9 EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging	The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. School leaders allocate personnel, resources, and programs considering some but not all student needs.
	10 EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11 EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Emerging	The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.
	12 EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Emerging	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively-stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. There is limited evidence of implementation of the schoolwide behavior plan.
	13 EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family and Community Engagement	14 EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15 EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	16 EP16: Identify professional learning needs through analysis of a variety of data	Emerging	Professional learning needs are identified using limited sources of data.
	17 EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18 EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.

Selected Essential Practice	
Academic Essential Practice #1 (Required)	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Climate Essential Practice #2 (Required)	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Additional Practice #3 (Optional)	

BUDGET PLANNING

Based on the identified priority areas and aligned root-causes, what are the key resources needed to support you in meeting your goals? What resources (i.e. funding, personnel, PD, etc.) would be necessary to successfully enact these changes in an equitable manner for all students, with an eye towards historically marginalized and underserved groups of students. Ensure that each budget item is complete with a clear rationale for why that resources is needed and how it will help you address the goal and priority area.

ACADEMIC FOCUS		Board Goal 1 (ELA)				
Why Statement There has been insufficient support from the leadership team for teachers with selecting best practices, consistent instructional feedback which coaches them on how to prioritize best practices in the classroom to meet the needs of their learners.						
Essential Practice EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based						
Budget Item (This language should match what is listed in SMS.)	Student Group	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
Assistant Principal			The assistant principal will help lead ATL coaching efforts, provide feedback on teachers' ELA and math instruction, and oversee PBIS implementation (K-4).	180,400	Title 1	
Assistant Principal			The assistant principal will help lead ATL coaching efforts, provide feedback on teachers' ELA and math instruction, and oversee PBIS implementation (5-8).	180,400	Other Federal (ARPA)	
SPECM			The SPECM will work with the Math and ELA teacher leaders to support teachers' integration of the OSS framework into their implementation of the Math and ELA frameworks, which will support effective differentiation practices and boost student achievement.	133,900	SIG	
ELA ATL			The ELA ATL will coach teachers on the ELA framework and help lead CPT for stronger implementation of core ELA instructional practices.	133,900	Title 1	
Professional Development			To identify and provide professional development on the ELA and math instructional frameworks, OSS framework, related materials, and teacher understanding of the standards	153,000	Other	
Materials and Supplies			Consumable materials for all grades to support student growth in ELA, Math, and Science.	43,750	Operating	

CLIMATE FOCUS		Climate & Culture				
Why Statement Teachers are not using PBIS flow charts or systems to address progressive consequences/interventions (not employing diverse strategies for addressing behaviors), in some situations because they have not been effectively trained on the full spectrum of PBIS.						
Essential Practice EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.						
Budget Item (This language should match what is listed in SMS.)	Student Group	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
Climate Manager			The Case Manager works as part of the Support Team for Educational Partnership (STEP) behavior/climate team to provide quality case management services for all students in compliance with Medicaid regulations. The Case Manager will work within the school's Multi-Tiered System of Support framework to address the social, emotional and social services needs of students and families.	\$136,500 (ARPA - \$103,740; Title I - \$32,760)	Split Sources	Yes
Climate Liaison			The climate liaison will support the climate manager on all efforts related to Tier 1, Community Meeting, and PBIS, including attendance initiatives, outreach, and intervention.	97,200	Other (Acceleration network)	Yes
SCS (3 hours)			Provides assistance to staff during lunch and recreation periods. Assists in monitoring students' behavior in and around the school building and assists in the preparation and serving of food during mealtimes.	14,300	Operating	Yes
SCS (6 hours) X 5			Provides assistance to staff during lunch and recreation periods. Assists in monitoring students' behavior in and around the school building and assists in the preparation and serving of food during mealtimes	151,500	Operating	Yes
STEP Case Manager			The Case Manager works as part of the Support Team for Educational Partnership (STEP) behavior/climate team to provide quality case management services for all students in compliance with Medicaid regulations. The Case Manager will work within the school's Multi-Tiered System of Support framework to address the social, emotional and social services needs of students and families.	88,400	CSI	Yes
STEP Clinical Coordinator			Works in a supervisory capacity as part of the STEP behavior/climate team to ensure quality clinical services for all students in compliance with Medicaid regulations. Works within the school's Multi-Tiered System of Support framework to address the social and emotional social service needs of students and families by addressing unmet physical, living situation, and behavioral health needs to help stabilize the child and family.	122,700	CSI	Yes
SISL			Point person to oversee our attendance systems and data tied to our attendance goal (Guardrail 1, EP#12). Serve as a liaison between parents/community and the school. Tied to our attendance goal to increase attendance and promote positive climate in alignment with our goals (Guardrail 1, EP#12).	84,400	Title 1	Yes
Counselor			The counselors will support all tiers in MTSS, support the PBIS and Community Meeting, including work on attendance and SAIPs (K-4).	133,900	Operating	Yes
Counselor			The counselors will support all tiers in MTSS, support the PBIS and Community Meeting, including work on attendance and SAIPs (5-8).	133,900	Other	Yes

