

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

POST FALLS SCHOOL DISTRICT #273

NARRATIVE - PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to plans@osbe.idaho.gov.

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022 or 2023 sessions. The section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

- i. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district's report card as required by the state board of education and published by the state department of education; and
- x. Include a report of progress toward the previous year's improvement goals.”

Section 33-320, Idaho Code also requires all school district boards of trustees / charter school boards of directors to continuously monitor progress toward the goals identified in the plan and to include consideration of the progress in the district superintendent's or charter administrator's evaluation.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

POST FALLS SCHOOL DISTRICT #273

NARRATIVE - PART 1

POSTING / SUBMITTING YOUR PLAN

- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to plans@osbe.idaho.gov in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the CIP requirements outlined in the law, including a link to the charter school's report card (on idahoschools.org) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

2023-2024 Templates for the Continuous Improvement Plan

LEAs are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2).** The following templates are available to help you meet the requirements:

- 2023-24 Continuous Improvement Plan Narrative – Template Part 1
- 2023-24 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet both of the following qualifications, you do not need to submit a new Continuous Improvement Plan (CIP) Narrative for 2023-24:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP Narrative or Combined District Plan Narrative; and
- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2022-23, or you are continuing a previously granted narrative exemption.

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NARRATIVE - PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nick.wagner@osbe.idaho.gov; 208-488-7586) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

POST FALLS SCHOOL DISTRICT #273

NARRATIVE - PART 1

LEA	# 273	Name: Post Falls School District	
Superintendent	Name: Dena Naccarato		Phone: 208-773-1658
	E-mail: dena.naccarato@sd273.com		
CIP Contact	Name: Trina Caudle		Phone: 208-773-1658
	E-mail: trina.caudle@sd273.com		

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission Statement:

Our school community will develop relationships, skills, and knowledge to become responsible citizens who think critically to solve problems.

Instruction, Assessment, Curriculum

Goal: Utilize board approved curriculum and assessment data to effectively implement instructional strategies and techniques while engaging and challenging students to achieve their educational potential.

Fiscal and Human Resources

Goal: Manage human and fiscal resources to maximize educational benefits for community stakeholders.

Health and Safety

Goal: Provide a safe, respectful and caring environment for our school community.

Community Partnerships and Communications

Goal: Promote student, parent, community and business engagement in the educational process.

Facilities

Goal: Provide safe and secure facilities to enhance present and future educational environments.

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NARRATIVE - PART 1

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

Due to COVID, many typical planning cycles were delayed or put on hold, including the revision of the district's strategic plan. In the fall of 2021 strategic planning was the district's top priority. The district assembled business leaders, a parent representative from each school, food service and IT directors, and an elementary and secondary principal to serve on the committee. Businesses represented were Greenstone, Northwest Specialty Hospital, Ednetics, and Jordan Sales and Service.

Prior to assembling this group, the district leadership team (building administrators and department directors) reviewed the old plan and suggested revisions to provide a starting point for the working group. The Strategic Planning Committee met three different evenings over a three-week period and engaged in rich discussion, debate, and respectful discourse. In the end, the new Strategic Plan more aptly represents the Post Falls School District in the 21st century by updating goal areas, expanding objectives, and eliminating "educationese" to better reflect the desires of our community.

The Board of Trustees approved the Strategic Plan at the regular December meeting in 2021.

During the school year the district leadership team meets once a month with the Parent Advisory Committee. The committee consists of one parent per school. Committee members provide advice and assistance to leadership on the district's continuous improvement plan and the effectiveness of the academic program, activities, resources and services. The committee receives reports three times a year on student academic progress (fall, winter, spring), and provides feedback and input on yearly continuous improvement goals. Members also serve as a liaison with their school's parent advisory committee.

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2023-24 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)**METRICS AND DEMOGRAPHICS - TEMPLATE PART 2**

LEA # 273	LEA Name: Post Falls School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	http://idahoschools.org/districts/273
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
		2022 cohort	2023 cohort
All students will be college and career ready	4-year cohort graduation rate	95.0%	95.0%
	5-year cohort graduation rate (optional metric)	96.0%	96.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	40.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 6 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	75.0%

CONTINUOUS IMPROVEMENT PLAN (2023-2024)**METRICS AND DEMOGRAPHICS - TEMPLATE PART 2****Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)**

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	65.0%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	55.0%	55.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	80.0%	80.0%

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient or advanced on the ELA section of the 3rd Grade ISAT	55.0%	43.0%	50.0%
% of students who scored proficient or advanced on the ELA section of the 4th Grade ISAT	55.0%	50.0%	55.0%
% of students who scored proficient or advanced on the ELA section of the 5th Grade ISAT	65.0%	53.0%	60.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

N/A

CONTINUOUS IMPROVEMENT PLAN (2023-2024)**METRICS AND DEMOGRAPHICS - TEMPLATE PART 2****Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)**

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section IV.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
# of HS students who graduate with an associate's degree or a CTE certificate	50	26	50
University of Idaho - Dual Enrollment Credits Earned	1800	1895	1800
North Idaho College - Dual Enrollment Credits Earned	2000	2057	2000

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* than those required in Section I, above.

