

THE SCHOOL DISTRICT OF PHILADELPHIA
2025-2026
School-based Planning Tool

School Grade Span	09-12		
ULCS Code	6010		
Name of School	Central High School		
Learning Network	Network 15		
Assistant Superintendent	Anh Nguyen		
Principal Name	Ms. Katharine Davis		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Katharine Davis	CHS	Kdavis4@philasd.org
Assistant Principal	Aviva Snyder	CHS	ahockfield@philasd.org
Assistant Principal	Tracy Scott	CHS	Tescott@philasd.org
Assistant Principal	Evan Smith	CHS	Esmith3@philasd.org
Assistant Principal	Walter Myrick	CHS	wmyrick@philasd.org
Math Content Specialist/Teacher Leader	John Zak	CHS	Jzak@philasd.org
Literacy Content Specialist/Teacher Leader	Kristin Hinde	CHS	Kmhaskins@philasd.org
School-based Climate Leader	Evan Smith, Tracy Scott, Aviva Snyder, Walter Myrick		Esmith3@philasd.org, Tescott@philasd.org, ahockfield@philasd.org, wmyrick@philasd.org
School-based EL Teacher Leader	Emma Nickley	CHS	Enickley@philasd.org
School-based Special Education Leader	Benjamin Blazer, Richard Drayton, Rachel Rodriguez, John Zak, Boris Ovetsky, Kristin Hinde, Lisa Sheldon-Matje	CHS	Bblazer@philasd.org, Rjdrayton@philasd.org, Rgrimes@philasd.org, Jzak@philasd.org, Bovetsky@philasd.org, Kmhaskins@philasd.org, Isheldonmatje@philasd.org
School-based Attendance Designee	Amanda Glenn	CHS	atglenn@philasd.org
School Counselor	Christine Soda	CHS	csoda@philasd.org
Parent	Rachel Rodriguez	CHS	Rgrimes@philasd.org

Community Member or Business Partner	Cynthia Lech	AACHS	cynthia@centralhighalumni.com
Student (required for High Schools)	Miles Smith	10th grade student	10114670@philasd.org
Planning and Evidence-based Support (PESO) staff	Dr. Raquel Alvara	SDP	ralvara@philasd.org
Superintendent (Chief School Administrator)	Dr. Watlington	SDP	superintendent@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?

As a college preparatory public school, Central High challenges students with rigorous academic programs to prepare them for the demands of higher education. Building upon the diversity in our school, we aim to prepare students to contribute and thrive in a heterogeneous world. We will enable students to develop problem solving skills, a life-long passion for learning, and aspirations to be thoughtful leaders of their generation.

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 <i>data</i> (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	Exemplary	Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators' instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary	The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
	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.

Leaders	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	Exemplary	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; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	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. 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	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
Professional Development	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
	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.

Profes	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.
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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)	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Additional Practice #3 (Optional)	

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy:		Professional Learning Communities (PLCs)			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
<ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> - 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. 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.	7/1/2025	8/22/2025	Roster Chair	Rosters	N
Designate weekly planning time when PLC facilitators will plan for PLCs, including developing upcoming PLC agendas.	7/1/2025	8/22/2025	ILT	PLC Agendas, Calendar	N
Establish a single online location where agendas will be stored for PLC meetings.	7/1/2025	8/22/2025	ILT	Google Drive	N
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC progress and priorities, with a focus on subgroup disproportionality	8/1/2025	6/12/2026	ILT	PLC Agendas, Calendar	N
SBTLs participate in training around how to implement PLCs, with a specific focus on developing in the area of data analysis.	8/1/2025	3/31/2026	SBTLs	PD Calendar	Y
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with addressing student needs.	8/26/2024	6/12/2026	ILT	PLC Agendas, Calendar	N
At the end of each PLC, teachers create commitment statements relating to the weekly area of focus in order to commit to an action step. Commitment statements are revisited at the following meeting to track progress and foster a collaborative learning environment.	10/1/2025	6/12/2026	ILT	Commitment Statement Framework	N
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing student subgroup data.	10/1/2025	6/12/2026	ILT	Student Data	N

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy:		Relationships First			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
<ul style="list-style-type: none"> - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain RF practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - Stakeholders perceive the school as warm, inviting, and safe. 		<ul style="list-style-type: none"> -During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle. -RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning. 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?
School leadership schedule and participate in training on the Overview of Relationships First (RF).	7/1/2025	8/29/2025	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Y
Identify a school-level RF Team responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.	7/1/2025	8/29/2025	Principal, Assistant Principal, RF Coach	Staff List	N
Establish clear goals, roles, and responsibilities for RF Team and members.	7/1/2025	8/29/2025	Principal, Assistant Principal, RF Coach	Staff List	N
School leadership and RF Coach train the RF Team in CBC and RC.	7/1/2025	9/30/2025	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Y
Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.	7/1/2025	9/30/2025	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Y
RF Team (with support from RF Coach) creates a push-in support plan to support CBCs in classrooms.	7/1/2025	9/30/2025	RF Lead	RF Manual, Implementation Guide	N
Leadership team schedules RF Team debrief circle to plan for anticipated implementation challenges.	7/1/2025	9/30/2025	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	N
Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.	8/18/2025	9/30/2025	RF Lead, RF Coach	RF Manual, Implementation Guide	Y
CBCs are held weekly to build positive classroom community.	8/25/2025	6/12/2026	Classroom teachers	Catalog of CBC approaches	N
All staff utilize RC as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.	8/25/2025	6/12/2026	All staff	RF Manual, Culture Plan	N