ADDITIONAL FOCUS #1		Board Goal 3 (Math)				
Why Statement We need to train and coach teachers on how to prioritize best practices, to ensure that there is sufficient pacing during the Math lesson plan.						
Essential Practice EP 01: Align curriculum, assessments, and instruction to the PA Standards						
Budget Item (This language should match what is listed in SMS.)	Student Group	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
Math ATL			The Math ATL will coach teachers on the Math framework and help lead CPT for stronger implementation of core Math Instructional practices.	133,900	Other	
MY Math Teacher			This teacher will help reduce class sizes to allow for more targeted and rigorous core instruction, which will support students' ELA and math proficiency.	\$133,900 (Title I - \$83,018)	Split Sources	
Professional Development			To identify and provide professional development on the ELA and math instructional frameworks, OSS framework, related materials, and teacher understanding of the standards	153,000	Title 1	
SPECM			The SPECM will work with the Math and ELA teacher leaders to support teachers' integration of the OSS framework into their implementation of the Math and ELA frameworks, which will support effective differentiation practices and boost student achievement.	133,900	CSI	
SSA (4 Hour)			The SSAs will support small group instruction and intervention in the early literacy classrooms to support the early literacy board goal	24,300	Operating	

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SSA (4 Hour)			The SSAs will support small group instruction and intervention in the early literacy classrooms to support the early literacy board goal	\$24,300 (Title I - \$19,440)	Split Sources	
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ADDITIONAL FOCUS #2		Board Goal 2 (Early Lit)				
Why Statement		There has been insufficient support from the leadership team for teachers with selecting best practices, consistent instructional feedback which coaches them on how to prioritize be				
Essential Practice		EP04: Identify and address individual student learning needs				
Budget Item <i>(This language should match what is listed in SMS.)</i>	Student Group	Grade Level(s)	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Cost	Funding Source	Was this item allocated in the final budget?
SSA (4 Hour)			The SSAs will support small group instruction and intervention in the early literacy classrooms to support the early literacy board goal	24,300	Split Sources	
Reading Specialist			The reading specialist will work with on explicit reading instruction with students who need the support to better access grade level ELA standards	133,900	Title 1	

ADDITIONAL FOCUS #3		Other (please explain):				
Why Statement		Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.				
Essential Practice						
Budget Item <i>(This language should match what is listed in SMS.)</i>	Student Group	Grade Level(s)	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Cost	Funding Source	Was this item allocated in the final budget?
French Teacher			Provide additional teachers CPT Time.	\$133,900 (Title I - \$26,760, RTL - \$26,760)	Split Sources	Yes
Desktops			Devices are needed in the Tech Lab to accommodate a maximum of 33 students in the lab at once and replace obsolete desktops	65,032	Operating	
Classroom Instructional Supplies			Robotics, calculators, charger stations, Chromebooks carts, and sensory materials will be used to support instruction, extra-curricular activities, and deescalating practices.	43,750	Operating	

