

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

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@edu.idaho.gov](mailto:plans@edu.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, 2023, 2024 or 2025 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 (2025-2026)

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@edu.idaho.gov](mailto: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](http://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.

## 2025-2026 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:

- 2025-26 Continuous Improvement Plan Narrative – Template Part 1
- 2025-26 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 2025-26:

- 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 2024-25, or you are continuing a previously granted narrative exemption.

# CONTINUOUS IMPROVEMENT PLAN (2025-2026)

## POST FALLS SCHOOL DISTRICT #273

## NARRATIVE - PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Nick Wagner ([nwagner@edu.idaho.gov](mailto: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/>

<b>LEA</b>	<b>#273</b>	<b>Name: Post Falls School District</b>	
Superintendent	Name: Dena Naccarato		Phone: 208-773-1658
	E-mail: <a href="mailto:dena.naccarato@sd273.com">dena.naccarato@sd273.com</a>		
CIP Contact	Name: Janelle Baillie		Phone: 208-773-1658
	E-mail: <a href="mailto:janelle.baillie@sd273.com">janelle.baillie@sd273.com</a>		

**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, and Curriculum Goal:** Utilize school 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.

**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**

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 **2025-26 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.

LEA # 273	LEA Name: Post Falls School District
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## METRICS

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://www.idahoreportcard.org/about-us/district?districtId=273">https://www.idahoreportcard.org/about-us/district?districtId=273</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2024-25	2025-26
		Performance Targets (From LEA's 2024-25 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort 95%	2025 cohort <b>95%</b>
	5-year cohort graduation rate (optional metric)	2023 cohort 96%	2024 cohort <b>96%</b>
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40%	<b>40%</b>
	% students who score proficient on the grade 8 Math ISAT	55%	<b>55%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who make adequate growth on the grade 8 Math ISAT	80%	<b>80%</b>
	% students who score proficient on the grade 8 ELA ISAT	75%	<b>75%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	80%	<b>80%</b>
	% students who score proficient on the grade 6 Math ISAT	50%	<b>50%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	80%	<b>80%</b>
	% students who score proficient on the grade 6 ELA ISAT	75%	<b>75%</b>

	% students who make adequate growth on the grade 6 ELA ISAT	80%	<b>80%</b>
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**Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)**

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 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	80%	<b>67%</b>
	% students who score proficient on the Grade 1 Spring IRI	80%	<b>67%</b>
	% students who score proficient on the Grade 2 Spring IRI	80%	<b>67%</b>
	% students who score proficient on the Grade 3 Spring IRI	80%	<b>67%</b>
	% students who score proficient on the Grade 4 ELA ISAT	55%	<b>55%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	80%	<b>80%</b>

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

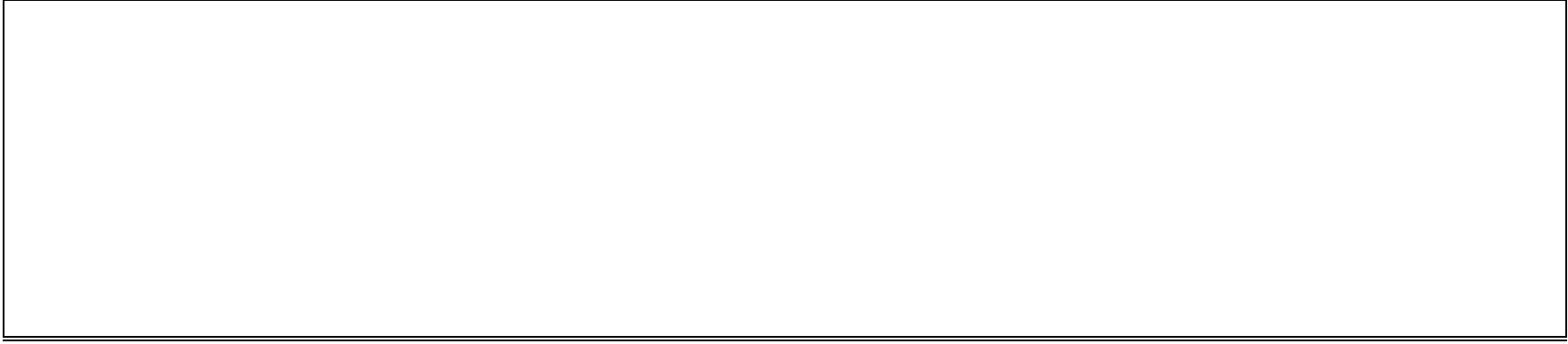
Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different 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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient or advanced on the ELA section of the 3rd Grade ISAT	55%	48%	<b>50%</b>
% of students who scored profieicent or advanced on the ELA section of the 4th Grade ISAT	55%	56%	<b>55%</b>
% of students who scored profieicent or advanced on the ELA section of the 5th Grade ISAT	60%	58%	<b>60%</b>