Student Climate Staff will utilize RC during student interactions throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the restorative progressive discipline structure, as an alternative to disciplinary referrals.	8/25/2025	6/12/2026	Student Climate Staff	RF Manual, Culture Plan	N
During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff, prioritizing SEL and equity to address challenges and identify supports needs moving forward for both CBC and RC, aligning with SDP Equity Framework.	8/25/2025	12/31/2025	Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	N
During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle.	8/25/2025	12/31/2025	Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	N
School leadership and members of RF team visit fully-implementing RF school for admin consult and walk-through.	8/25/2025	12/31/2025	Principal, Assistant Principal, RF Coach	RF dashboard or other school-based data	N
RF Team representative brings observation/debrief data (qualitative) and quantitative to MTSS meetings to add value to discussion and planning.	10/1/2025	6/12/2026	Principal, Assistant Principal, RF Coach	Data, MTSS Agenda, MTSS Meeting Schedule	N
RF Team designates RF Youth Leaders based on input from all staff, ensuring an array of students at all academic performance levels and with differing social/emotional needs.	1/1/2026	1/31/2026	Principal, Assistant Principal, RF Coach	RF Manual	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy:		Supporting Student Attendance				
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
<ul style="list-style-type: none"> - The school systematically monitors attendance rates to identify trends. - The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation. 			<ul style="list-style-type: none"> - Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. - Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance - SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?	
School Implementation of chosen Tier 1 Climate Strategy.	8/25/2025	6/12/2026	Climate Lead	Refer to the strategy action steps	N	
School Implementation of chosen Tier 1 Instructional Strategy.	8/25/2025	6/12/2026	Instructional Lead	Refer to the strategy action steps	N	
Identify the school's attendance designee(s) and attendance team.	7/1/2025	9/5/2025	Principal	School Based Attendance Designee(s)	N	
Ensure there's clear documentation of attendance events and tasks.	7/1/2025	9/5/2025	Principal	[FINAL] Processes and Procedures for Attendance	N	
Communicate attendance policies and procedures to staff, students, and families.	8/18/2025	10/31/2025	Principal	Handbook, School Website	N	
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)	8/18/2025	6/12/2026	Attendance Designee(s)	PD/Training Information	Y	
Communicate the importance of attendance to all stakeholders as it relates to student achievement through the following modes: messaging throughout the school year.						
Potential modes: Posters, Handouts, Social Media, Back to School Night Presentations, Community Meetings, Report Card Conferences, daily phone calls, messaging throughout school year	8/18/2025	6/12/2026	Attendance Team	Various	N	
Establish a system to recognize regular student attendance.	8/18/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N	
Leadership team regularly reviews SIS with a focus on ensuring that teachers are taking attendance with fidelity and documenting calls home to families.						
Potential topics: Taking attendance with fidelity, making calls home to families, documenting calls home to families.	9/15/2025	6/12/2026	Principal	SIS	N	

Establish a system to recognize improved student attendance.	10/1/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N
On a bi-weekly basis by grade level , Tier 1 problem-solving team meetings/MTSS meetings are held to review student attendance data, conduct root cause analyses, and identify next steps to improve implementation and outcomes.	10/1/2025	6/12/2026	MTSS/ Attendance Team	on Planning for Attendance Challenge, Qlik, Schoolnet, SIS	N
[Truancy] Review requirements, protocol, and tasks for the District's Response to Truancy. Identify person(s) responsible for tasks. Requirements, protocol, and tasks have been shared and reviewed with identified attendance designee(s) and other appropriate staff.	8/18/2025	9/5/2025	Principal	[FINAL] Requirements, Protocol, and Tasks for Truancy	N
[Truancy] Identify students who reach 3 unexcused absences and generate and send Notice of Truancy to the parent/guardian within ten (10) school days of the student's third unexcused absence in compliance with state law.	8/25/2025	6/12/2026	Attendance Designee(s)	SIS Attendance Report	
[Truancy] Identify students who reach 6 unexcused absences and invite student and parents/guardian to attend a School Attendance Improvement Conference (SAIC).	8/25/2025	6/12/2026	Attendance Designee(s)	SIS Attendance Report	N
[Truancy] During scheduled SAIC, develop School Attendance Improvement Plan (SAIP) outlining interventions that will be implemented to target and remove barriers to attendance.	8/25/2025	6/12/2026	Attendance Designee(s)	SIS	N
[Truancy] Progress monitor SAIP at minimum every 30 days, not to exceed 90 days to determine effectiveness of interventions identified in SAIP.	10/17/2025	6/12/2026	Attendance Designee(s)	SIS	N