Edward Heston School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:									
Common Planning Time (Tier I Academics)									
Anticipated Outputs (Link out to EP Look Fors)					Monitoring/Evaluation				
100% of Keystone Content Teachers will have Common Planning Time built into their weekly schedule 100% of lesson plans will contain alignment between standards-objectives tasks. 100% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices, particularly around scaffolding, as evidenced by the CPT rolling agenda.					Monthly Look-Fors: Schedule check for alignment; Looks Fors Document (bi-weekly); Rolling Agendas; Tracker Check; Classroom observations Quarterly Look-Fors: Star data review; CPT Calendar review (intentional focus on topics of discussion); Tracker review of lesson plan feedback provided and how feedback has been implemented				
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
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.	7/1/2022	7/15/2022	Principal	Master schedule	N	• Teacher rosters include built-in time for CPT • 45-60 minutes of weekly Common Planning Time will be built into all teachers' calendars			
Identify new hires for placement into New Teacher Academy, for additional fast-track professional development and coaching around Common Planning Time, specifically with an additional prep period, which will permit time for them to work with Academic Teacher Leaders for individual planning, and designating them for additional PD sessions focused on their needs	7/1/2022	8/24/2022	Principal	Staff List; Master schedule accommodations for additional coaching; Academic Teacher Leaders	N				
Create, adapt, and gather recorded professional development/support materials to permit all teachers to participate in asynchronous training, as needed.	7/1/2022	12/31/2022	Academic Teacher Leaders, School-Based Teacher Leaders	Google Drive, Network-created training materials	N				
Ensure that leadership attends the Acceleration Network's Summer Summit training, around the effective utilization of Common Planning Time	8/8/2022	8/11/2022	Principal	Assistant Principals, Academic Teacher Leaders, School-Based Teacher Leaders	Y				
Formalize structures for Common Planning Time (e.g. a rotating set of roles for teachers which are communicated ahead of time, to ensure increased teacher participation)	8/1/2022	8/29/2022	Academic Teacher Leaders, School-Based Teacher Leaders	Common Planning Time protocol	N				
Entire leadership team delivers professional development over Summer to teachers, as turn-around training from the Acceleration Network's Summit on the effective utilization of Common Planning Time	8/12/2022	8/19/2022	Principal, Assistant Principals, Academic Teacher Leaders, School-Based Teacher Leaders	Classroom teachers, August professional development schedule	Y				
Deliver professional development to all instructional staff with a focus on Common Planning Time. Utilizes afterschool training from Acceleration Network staff, as well, as needed.	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Principal, Assistant Principals; afterschool Professional Development schedule and EC time	Y				
Ensure that regular communication with teachers informs them of their role in next week's Common Planning Time, with a rotating roster of responsibilities.	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Email communication with staff	N				
Instructional Leadership Team meets weekly to focus on the week's upcoming goals in ELA and Math instruction.	8/29/2022	6/14/2023	Principal	Assistant Principals, Academic Teacher Leaders, School-Based Teacher Leaders, Reading Specialist; Rolling ILT Meeting Schedule/Agenda; Current Tier One academic data (Star Screener data, formative assessment trackers, etc); Precise problem statements from Tier 1 MTSS Meetings	N	• Rolling ILT Meeting Schedule/Agenda • Current Tier One academic data (Star Screener data, formative assessment trackers, etc) • Precise problem statements from Tier One MTSS Meetings			
Instructional Leadership Team meets quarterly to discuss CPT priorities with careful consideration of the CPT phases (Understand, Plan, Reflect)	8/29/2022	6/14/2023	Principal	Assistant Principals, Academic Teacher Leaders, School-Based Teacher Leaders, Reading Specialist; Rolling ILT Meeting Schedule/Agenda; Current Tier One academic data (Star Screener data, formative assessment trackers, etc); Precise problem statements from Tier 1 MTSS Meetings	N	• Rolling ILT Meeting Schedule/Agenda • Current Tier One academic data (Star Screener data, formative assessment trackers, etc) • Precise problem statements from Tier One MTSS Meetings			
