

THE SCHOOL DISTRICT OF PHILADELPHIA 2026-2027 School-based Planning Tool			
School Grade Span	00-08		
ULCS Code	8300		
Name of School	Mayfair School		
Learning Network	Network 11		
Assistant Superintendent	Tamara Edwards		
Principal Name	Mr. William Day, Jr.		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	William Day	Mayfair School	whday@philasd.org
Assistant Principal	Maria Bonfiglio	Mayfair School	mbonfiglio@philasd.org
Assistant Principal	Dr. Caroline F. Braun	Mayfair School	cbraun@philasd.org
Assistant Principal	Dr. Jennifer Cooper	Mayfair School	jcooper4@philasd.org
Assistant Principal	Colleen Gannon	Mayfair School	cgannon@philasd.org
Assistant Principal	Elizabeth McGee	Mayfair School	emcgee@philasd.org
Math Content Specialist/Teacher Leader	Jenna Fell	Mayfair School	jlentz@philasd.org
Math Content Specialist/Teacher Leader	Tia Washington	Mayfair School	twashington@philasd.org
Literacy Content Specialist/Teacher Leader	Jessica Gibbs	Mayfair School	jreim@philasd.org
Literacy Content Specialist/Teacher Leader	Jennifer Swank	Mayfair School	jpgeters@philasd.org
Literacy Content Specialist/Teacher Leader	Jillian Pfeil	Mayfair School	jpfeil@philasd.org
School-based Climate Leader (CM)	Evan Herbert	Mayfair School	eherbert2@philasd.org
School-based Climate Leader (CM)	Joseph Valentin	Mayfair School	jvalentinhernandez@philasd.org
School-based Climate Leader (Dean)	Courtney Brown	Mayfair School	cetownsend@philasd.org
School-based Climate Leader (Dean)	Kristin McCrohan	Mayfair School	kmccrohan@philasd.org
School-based EL Teacher Leader	Kelly McLaughlin	Mayfair School	krowan@philasd.org
School-based EL Teacher Leader	Valerie Nagorski	Mayfair School	vawagorski@philasd.org
School-based Special Education Leader	Siobhan Ceccola	Mayfair School	sdenvir@philasd.org
School-based Attendance Designee & Counselor	Eleni Conrad	Mayfair School	econrad@philasd.org
School-based Attendance Designee & Counselor	Haleem Hayes	Mayfair School	hhayes@philasd.org
School-based Attendance Designee & Counselor	Lindsay Nemec	Mayfair School	lnemec@philasd.org
School-based Attendance Designee & Counselor	Deanna Santana	Mayfair School	dfilipkowski@philasd.org
School-based Attendance Designee & Counselor	Katelin Schillaci	Mayfair School	kschillaci@philasd.org
Parent	Angelena Nolan	Mayfair Parent	anolan@philasd.org
Community Member or Business Partner	Dr. Patricia Joergensen	Holy Family University	pjoergensen@holyfamily.edu
Planning and Evidence-based Support (PESO) staff	Joe Taylor	School District of Phila	jctaylor@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	School District of Phila	superintendent@philasd.org
School Improvement Facilitator	Noah M. Wager	Mas Insight	nwager@massinsight.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?

Mayfair's vision is to develop our students awareness of self, community, and the world as they grow to become active, engaged global citizens.
Mayfair’s mission is to expose its students to educational opportunities grounded in multiculturalism in order to develop all students as critical thinkers with a global perspective while providing a safe, nurturing learning environment and building leadership capacity.