GOAL:	Board Goal 4: Lit	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99.66% of students will score proficient/advanced on the Literature Keystone by 11th grade	At least 144 11th grade students who have not yet scored proficiency on the Literature Keystone will score at or above grade-level on the District's within-year reading assessment.	At least 144 11th grade students who have not yet scored proficiency on the Literature Keystone will score at or above grade-level on the District's within-year reading assessment.	No data - trimester assessment calendar	At least 144 11th grade students who have not yet scored proficiency on the Literature Keystone will score at or above grade-level on the District's within-year reading assessment.
			Actual Performance Met Target?				
GOAL:	Board Goal 4: Lit	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99.66% of students will score proficient/advanced on the Literature Keystone by 11th grade	At least 99.66% of 10th grade students will score At/Above grade-level or On Watch on the District's within-year reading assessment.	At least 99.66% of 10th grade students will score At/Above grade-level or On Watch on the District's within-year reading assessment.	No data - trimester assessment calendar	At least 99.66% of 10th grade students will score At/Above grade-level or On Watch on the District's within-year reading assessment.
			Actual Performance Met Target?				
GOAL:	Board Goal 4: Alg	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 90.76% of students will score proficient/advanced on the Algebra Keystone by 11th grade	At least 45 11th grade students who have not yet scored proficiency on the Algebra Keystone will score at or above grade-level on the District's within-year math assessment.	At least 45 11th grade students who have not yet scored proficiency on the Algebra Keystone will score at or above grade-level on the District's within-year math assessment.	No data - trimester assessment calendar	At least 45 11th grade students who have not yet scored proficiency on the Algebra Keystone will score at or above grade-level on the District's within-year math assessment.
			Actual Performance Met Target?				
GOAL:	Board Goal 4: Alg	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 90.76% of students will score proficient/advanced on the Algebra Keystone	At least 93.76% of 9th grade students will score At/Above grade-level on the District's within-year math assessment.	At least 93.76% of 9th grade students will score At/Above grade-level on the District's within-year math assessment.	No data - trimester assessment calendar	At least 93.76% of 9th grade students will score At/Above grade-level on the District's within-year math assessment.
			Actual Performance Met Target?				
GOAL:	Graduation	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 98.10% of students will graduate with their 4-year cohort	At least 88.10% of 12th grade students will be on-track for graduation in Q1	At least 92.10% of 12th grade students will be on-track for graduation in Q2	At least 95.10% of 12th grade students will be on-track for graduation in Q3	At least 98.10% of 12th grade students will be on-track for graduation in Q4
			Actual Performance Met Target?				
GOAL:	Graduation	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 92.60% of first-time 9th grade students will graduate with their 4-year cohort	At least 82.60% of first-time 9th grade students will be on-track for graduation in Q1	At least 86.60% of first-time 9th grade students will be on-track for graduation in Q2	At least 89.60% of first-time 9th grade students will be on-track for graduation in Q3	At least 92.60% of first-time 9th grade students will be on-track for graduation in Q4
			Actual Performance Met Target?				
1ce	s)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL: 90%+ Attendan	(select student)	At least 90.70% of all students will attend school 90% of days or more	At least 93.70% of all students will attend school 90% of days or more in Q1	At least 92.70% of all students will attend school 90% of days or more in Q2	At least 91.70% of all students will attend school 90% of days or more in Q3	At least 90.70% of all students will attend school 90% of days or more in Q4
		Actual Performance Met Target?				
GOAL: Board Goal 4: Bio	All Students	Goal Statement At least 89.66% of students will score proficient/advanced on the Biology Keystone	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		Actual Performance Met Target?				
GOAL: Suspension	(select students)	Goal Statement At least 99.80% of students will have zero out-of-school suspensions	Q1 Target At least 100% of students will have zero out-of-school suspensions in Q1	Q2 Target At least 100% of students will have zero out-of-school suspensions in Q2	Q3 Target At least 100% of students will have zero out-of-school suspensions in Q3	Q4 Target At least 99.80% of students will have zero out-of-school suspensions in Q4
		Actual Performance Met Target?				
GOAL: (select goal type)	(select students)	Goal Statement At least 93.20% of teachers will attend 90% or more work days	Q1 Target At least 96.20% of teachers will attend 90% or more work days through Q1	Q2 Target At least 95.20% of teachers will attend 90% or more work days through Q2	Q3 Target At least 94.20% of teachers will attend 90% or more work days through Q3	Q4 Target At least 93.20% of teachers will attend 90% or more work days through Q4
		Actual Performance Met Target?				
GOAL: (select goal type)	(select students)	Goal Statement No more than 1 student in grades 7-12 will drop out of school	Q1 Target No more than 1 student in grades 7-12 will drop out of school through Q1	Q2 Target No more than 1 student in grades 7-12 will drop out of school through Q2	Q3 Target No more than 1 student in grades 7-12 will drop out of school through Q3	Q4 Target No more than 1 student in grades 7-12 will drop out of school through Q4
		Actual Performance Met Target?				