CONTINUOUS IMPROVEMENT PLAN (2024-2025)

POST FALLS SCHOOL DISTRICT #273   NARRATIVE - TEMPLATE 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 <u>no later</u> than October 1 each year, and must submit their plan by the deadline to the State Board of Education by sending it to <u>plans@edu.idaho.gov</u>.

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, 2023, or 2024 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.

POSTING / SUBMITTING YOUR PLAN

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

POST FALLS SCHOOL DISTRICT #273   NARRATIVE - TEMPLATE PART 1

> ➢ **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@edu.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.

2024-2025 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:**

- 2024-25 Continuous Improvement Plan Narrative – Template Part 1
- 2024-25 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 2024-25:

- 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 2023-24, <u>or</u> you are continuing a previously granted narrative exemption.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

POST FALLS SCHOOL DISTRICT #273   **NARRATIVE - TEMPLATE PART 1**

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner (nwagner@edu.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 (2024-2025)

POST FALLS SCHOOL DISTRICT #273   NARRATIVE - TEMPLATE 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.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

POST FALLS SCHOOL DISTRICT #273   NARRATIVE - TEMPLATE 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 **2024-25 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.

CONTINOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 273	LEA Name: Post Falls School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/273

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	**2023 cohort** 95.0%	**2024 cohort** **95.0%**
	5-year cohort graduation rate (optional metric)	**2022 cohort** 96.0%	**2023 cohort** **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%	**55.0%**
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	**80.0%**
	% 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%	**80.0%**
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%	**80.0%**
	% 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%	**80.0%**

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 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	75.0%	**80.0%**
	% students who score proficient on the Grade 1 Spring IRI	75.0%	**80.0%**
	% students who score proficient on the Grade 2 Spring IRI	75.0%	**80.0%**
	% students who score proficient on the Grade 3 Spring IRI	75.0%	**80.0%**
	% 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%**

CONTINOUS IMPROVEMENT PLAN (2024-2025)

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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient or advanced on the ELA section of the 3rd Grade ISAT	50.0%	54.0%	**55.0%**
% of students who scored proficient or advanced on the ELA section of the 4th Grade ISAT	55.0%	47.0%	**55.0%**
% of students who scored proficient or advanced on the ELA section of the 5th Grade ISAT	60.0%	56.0%	**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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

N/A

CONTINOUS IMPROVEMENT PLAN (2024-2025)

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 V.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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
# of HS students who graduate with an associate's degree or a CTE certificate	50	48	**50**
University of Idaho - Dual Enrollment Credits Earned	1800	2036	**1800**
North Idaho College - Dual Enrollment Credits Earned	2000	2143	**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 2024-25, and is distinctly *different* than those required in Section I, above.

N/A

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 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

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 2023-2024 Performance Targets (as chosen for your 2023-2024 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
With the transition to the 4-day school week, the elementary principal team worked together all year long to ensure "every minute - every day" counted for students. Pacing guides for all subjects were created for teachers, and administrators conducted regular check-ins with teams and individuals.

Reading: The elementary principal team's ongoing work in K-3 literacy was rigorous. They set lofty spring IRI goals, and the board received monthly reports of K-3 student growth. Action steps included the following:

- Dyslexia and Benchmark phonics training in August with all K-5 teachers.
- School and classroom level literacy coaching to support teachers' efforts to implement the strategies and tools introduced at the opening professional development.
- Principals reviewed their school's monthly Istation reading data with grade level teams and individual teachers. They assisted teachers in targeting the specific skills necessary for continual student growth.
- Building leaders provided regular job-embedded professional development to assist students in meeting their reading goals and also delivered professional development on improving student engagement with questioning and student discussion techniques.
- Principals also reviewed monthly district-wide data and collaborated with their cross district principal colleagues about best practices.
- District leadership provided regular training for MTSS teams on best practices related to progress monitoring, reading and math interventions, behavior support, etc. Processes and forms were updated and streamlined for consistency between buildings.