**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 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.



**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

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

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
# of HS students who graduate with an associate's degree or a CTE certificate	50	56	<b>60</b>
University of Idaho - Dual Enrollment Credits Earned	1,800	1,828	<b>1850</b>
North Idaho College - Dual Enrollment Credits Earned	2,000	2,599	<b>2600</b>

**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 2025-26, and is distinctly *different* than those required in Section I, above.

**Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 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 II: Notes**

We have revised our IRI goals in response to the new state assessment scheduled for October 2025 and the lack of preliminary data available during the drafting of this Continuous Improvement Plan. The CIP must be approved by the board and posted on the district website by October 1.

## **Section V: Report on Progress Narrative**

### **A. Successes:**

#### **Elementary Schools**

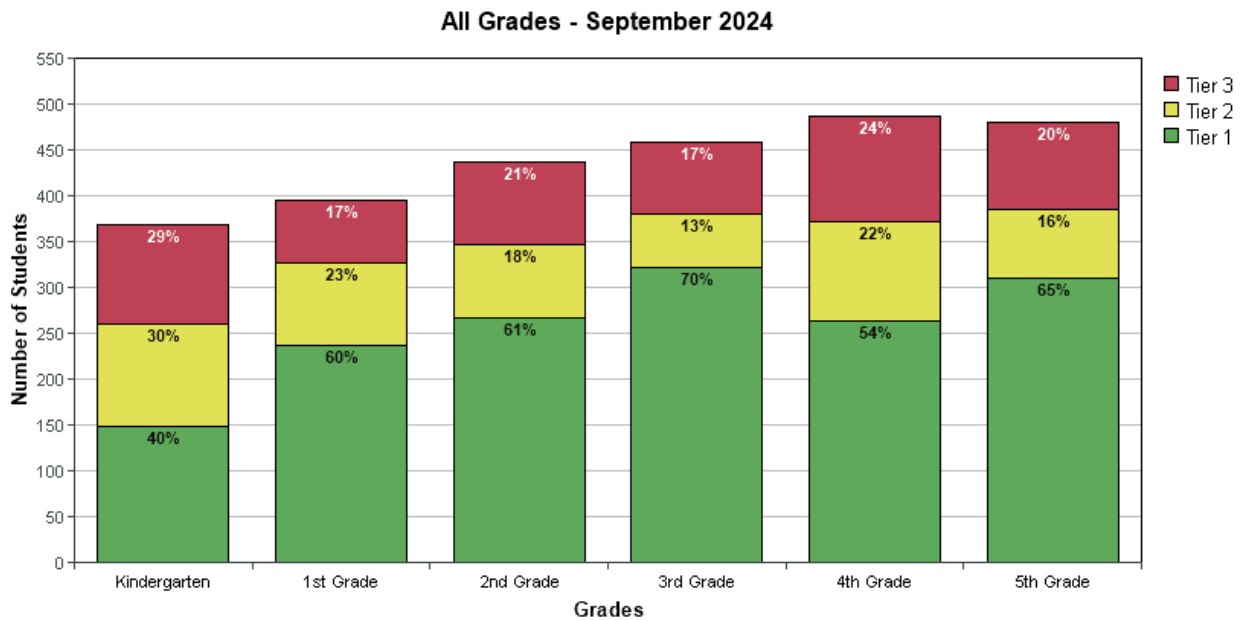
With the implementation of the 4-day school week, the elementary principal team worked together all year long to ensure “every minute - every day” counted for students. Pacing guides for all subjects were adjusted for teachers, and administrators conducted regular check-ins with teams and individuals.