Data Review			
Board Goals			
Topic	Students	Celebrations	Concerns
ELA Performance (Star, Course Marks)	Overall	27.9% of students scored At/Above on the Winter Star Reading assessment, which is a 2.4 point increase YOY.	45.4% of students scored Intensive on the Winter Star Reading assessment.
	Overall		There is a disproportionality in K-2 CAT scores for students with IEPs and ELs. While there is an overall K-2 median SGP of 32, students with IEPs have a median SGP of 20 and current ELs have a median SGP of 31. Similarly, while overall, 50% of K-2 students are scoring in intensive intervention, 87.5% of students with IEPs are scoring in intensive intervention and 60.3% of EL students are scoring intensive intervention. (Considering there are around 500 K-2 students, with almost 400 students being ELs or having IEPs, we want to make sure Tier 1, Tier 1.5 and/or Tier 2/3 instruction and interventions are supporting addressing this disproportionality.)
	Student Group	33.7% of 4th grade students scored At/Above on the Winter Star Reading assessment, which is the highest rate in our school.	59.0% of 2nd grade students scored Intensive on the Winter Star Reading assessment, which is the highest rate in our school.
	Student Group	37.7% of 5th grade students scored Intensive on the Winter Star Reading assessment, which is the lowest rate in our school.	76.8% of students scored Intensive on the PS CBM in the Winter of SY25-26.
	Student Group	Grades 4-7 all earned SGP scores between 52 and 57 on the Winter Star Reading assessment.	67.3% of students scored Intensive on the LS CBM in the Winter of SY25-26.
Math Performance (Star, Course Marks)	Overall	25.5% of students scored Intensive on the Winter Star Math assessment, which is a 3.1 point decrease YOY and a 10 point decrease from the Fall.	25.2% of students scored At/Above on the Winter Star Math assessment, which is a 0.8 point decrease YOY.
	Student Group	30.4% of 5th grade students scored At/Above on the Winter Star Math assessment, which is the highest rate in our school.	29.7% of 6th grade students scored Intensive on the Winter Star Math assessment, which is the highest rate in our school.
	Student Group	15.8% of 5th grade students scored Intensive on the Winter Star Math assessment, which is the lowest rate in our school.	19.9% of 8th grade students scored At/Above on the Winter Star Math assessment, which is the lowest rate in our school.
	Student Group	70% of students scored At/Above on the MUL CBM in the Winter of SY25-26, which is a 50 point increase from the Fall.	43.9% of students scored Intensive on the NR CBM in the Winter of SY25-26.
	Student Group	68% of students scored At/Above on the MAS CBM in the Winter of SY25-26, which is a 20 point increase from the Fall.	42.5% of students scored Intensive on the A20 CBM in the Winter of SY25-26.
Conditions for Success			
Topic	Students	Celebrations	Concerns
Student Attendance	Overall		75.1% of students attended school 90% of days through Jan. 31, 2026, which is a 1.1 point decrease YOY.
	Overall		13.3% of students were chronically truant through Jan. 31, 2026, which is a 2.8 point increase YOY.
	Student Group	Our 6th and 8th grades have the highest 90% attendance rate in our school through Jan. 31, 2026 (6th: 79.3%; 8th: 77.6%).	67.9% of K students attended school 90% of days through Jan. 31, 2026, which is the lowest rate in our school.
	Student Group	93.2% of Asian students attended school 90% of days through Jan. 31, 2026, which is a 18 points higher than our schoolwide average.	66.2% of Latino students attended school 90% of days through Jan. 31, 2026, which is 9 points lower than our schoolwide average.
	Student Group		

Climate & Surveys			
Topic	Students	Celebrations	Concerns
Climate & Culture	Overall	99.7% of students have Zero OSS through Jan. 31, 2026.	
	Overall		
	Student Group	0% of EL students have received a referral through Q2 of SY25-26.	Males account for 70% of our referrals despite only comprising 50% of our school's population.
	Student Group	11% of Asian students have received a referral through Q2 of SY25-26.	28% of 5th grade students have received a referral through Q2 of SY25-26.
	Student Group		

Root Cause Analysis - 5 Whys		
Precise Problem Statement	ELA	Student Attendance
	27.9% of students scored At/Above on the Winter Star Reading assessment.	77.3% of students attended school 90% of days through Feb. 28, 2026.
Digging into the Root Cause: Unpacking the Precise Problem Statement		
Why does this problem exist?	While we are seeing positive movement overall, schoolwide we still have 177 students in the On Watch tier and 754 students in the Intensive tier.	11.4% of students currently sit in the 85% - 89% bucket.
... and why does that problem exist?	Students are not receiving the type of individualized instruction needed to help move them up a tier.	We haven't had enough events/incentives planned, particularly for known dip-days on the calendar.
... and why does that problem exist?	Intervention block is not being implemented with fidelity by all teachers.	Our attendance team didn't properly plan out events/incentives for the year, and the ones we did are re-treads that don't necessarily excite students.
... and why does that problem exist?	Unlike with the curriculum, intervention block is not scripted, so teachers are more likely to misuse the time.	We are taking a grade-band approach to attendance work this year, but that means we didn't have a proper lead to serve as the point person for this work and set up schoolwide initiatives.
... and why does that problem exist?	Our ILT hasn't had the chance to provide supplemental resources to support the intervention block, and we also can't enforce compliance during intervention time due to the PFT contract.	
Why Statements	Final Why Statement: ELA	Final Why Statement: Student Attendance
	Our At/Above rate in Reading isn't as high as we'd like due to stagnation in student movement, due in large part to teachers failing to make good use of the intervention block since it's not scripted.	We've had a significant number of students stuck in that 85% - 89% attendance band due in part to a lack of events/incentives to encourage these students to attend on dip days, which is partly due to a lack of a clear attendance point person to schedule these events for our whole school.
Budget Implications		