Spring IRI goals were set at 75% proficiency for grade K, 1, 2, and 3. Below are fall to spring results.
Note: May results as shown in graphs below were preliminary. (Official district results = 79.1%; grade K = 83.4%; 1st = 74%; 2nd = 77.7%; 3rd = 81.7%)

All Grades - September 2023

All Grades - May 2024
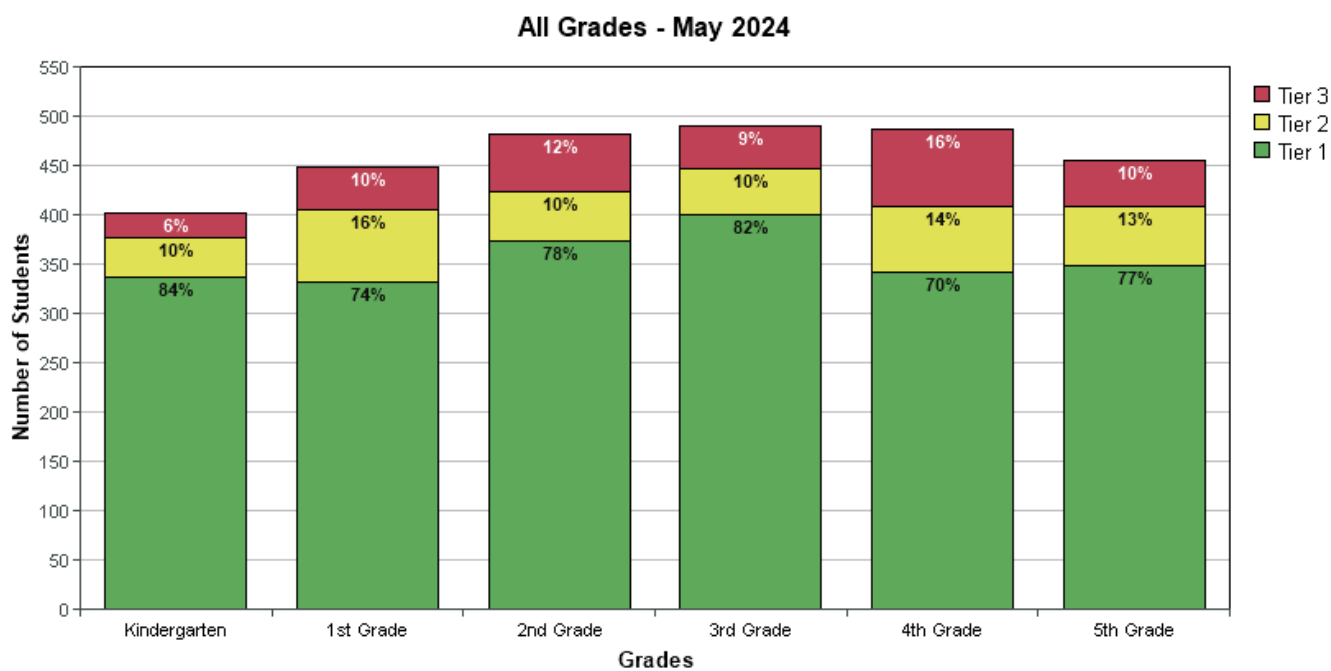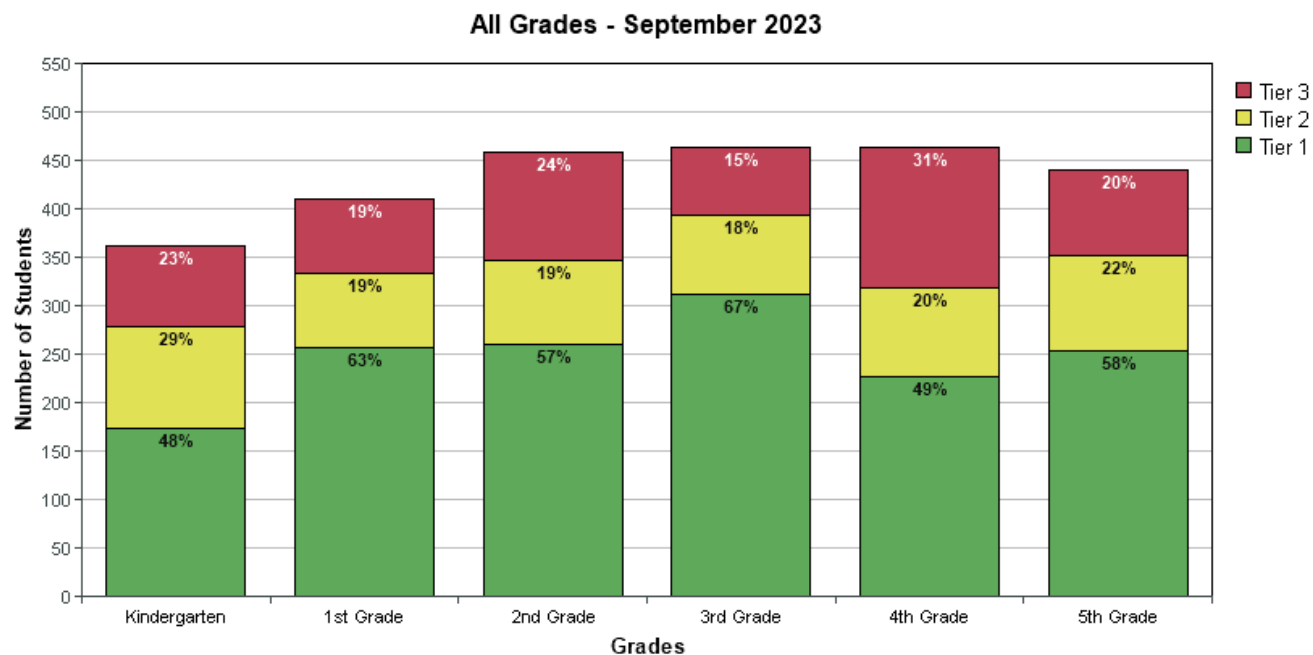
These results are the greatest elementary success for SY 2023 - 2024. On July 9, 2024, *Idaho Ed News* published spring 2024 IRI results. Post Falls School District was the top district when compared to the twenty largest (enrollment) school districts in Idaho. 79.1% of all K-3 students were proficient. What adds to this celebration is the challenge of moving the system to a 4-day school week.