MTSS Tier 1 Team meets weekly.	8/29/2022	6/14/2023	Counselors	Principal, Assistant Principals, SPECM, STEP Case Manager, Academic Teacher Leaders; MTSS meeting schedule	N				
Include Instructional Leadership team member(s) in MTSS Tier 1 team and consider how the meetings inform upcoming Common Planning Time topics and agendas	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	MTSS meeting schedule; Agendas or session presentations with links to key SDP resources; SDP Common Planning Time Toolkit Protocols	N	• 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 progress of initiatives and interventions, offer support as desired, and seek support as needed			
Create clear agendas for sessions and calendars for Common Planning Time cycles that account for an intentional focus on how the team will move through the phases: Understand, Plan, and Reflect	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Agendas or session presentations with links to key SDP resources; SDP Common Planning Time Toolkit Protocols	N	• Agendas or session presentations with links to key SDP resources • SDP Common Planning Time Toolkit Protocols			
Plan and deliver sessions that rely on guidance from SDP Common Planning Time Toolkit, PLCycles, Frameworks, and units so that teachers are able to apply and practice what they learn using these resources	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Agendas or session presentations with links to key SDP resources; SDP Common Planning Time Toolkit Protocols	Y	Agendas or session presentations with links to key SDP resources			
Intentionally select/utilize probes and prompts from SDP protocols that push teacher thinking and create authentic opportunities for teacher-led best practice sharing and collaboration	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	SDP Common Planning Time Toolkit Protocols	N	SDP Common Planning Time Toolkit Protocols			
Prioritize session structures that focus on teachers collaborating through conversation, and create flexible ways to capture salient ideas using note catchers or similar platforms so teachers can focus on sharing ideas and learning from one another rather than on completing a form or template	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Network model for Common Planning Time documents; Rolling CPT Agenda; Session Presentations	N	• Rolling CPT Agenda • Session Presentation			
Center discussions on equitable access to Tier 1 instruction that considers both grade-level mastery and appropriate scaffolds. Consider individual and/or group student needs and create access as opposed to considering remediation opportunities	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	SPECM; Rolling CPT Agenda; Session Presentations; Completed Student Work Analysis Protocols; Completed Student Data Analysis Protocols	N	• Rolling CPT Agenda • Session Presentation • Completed Student Work Analysis Protocols • Completed Student Data Analysis Protocols			
Use current formative data from SDP-provided resources (e. Star data, pre- and post-unit assessments from SDP curriculum units, authentic performance tasks) to drive discussions about scaffolds and access, and to inform teacher-identified next steps for Tier One instruction	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Star data, pre- and post-unit assessments from SDP curriculum units, authentic performance tasks; Student Work Analysis Protocols; Student Data Analysis Protocols	N	• Completed Student Work Analysis Protocols • Completed Student Data Analysis Protocols			
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	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Network model for Common Planning Time documents; "Teacher Passports" which are used to track learning and growth; Rolling CPT Agenda; Session Presentations	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, ensuring the model is not punitive, and instead focused on growth.	8/29/2022	6/14/2023	Academic Teacher Leaders, School-Based Teacher Leaders	Network model for Common Planning Time documents; "Teacher Passports" which are used to track learning and growth; Rolling CPT agenda; Coaching Logs	N	• Rolling CPT Agenda • Coaching Logs			