N/A

CONTINUOUS IMPROVEMENT PLAN (2023-2024)**METRICS AND DEMOGRAPHICS - TEMPLATE PART 2****Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

See attached report.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

Section V: Report on Progress Narrative

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

A. Successes:

Elementary Schools

This year the elementary principal team engaged in many action steps to improve K-3 reading achievement. Beginning in August the team met monthly to review a comprehensive spreadsheet with district, school and grade level data. They not only looked at overall scores but also dug into the subskills. An open dialogue occurred as principals discussed their “noticings” and “wonderings” about the monthly data. Action plans for each school and their individual professional learning goals were created with reading improvement at the forefront. The team’s work in the area of reading has been rigorous and ongoing, and all but 3rd grade made improvements over the previous year.

PFSD reading	Kindergarten	1 st grade	2 nd grade	3 rd grade
Spring 2019	40	68	77	76
Spring 2020 *				
Spring 2021	54	56	68	71
Spring 2022	62	64	70	74
Spring 2023	78	65	73	69

* The spring 2020 IRI administration was disrupted due to COVID-19. Because *less than one-third* of the number of students participated in the fall IRI administration during the 2019-2020 school year, the data was eliminated.

As of the writing of this plan, official Spring IRI data has not been published by the SDE; therefore, data reported here should still be considered preliminary.

According to i-Ready math diagnostic data, the percentage of students scoring on grade level in grades K-5 has improved significantly from fall to spring:

PFSD math <i>i-Ready percentage of students scoring on grade level</i>	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Fall 2022	19	6	11	13	28	25
Spring 2023	84	70	69	60	67	60

Secondary Schools

The secondary administrative team intensified their focus this year on improving student achievement, specifically on the Math and ELA ISAT in grades 6 through 8 and 11, and on the Science ISAT in grades 8 and 11. Secondary leaders began the year growing their capacity to impact student growth and achievement by fostering a collaborative culture centered on best practices in using data to inform instruction and improve student outcomes. Principals practiced, modeled and implemented with their staff data protocols to analyze Spring 2022 ISAT results as well as interim assessments. Content teams created an assessment timeline using the ISAT interim assessments. During Monday morning collaborations, teams leveraged data from the interim assessments along with formative classroom assessments to monitor and adjust instruction. Secondary ISAT results can be found on the district's report card: <http://idahoschools.org/districts/273>

Graduation Rates:

Post Falls High School's graduation rate continues to be above the state average at 92% from the Class of 2022. New Vision Alternative school increased their graduation rate from 69.8% for the Class of 2021 to 80% for the Class of 2022.

PSAT/NMSQT:

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) can be given to 10th or 11th grade students. It is designed to prepare students for the SAT, college and careers. Students who take the assessment in the 11th grade may meet requirements to enter the National Merit Scholarship Program.

During the 2020 and 2021 administrations of the PSAT/NMSQT, all PFHS sophomores were required to participate in the assessment. With a shift to focusing more on the ISAT, participation was optional for sophomores this fall. As in the past, only juniors who are interested in the scholarship program participated in the assessment.

The PSAT/NMSQT was given to interested sophomores and juniors on October 25, 2022. Below is a chart comparing 10th grade results over the past three years.

Metric	2020	2021	2022	Difference from 2021 to 2022
Number Tested	314	344	231	The assessment was required in 2020 and 2021. The 2022 assessment was optional for 10th grade students.
Total Mean Score	890	907	936	Increase of 29 points
Evidence-Based Reading and Writing (ERW) Mean Score	445	455	473	Increase of 18 points <i>*430 is the 10th grade college and career benchmark</i>
Percent Meeting ERW Benchmark	56%	63%	69%	Increase of 6 percent
Math Mean Score	445	453	463	Increase of 10 points <i>*480 is the 10th grade college and career benchmark</i>
Percent meeting Math Benchmark	29%	38%	42%	Increase of 4 percent
Percent Meeting both Benchmarks	28%	35%	39%	Increase of 4 percent

Middle Level iReady Diagnostic Growth in Math:

- 6th grade students grew from 31% proficient or advanced on the iReady Math Diagnostic in the fall to 61% proficient or advanced on the spring assessment.
- 7th grade students grew from 29% proficient or advanced on the iReady Math Diagnostic in the fall to 51% proficient or advanced on the spring assessment.