*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 professional development offered to all K-5 teachers through the Lee Pesky Center.
- Reading intervention training in August with all K-5 teachers. Training included a review of the science of reading, inclusion of the multi-modal instructional strategies and expectations for intervention time (all students engaged *daily* in all 5 components of reading).
- Decodable books were purchased for all K-3 classrooms and Title so students had the opportunity to practice their phonics skills within text.
- 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.
- Classified staff received professional development in October = two parts. One hour for Resource and Title paraprofessionals within their first two years of working in that role and all Life Skills paraprofessionals = focus on phonemic awareness vs. phonics activities. One hour for Resource and Title paraprofessionals who have been in their role three years or more = focus on comprehension and good questioning.
- The book *7 Mighty Moves: Research-backed, Classroom-Tested Strategies to ensure K-to-3 Reading Success* purchased for all elementary administrators and used as a book study. Monthly meetings with activities for each move. In November these books were purchased for *all* elementary teachers, SpEd teachers and Title / Reading intervention teachers.

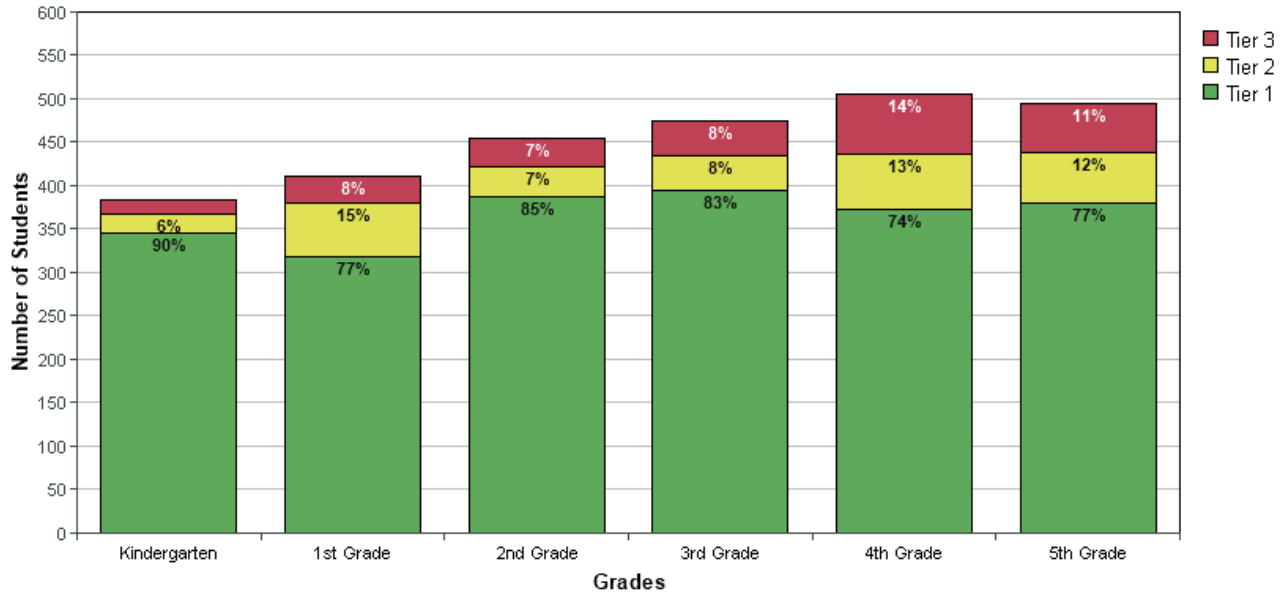
- District leadership provided follow-up support for MTSS teams with regard to academic and behavior training they have received over the last few years. Meeting observations at each site in November and December. Follow-up conversation with both building administrators occurred related to their use of district processes and forms. District leadership provided language training for MTSS teams - April 2025.

Spring IRI goals were set at 80% proficiency for grade K, 1, 2, and 3. Below are fall to spring results.



*Note: May results as shown in the graph below were preliminary.*

All Grades - May 2025



Overall	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade
84.2%	90.2%	77.8%	85.5%	83.5%

These results are the greatest elementary success for SY 2024-2025. On July 22, 2025, *Idaho Ed News* published spring 2025 IRI results. The Post Falls School District was the top district when compared to the 25 largest (enrollment) public school districts in Idaho. 84.2% of all K-3 students were proficient. What adds to this celebration is the implementation of the 4-day school week while also realizing strong reading success.