Edward Heston School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:									
PBIS - Currently Implementing (Tier I Climate Framework)									
Anticipated Outputs (link out to EP Look Fors)					Monitoring/Evaluation				
100% of staff can list all PBIS expectations. Formal system for acknowledging student behavior is used by at least 100% of staff Calendar of PBIS events Calendar for school-wide weekly focus Tracker to account for student participation in school-wide events School-wide publication of PBIS expectations Observation/Feedback of PBIS implementation to determine gaps and supports					Monthly Look-Fors: Walk-throughs by leadership (district and school level); Review of OSS and Zero incident data, TIPS and deployment plan review Quarterly Look-Fors: Booster PBIS training for students and staff; Review OSS and Zero incident data; Fidelity check walk-through (district and school level); Tier 1 data review				
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
Identify new hires for placement into New Teacher Academy, for additional fast-track professional development and coaching around the PBIS initiative.	7/1/2022	8/24/2022	Principal	Staff List; Master schedule accommodations for PBIS coaching	N				
Build a Culturally Responsive PBIS Team; revisit membership throughout Summer in case of any staffing changes	7/1/2022	8/30/2022	Principal	Staff List	N	PBIS Team includes 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 community.			
Establish relationship with the Division of Equity and Inclusion to ensure there is equity and access training for our staff around including all students.	7/1/2022	8/24/2022	Principal	partners in DEI Office	N				
Create and implement a school-wide calendar of acknowledgements (i.e weekly, monthly, quarterly, etc.) for both students and staff.	8/1/2022	8/30/2022	Climate Manager (PBIS Lead)	Climate Team members (TBD); Incentive/Acknowledgment Calendar	N	There is a readily available school-wide calendar of acknowledgements and activities /events that is widely shared with staff and students. Students and staff have multiple opportunities to provide input on the acknowledgement system			
Establish a school-specific training schedule for PBIS throughout the school year	8/1/2022	8/30/2022	Principal, Climate Manager (PBIS Lead)	Professional development calendar	N	Formal process for teaching all staff all aspects of Tier I PBIS Framework is designed, adhering to the PBIS timeline.			
Refine policies and procedures around the Progressive Discipline System to ensure they are in place for return of students.	8/1/2022	8/30/2022	Principal, Climate Manager (PBIS Lead)	PBIS Manual; Behavior flowchart; clearly-defined procedures for Code of Conduct events	N	• Behavior flowchart is restorative and proactive in nature and allows 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.			
Revisit Behavior Norms teaching system to ensure they are ready for utilization this year.	8/1/2022	8/30/2022	Climate Manager (PBIS Lead)	PBIS Manual; established formal protocol for Community Meetings; PBIS Matrix	N	Formal system used to teach expected behaviors during Community Meetings is in place throughout 1st month of school, complete with identified equity knowledge, skills and mindsets that will be developed. Home-to-school PBIS matrix is completed by first meeting.			
Update PBIS Manual	8/1/2022	8/30/2022	Climate Manager (PBIS Lead)	PBIS Manual; PBIS Team	N	PBIS manual is updated to reflect the current year.			
Hold beginning of year PBIS staff training during August professional development.	8/15/2022	8/30/2022	Climate Manager (PBIS Lead)	PBIS Manual; PBIS Team	Y				
Establish team operating procedures, roles, and a year long monthly meeting schedule	8/24/2022	10/1/2022	Principal, Climate Manager (PBIS Lead)	PBIS Team; MTSS Team; PBIS Coach; PBIS Manual; meeting schedule	N	Tier 1 MTSS Team meets at least monthly. PBIS team meets at least monthly. Both teams have year-long meeting schedule with dates and times, meeting format/agenda, minutes, and defined meeting roles.			
Plan for regular PD time to update staff on PBIS development. Ensure that teachers designated for the New Teacher Academy are receiving coaching around PBIS.	8/24/2022	6/14/2023	Principal, Climate Manager (PBIS Lead)	Slide Deck and Calendar; Coaching Logs	Y	Training evaluations are complete and staff demonstrate an understanding of how PBIS advances SEL and equity knowledge, skills & mindsets			
Hold beginning of year PBIS student training.	8/29/2022	9/30/2022	Climate Manager (PBIS Lead)	PBIS Team; PBIS student training slide deck; agenda and materials	N	PBIS norms and acknowledgment system are part of documented agenda and materials.			
Conduct daily Community Meetings, ensuring they become a point for PBIS reinforcement.	8/29/2022	6/14/2023	Classroom teachers	Master Schedule; PBIS Manual; District-generated topic schedule	N	Daily community meetings occur in every classroom with the lens of continuing to teach, reinforce, and acknowledge PBIS norms and Social Emotional Learning practices.			