Math: 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-Ready percentage of students scoring on grade level*	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Fall 2023	15	13	13	15	22	33
Spring 2024	86	74	63	69	59	64

Secondary Schools

For the 2023 - 2024 school year, the secondary administrative team continued their focus on improving student achievement and further aligning individual and school goals with the district's mission, strategic plan and continuous improvement plan. Professional development and staff supervision activities were designed and implemented to leverage every instructional minute within the new 4-day schedule. Some specific action steps included:

- Utilize data and ISAT interim assessments in Math, ELA and Science to improve student achievement and better prepare students for the spring ISAT in grades 6 – 8, and 11;
- Collaborate with the Ready Math instructional coach to improve growth and achievement of middle school students;
- Implement and collaborate around the new English curriculum and growth measure assessment (HMH Into Literature);
- Implement the new Career Exploration standards in grades 7 and 8;
- Write and implement pacing guides in each subject area geared toward a 4-day school week;
- Provide targeted professional development for all instructional staff on improving student engagement with questioning and student discussion techniques; and
- Provide additional professional development on state standards and best practices with the support of local and state experts for specific content area teachers (English, math, science).

Graduation Rates: Post Falls High School's graduation rate continues to be above the state average at 91.6% for the Class of 2023. New Vision Alternative school increased their graduation rate from 80% for the Class of 2022 to 88.9% for the Class of 2023.

SAT and PSAT/NMSQT Assessments: Idaho offers the SAT to all public high school juniors and the PSAT/NMSQT to all public high school sophomores at no cost to districts, schools, parents, or students. Below is the fall PSAT/NMSQT data and the spring SAT results for students who opted into the assessment. A reminder, not all students take either the SAT or PSAT, only those who are college bound generally choose to take the test.

PSAT

Metric	2020	2021	2022	2023	Difference from 2022 to 2022
Number Tested	314	344	231	137	The assessment was required in 2020 and 2021. The 2022 and 2023 assessment was optional for 10th grade students. The 2023 assessment was given on a non-school day.
Total Mean Score	890	907	936	972	Increase of 36 points
Evidence-Based Reading and Writing (ERW) Mean Score	445	455	473	491	Increase of 18 points *430 is the 10th grade college and career benchmark
Percent Meeting ERW Benchmark	56%	63%	69%	76%	Increase of 7 percent
Math Mean Score	445	453	463	481	Increase of 18 points *480 is the 10th grade college and career benchmark
Percent meeting Math Benchmark	29%	38%	42%	51%	Increase of 9 percent
Percent Meeting both Benchmarks	28%	35%	39%	50%	Increase of 11 percent

SAT

Number Tested	Both Benchmarks	ERW Benchmark	Math Benchmark
PFHS – 167	40%	74%	41%
State – 4,345	27%	59%	28%
All – 746,532	25%	52%	47%

PFHS Performance on the 11th Grade ISAT: Post Falls High School outperformed the state on all three ISAT assessments on the 2024 Spring Summative assessment.