Priority Areas (Essential Practices)				
Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.				
Essential Practices			Rating	Definition of Rating
Instruction	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students’ academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school’s theory of action or vision aligns with the district’s vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.

Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family & 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	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Selected Essential Practice	
Academic Essential Practice #1 (Required)	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.

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 resource is needed and how it will help you address the goal and priority area.

Budget Item	Rationale: How will this resource help me achieve my goals?	Primary Essential Practice	Primary Related Goal	Cost	Funding Source	If "Split Sources" is selected, detail split here
<i>This language should match what is listed in SMS.</i>	<i>Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.</i>					
Assistant Principal	If we budget for an Assistant Principal, then we will have an additional leadership team member who can provide frequent, timely, and systematic feedback and support on instructional practices, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	204000 x 2	Operating	
Assistant Principal	If we budget for an Assistant Principal, then we will have an additional leadership team member who can provide frequent, timely, and systematic feedback and support on instructional practices, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	204,000	Title 1	
Assistant Principal	If we budget for an Assistant Principal, then we will have an additional leadership team member who can provide frequent, timely, and systematic feedback and support on instructional practices, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	204000 x 2	CSI	
IB Coordinator PYP/MYP	If we budget for an IB Coordinator, then we will have an individual to oversee our IB programming. This individual will better position us to meet our Math and ELA Board Goals.	EP02	Academics	153,500 x 2		IB/Title I
School Counselor (4)	If we budget for a counselor, then we will have a highly qualified professional who is able to identify barriers to student academic progress, support with the development of plans to overcome those barriers, and address students' individual social emotional needs to improve our school wide climate which will better position us to meet our ELA and Math Board Goals, Attendance Goals, and Guardrail 1.	EP13	Climate/Culture	153,500 x 4	Title 1	
Parental Involvement - Materials & Supplies	If we budget for parent and family engagement materials, then we will better equip families to support their children academically and behaviorally in alignment with our Board Goals and Guardrails.	EP13	Other	18,320	Title 1	
ESOL Specialists (4)	If we budget for a ESOL specialists, then we will have a highly qualified individuals to provide PD around best practices in co-teaching and to ensure that general education teachers are adequately differentiating lesson plans for ESOL students.	EP02	Academics	153,500 x 4	CSI	
SBTL K-2	If we budget for SBTLs, then we will have a highly qualified individuals to lead PLC sessions and to provide consistent coaching to our staff, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	153,500	Title 1	