Incorporate Student Well-Being Survey into Community Meetings	8/29/2022	6/14/2023	Classroom teachers	SWBS access; Assistant Principal; laptop access for students	N	Student Well-being Survey is administered regularly during Community Meeting (takes 5 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 mindsets and to plan accordingly.			
Utilize a 6-week cycle of establishing/publicizing norms in classrooms and non-instructional spaces (e.g. hallways, lunchroom, schoolyard, bathrooms).	9/1/2022	10/15/2022	Classroom teachers, Non-instructional staff	PBIS Manual; lesson plans for teachers around PBIS modeling	N				
Utilize school walkthroughs/observations to gather information on PBIS implementation and prepare feedback for PBIS coaching.	9/1/2022	10/15/2022	Principal, Climate Manager (PBIS Lead)	Assistant Principals; PBIS Coach; walkthrough protocols; documented observations and feedback	N				
Revisit Progressive Discipline System throughout the year to continue to incorporate community voice.	10/1/2022	2/28/2023	Principal, Climate Manager (PBIS Lead)	PBIS Manual; documentation of Progressive Discipline System	N	• Student, family, staff, and other community member voices are part of process, with multiple opportunities for feedback.			
Complete annual CR-Tiered Fidelity Inventory (TFI) / Self Assessment Survey & Action Plan for next year with at least 80% participation on the survey.	4/1/2023	5/30/2023	Climate Manager (PBIS Lead)	PBIS Coach; SAS and CR-TFI	N	Staff have the opportunity to reflect and discuss whether PBIS is supporting the development of social-emotional learning and equity knowledge, skills and mindsets			
Utilize the Classroom PBIS Scope and Sequence document (provided and supported by PBIS Coach) to guide PD planning with a focus on strengthening relationships with students (e.g. positive greetings, active engagement)	8/1/2022	6/14/2023	Classroom PBIS Lead; Climate Manager (PBIS Lead)	Calendar; PBIS Coach; Classroom PBIS Scope and Sequence document	N	• Admin team and lead should collaborate to add specific dates and roles within the scope and sequence guide • If modifications are made throughout the year, ensure changes are reflected in the scope and sequence guide			
Designate a Classroom PBIS Lead(s) from lead teachers.	8/1/2022	8/30/2022	Principal	Staff Roster; schedule of monthly check-ins with PBIS Coach	N	• The lead will be responsible for coordinating with the PBIS coach, following up with assigned tasks, and supporting teachers access to materials and trainings • The lead will engage in regularly scheduled, monthly check-ins with the school's PBIS coach • The lead role can be shared between 2 staff members if one is fully-released and one is a classroom teacher			
Schedule time for PBIS boosters for students (and staff) throughout the year, particularly after long breaks (e.g. Winter, Spring)	8/24/2022	6/14/2023	Climate Manager (PBIS Lead)	PBIS Team; Master Schedule and Booster Resources; training evaluations	Y	Training evaluations are completed by staff. Staff and students demonstrate an understanding of how PBIS advances SEL and equity knowledge, skills & mindsets			
Share tier 1 data with school staff at least quarterly	8/24/2022	6/14/2023	Climate Manager (PBIS Lead)	Data Analyst designee on school-based PBIS Team; TIPS Data from SIS; PBIS Rewards App data	N	Presentations or data packets are developed and documented. A method is developed for faculty/staff to provide feedback on Tier 1 practices.			
Allocate PD time for members of the PBIS Team who have not previously attended a classroom PBIS implementation training to be released for training six times throughout the year (2 hours each)	8/24/2022	6/14/2023	Classroom PBIS Lead; Climate Manager (PBIS Lead)	Master schedule; PD scheduler; Live trainings from district-based PBIS Team	Y	• PBIS team will attend six 2-hour professional development sessions to obtain knowledge and skills necessary to support teachers implementation of classroom PBIS skills • Training should be scheduled no more than 1x/month • PBIS team will turn around training to teaching staff following each of the 6 sessions			
Allocate PD time for teachers at least six times throughout the year (30 minutes each) with an emphasis on classroom management. Ensure that any teacher designated for the New Teacher Academy is receiving fast-track training.	8/24/2022	6/14/2023	Principal, Classroom PBIS Lead; Climate Manager (PBIS Lead)	Calendar; afterschool PD calendar; asynchronous training modules in Cornerstone	Y	• PBIS Team members will facilitate the PD following each of the team training • PDs should be 30-minutes in length • PDs can take place all staff or during grade level time			
Include resources and skill reminders in regular emails/newsletters/correspondence to staff, at least monthly	8/24/2022	6/14/2023	Assistant Principal	Email staff list; regular communiques via email/newsletters	N	• Emails can come from administration, the Classroom PBIS Lead, or members of the PBIS team • Include resources linked and a reminder of focus skills			