- 8th grade students grew from 23% proficient or advanced on the iReady Math Diagnostic in the fall to 47% proficient or advanced on the spring assessment.
- Spring placement for PFSD students in grades 6 - 8 exceeded both the Spring 18-19 National Norms and the National Spring 22-23 year-to-date.

B. Areas of Challenge:

Although the district is showing growth in multiple areas, chronic absenteeism of staff and students, student mobility and staff turnover continue to impact student learning.

- In the First Semester of the 2022- 2023 school year 4% of PFSD students missed more than 20 days of school, 8.6% missed more than 15 days of school, and 26% missed more than 9 days of school.
- In the Second Semester of the 2022- 2023 school year 2% of PFSD students missed more than 20 days of school, 3.8% missed more than 15 days of school, and 12.9% missed more than 9 days of school.

Mobility Rate by School for 2022 - 2023

Mobility Rate (Enrolled + Withdrew) / (Enrollment as of 6/8/23)

School	Total Enrolled	Total Withdrew	Enrollment 6/8/23	Mobility Rate
FPLC	22	2	48	50.0%
SES	53	52	417	25.2%
PES	36	54	397	22.7%
PVE	40	37	395	8.2%
MTE	32	34	361	18.3%
WRE	30	28	441	13.2%
GES	43	44	413	21.1%
TRE	62	48	467	23.6%
PFMS	27	54	768	10.5%
RCMS	43	71	565	20.2%
PFHS	64	170	1480	15.8%
NVHS	137	86	123	181.3%

C. Future Plans:

The Post Falls School District is exploring the 4-day school week as a means to attract and retain a workforce as the district cannot compete with Washington wages. Staff responses indicated the 4-day

school week would be an effective method to both attract and retain personnel which will positively impact student achievement.

Three surveys were conducted (two in the fall and one in March) to determine parent and staff interest in learning more about the 4-day school week.

Survey #1 results (Oct. 12-19)	Survey #2 results (Nov. 1-10)	Survey #3 (March 16-26)
Parents: 2586 responses of 4052 sent 67% in favor of learning more information about a 4-day week	Parents: 2794 responses of 5386 sent 63% in favor of a 4-day week	Parents: 2221 responses of 5430 sent 62% in favor of a 4-day week
Staff: 487 responses of 683 sent 84% in favor of learning more information about a 4-day week	Staff: 617 responses of 797 sent 80% in favor of a 4-day week	Staff: 548 response of 766 sent 85% in favor of a 4-day week

A student survey was conducted in January to determine high school students' (grades 9-11) interest in moving to a 4-day school week.

High school student survey results (January 2023)
Students: 1000 of 1349 high school students in grades 9-11 took the survey (about 74%)
69% in favor of a 4-day week

The school day will be 25 minutes longer for k-8 students (elementary and middle schools), 35 minutes longer for NVHS students, and 45 minutes longer for PFHS students to meet the annual requirements for instructional hours.

For the most part, students will attend school Monday - Thursday. On weeks where Monday is a national holiday, students will attend school Tuesday - Friday. Since some students already miss Fridays due to athletic events and other activities, this would maximize in-school time on the other four days. In addition, the school district will consolidate other days off throughout the year to Fridays, such as conferences, teacher work days, professional development days, etc. One Friday a month will also be utilized to provide additional interventions for students identified through the MTSS process.

In addition to staff retention, other Idaho districts experienced the following when they transitioned to a 4-day school week:

- A decline in student dropout rates.
- A decrease in student disciplinary referrals.
- An improvement in student and teacher attendance rates.
- Less interrupted class time as a result of longer class periods and fewer transitions at all grade levels. There are fewer interruptions by athletic events or other school activities. This increases the efficiency of instruction.

- More positive attitudes about school and improvement in morale.
- More time for quality staff development - - one Friday per month.
- More time for participation in extracurricular activities and for personal appointments such as doctor and dentist appointments.
- If necessary, schools can make up days missed due to inclement weather on what would have been the fifth school day instead of possibly adding days at the end of the year.

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2022-23 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2022-23 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
K	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	83.0%	75.0%
Grade 1	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	86.0%	75.0%
Grade 2	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	83.0%	75.0%
Grade 3	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	80.0%	75.0%
Grade 4	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	81.0%	75.0%
Grade 5	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	74.0%	75.0%
Grade 6	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	71.0%	75.0%
Grade 7	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	70.0%	75.0%
Grade 8	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	67.0%	75.0%