SBTL 3-5	If we budget for SBTLs, then we will have a highly qualified individuals to lead PLC sessions and to provide consistent coaching to our staff, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	153,500	CSI	
SBTL 7-8	If we budget for SBTLs, then we will have a highly qualified individuals to lead PLC sessions and to provide consistent coaching to our staff, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	153,500	CSI	
Intervention Teacher (4)	If we budget for intervention teachers then we will be able to better meet our individual student needs and be data driven in our instructional interventions, which will help us meet our ELA and Math Board Goals.	EP02	Academics	153,500	CSI	
Bilingual Counseling Assistant Portuguese (1) Spanish (.4)	If we purchase a BCA, then we will have a staff member to ensure communication with multilingual families and to build a meaningful relationship between families and schools, which will better position us to meet our Attendance Goals and Guardrail 1.	EP13		38,640 153,500		.4 CSI Operating
Instructional Materials	If we budget for supplementary instructional materials, then our teachers will be better equipped with resources to provide standards-aligned grade-level instruction, which will better position us to meet our Math and ELA Board Goals.	EP02	Academics	183	CSI	
SPED(2)	If we budget for SPED teachers, then we will have a highly qualified individuals to provide PD around best practices in co-teaching and to ensure that general education teachers are adequately differentiating lesson plans for ESOL students.	EP02	Academics	153,500 x 2		Sped Prep .2 Operating .8 CSI 1.0
Climate Manager (2)	If we budget for a Climate Manager, then we will have a point person to lead/oversee the implementation of our Tier I climate efforts related to reinforcing positive behaviors, which will better position us to meet our attendance and behavior goals.	EP13	Climate/Culture	166,600 x 2	Operating	
Dean 5-8	If we budget for a Dean, then we will have a point person to lead/oversee the implementation of our Tier I climate efforts related to reinforcing positive behaviors, which will better position us to meet our attendance and behavior goals.	EP13	Climate/Culture	153,500	Title 1	
Dean K-4	If we budget for a Dean, then we will have a point person to lead/oversee the implementation of our Tier I climate efforts related to reinforcing positive behaviors, which will better position us to meet our attendance and behavior goals.	EP13	Climate/Culture	153,500	Operating	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:

Climate Framework Strategy

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced at recess
- Adult-student and student-student interactions are positive, caring, and respectful.
- Leadership and staff are provided continuous professional development to develop.
- There are clear procedures for reporting and responding to behavioral concerns.
- Stakeholders perceive the school as warm, inviting, and safe.

- Monthly, the climate team will hold TIPS meetings to identify celebrations/concerns, establish a plan, and monitor progress.
- Quarterly, climate implementation data will be collected and reviewed by the climate team.
- Quarterly, behavioral data will be reviewed by the climate team, and progress toward meeting behavioral goals will be evaluated.
- Three times a year, SWBS data will be collected and analyzed.

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Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Culturally Responsive Positive Behavior Interventions and Supports
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Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms.
- Adult-student and student-student interactions are positive, caring, and respectful.
- Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices.
- Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals.
- There are clear procedures for reporting and responding to behavioral concerns.
- Stakeholders perceive the school as warm, inviting, and safe.

- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan, and monitor progress.
- Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team.
- Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.
- Annually, TFI data will be collected and analyzed.

[illegible][illegible]

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:

Professional Learning Communities (PLCs)

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs.
- School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning.
- Teachers have regular times to meet and discuss effective instructional practices.

- Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles.
- Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented indicators.

[illegible][illegible]

GOAL:	Board Goal 1: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 36.0% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 30.0% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 33.0% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least 36.0% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 2: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 31.7% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 25.7% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q1	At least 28.7% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least 31.7% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 32.2% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 26.2% students in grades 3-8 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least 29.2% students in grades 3-8 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least 32.2% students in grades 3-8 will score At/Above Benchmark on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 39.0% of grade 3 students will score proficient/advanced on the Math PSSA	At least 33.0% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least 36.0% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least 39.0% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 75.5% of all students will attend school 90% of days or more	At least 85.5% of all students will attend school 90% of days or more in Q1	At least 81.5% of all students will attend school 90% of days or more in Q2	At least 78.5% of all students will attend school 90% of days or more in Q3	At least 75.5% of all students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				
GOAL:	Suspensions	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99.1% of students will have zero out-of-school suspensions	At least 99.1% of students will have zero out-of-school suspensions in Q1	At least 99.1% of students will have zero out-of-school suspensions in Q2	At least 99.1% of students will have zero out-of-school suspensions in Q3	At least 99.1% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				
			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL:	Teacher Attendance	All Students	At least 86.3% of all teachers will attend 90% of days or more	At least 96.3% of all teachers will attend 90% of days or more in Q1	At least 92.3% of all teachers will attend 90% of days or more in Q2	At least 89.3% of all teachers will attend 90% of days or more in Q3	At least 86.3% of all teachers will attend 90% of days or more in Q4
			Actual Performance				
			Met Target?				

GOAL:	Dropouts	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			No more than 0 students in grades 7-8 will drop out of school	No more than 0 students in grades 7-8 will drop out of school as of Q1	No more than 0 students in grades 7-8 will drop out of school as of Q2	No more than 0 students in grades 7-8 will drop out of school as of Q3	No more than 0 students in grades 7-8 will drop out of school as of Q4
			Actual Performance				
			Met Target?				

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