Edward Heston School [4300] 2022-2023 School Plan

Train, coach, and support the adoption of tier 1 classroom practices	8/24/2022	6/14/2023	Principal; PBIS Team	PBIS Manual; PBIS Coach; observation data; Coaching Logs		Classrooms are formally implementing all core Tier 1 features: positive praise to correction ratios, clear routines and procedures, consistent use of specific feedback with tangible acknowledgement, and consistent use of acknowledgement system are all evident.			
Implement methods for teacher self-management and data collection through walkthroughs, peer support, self-management, or coach support	8/29/2022	6/14/2023	Classroom PBIS Lead; Climate Manager (PBIS Lead)	Data collection tools and trackers for classroom teachers, Coaching Logs	Y	<ul style="list-style-type: none"> School teams can determine specific tools for data collection that meet the needs of each context Data collection should happen at least 2x/year Peer and coaching support will be provided by trained members of the PBIS team 			
Integrate evidence-based PBIS practices into observation feedback for growth opportunities	8/29/2022	6/14/2023	Principal, Assistant Principals	Observation Tools; walkthrough schedule	N	All skills fall under the Danielson Framework's Domain 2			

Edward Heston School [4300] 2022-2023 School Plan

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 18% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 9% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 12% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 18% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
GOAL:	Board Goal 2	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 18% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 12% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 15% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 21% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 8% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 5% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 7% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
GOAL:	95%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 30% of all students will attend school 95% of days or more	At least 45% of all students will attend school 95% of days or more in Q1.	At least 40% of all students will attend school 95% of days or more in Q2.	At least 35% of all students will attend school 95% of days or more in Q3.	At least 30% of all students will attend school 95% of days or more in Q4.
GOAL:	90%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 59% of all students will attend school 90% of days or more	At least 68% of all students will attend school 90% of days or more in Q1.	At least 65% of all students will attend school 90% of days or more in Q2.	At least 62% of all students will attend school 90% of days or more in Q3.	At least 59% of all students will attend school 90% of days or more in Q4.
GOAL:	Suspension	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 92% of students will have zero out-of-school suspension	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 96% of students will have zero out-of-school suspensions in Q2.	At least 94% of students will have zero out-of-school suspensions in Q3.	At least 92% of students will have zero out-of-school suspensions in Q4.