Math: PFHS = 51% Proficient or Above, State = 31% Proficient or Above

ELA: PFHS = 79% Proficient or Above, State = 59% Proficient or Above

Science: PFHS = 61% Proficient or Above, State = 40% Proficient or Above

B. Areas of Challenge:

Although the district is showing growth in multiple areas, chronic absenteeism and student mobility continue to impact achievement.

Attendance: Overall, the district realized an increase in students' average daily attendance (see information below). The district will continue to develop and implement plans to address this challenge.

School	FY24 Average	FY23 Average	Difference
Seltice	93.05%	91.56%	1.49%
Ponderosa	92.01%	91.47%	0.54%
Prairie View	94.45%	93.40%	1.05%
Mullan Trail	93.62%	92.71%	0.92%
West Ridge	93.58%	92.41%	1.17%
Greensferry	94.65%	93.54%	1.11%
Treaty Rock	92.91%	91.62%	1.29%
Post Falls Middle	92.26%	91.49%	0.77%
River City Middle	91.13%	89.81%	1.32%
Post Falls High	89.75%	90.57%	-0.82%
New Vision High	91.07%	89.62%	1.46%
District Total	**92.59%**	**91.65%**	**0.94%**

- In the First Semester of the 2023 - 2024 school year 181 PFSD students missed more than 20 days of school, 194 missed more than 15 days of school, and 750 missed more than 9 days of school.
- In the Second Semester of the 2023 - 2024 school year 186 students missed more than 20 days of school, 203 missed more than 15 days of school, and 736 missed more than 9 days of school.

Mobility: Information listed by school for 2023 - 2024.

School	TOTAL Enrolled	TOTAL Withdrew	NET
FPLC	4	5	-1
Seltice	25	26	-1
Ponderosa	44	43	1
Prairie View	25	14	11
Mullan Trail	35	23	12
West Ridge	27	30	-3
Greensferry	42	22	20
Treaty Rock	55	47	8
Post Falls Middle	58	68	-10
River City Middle	53	70	-17
Post Falls High	77	171	-94
New Vision High	106	118	-12

C. Future Plans:

The Post Falls School District transitioned to a 4-day school week to positively impact attendance and student achievement. In other Idaho districts, 4-day school weeks have improved student and staff attendance and staff retention.

Surveys were conducted to determine parent, student and staff interest in the 4-day school week:

2023 Survey results (March 16 - 26)	2024 Survey Results (February 1 - 10)
Parents: 2221 responses of 5430 sent (about 41%) 62% in favor of a 4-day week	Parents: 2215 responses of 5295 sent (about 42%) 76.6% in favor of a 4-day week
Students: 1000 of 1349 high school students grades 9-11 took the survey (about 74%) 69% in favor of a 4-day week	Students: 1047 of 1309 high school students grades 9-11 took the survey (about 80%) 95.51% in favor of a 4-day week
Staff: 548 responses of 766 sent (about 72%) 85% in favor of a 4-day week	Staff: 606 responses of 733 sent (about 82%) 92.24% in favor of a 4-day week

With this 4-day school week model, the school day is 25 minutes longer for K-8 students (elementary and middle schools), 35 minutes longer for NVHS students, and 45 minutes longer for PFHS students. Post Falls School District continues to meet the annual requirements for instructional hours.

At the March 11, 2024, board meeting, the Post Falls School District Board of Trustees voted to *continue* the pilot a 4-day school week for the 2024-2025 school year. All staff will work together during monthly job-embedded professional development to:

- ensure effective use of board-approved curricular resources
- refine curricular pacing guides
- utilize evidence-based instructional practices with demonstrated high effectiveness
- improve student attendance and achievement
- align MTSS processes to ensure student success

Another round of surveys will be conducted in winter 2025 to determine whether or not the district will continue with the 4-day school week schedule (removing the "pilot" label) or return to a 5-day school week.

CONTINOUS IMPROVEMENT PLAN (2024-2025)

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 2023-24 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 2023-24 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 assesment tool, which you should identify. Provide the 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets	2023-24 RESULTS	2024-25 Performance Targets
K	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	87.0%	**80.0%**
Grade 1	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	88.0%	**80.0%**
Grade 2	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	83.0%	**80.0%**
Grade 3	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	84.0%	**80.0%**
Grade 4	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	74.0%	**80.0%**
Grade 5	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	76.0%	**80.0%**
Grade 6	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	65.0%	**80.0%**
Grade 7	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	62.0%	**80.0%**
Grade 8	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	75.0%	68.0%	**80.0%**