*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>i-Ready percentage of students scoring on grade level</i>	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4th grade	5th grade
Fall 2024	13%	7%	16%	19%	27%	28%

Spring 2025	86%	71%	71%	66%	71%	62%
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### **Secondary Schools**

For the 2024 - 2025 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 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;
- Implement and collaborate around our English curriculum and growth measure assessment (HMH Into Literature);
- Refine 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 for the Class of 2024 (94.3%) exceeds the state average of 82.3% and is near the state target of 94.9%. New Vision Alternative High School's Class of 2024 graduation rate of 83.6% also exceeds the state average.

**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 opt to take the test.)*

### **PSAT**

Metric	2021	2022	2023	2024	Difference from 2023 to 2024
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<b>Number Tested</b>	344	231	137	<b>228</b>	The assessment was required in 2021. The 2022-2024 assessments were optional for 10th grade students. The 2023 assessment was given on a non-school day; the 2024 assessment was given on a school day.
<b>Total Mean Score</b>	907	936	972	<b>1003</b>	Increase of 31 points
<b>Evidence-Based Reading and Writing (ERW) Mean Score</b>	455	473	491	<b>511</b>	Increase of 20 points <i>*430 is the 10<sup>th</sup> grade college and career benchmark</i>
<b>Percent Meeting ERW Benchmark</b>	63%	69%	76%	<b>83%</b>	Increase of 7 percent
<b>Math Mean Score</b>	453	463	481	<b>491</b>	Increase of 10 points <i>*480 is the 10<sup>th</sup> grade college and career benchmark</i>
<b>Percent meeting Math Benchmark</b>	38%	42%	51%	<b>47%</b>	Decrease of 4 percent
<b>Percent Meeting both Benchmarks</b>	35%	39%	50%	<b>45%</b>	Decrease of 5 percent

## SAT

	<b>Number Tested</b>	<b>Both Benchmarks</b>	<b>ERW Benchmark</b>	<b>Math Benchmark</b>
<b>PFHS</b>	<b>172</b>	<b>45%</b>	<b>83%</b>	<b>45%</b>
State	15,608	32%	67%	33%
All	1,171,969	28%	57%	29%

**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.

Percent of students scoring proficient or advanced	Math	ELA	Science
PFHS	47%	77%	59%
State	31%	59%	38%

**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 table below). The district will continue to develop and implement plans to address this challenge.

School	SY24 Average	SY25 Average	Difference
Greensferry Elementary	94.65%	94.67%	0.03%
Mullan Trail Elementary	93.62%	93.91%	0.28%
Ponderosa Elementary	92.01%	91.97%	-0.05%
Prairie View Elementary	94.45%	94.39%	-0.06%
Seltice Elementary	93.05%	92.83%	-0.22%
Treaty Rock Elementary	92.91%	93.12%	0.21%
West Ridge Elementary	93.58%	93.66%	0.08%
Post Falls Middle	92.26%	92.52%	0.26%
River City Middle	91.13%	90.75%	-0.38%
New Vision High	91.07%	92.57%	1.50%
Post Falls High	89.75%	90.21%	0.45%
<b>District Total</b>	<b>92.59%</b>	<b>92.78%</b>	<b>0.19%</b>

- In the first semester of the 2024-2025 school year, 74 students missed 20 or more days of school, 135 missed 15 or more days of school, and 654 missed 9 or more days of school.
- In the second semester of the 2024-2025 school year, 173 students missed 20 or more days of school, 242 students missed 15 or more days of school, and 880 students missed 9 or more days of school.

**Mobility:** Information listed by school for 2024-2025.

School	Total new enrollments	Total withdrawals	Net
FPLC	1	7	-6
SES	37	25	12
PES	34	32	2
PVE	13	14	-1
MTE	23	14	9
WRE	26	17	9
GES	44	29	15
TRE	34	44	-10
PFMS	61	61	0
RCMS	49	40	9
PFHS	60	160	-100
NVHS	119	56	63

**C. Future Plans:**

In the fall of 2023, 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)	2025 Survey Results (January 27 - February 6)
<p><b>Parents:</b> 2221 responses of 5430 sent (about 41%) <b>62%</b> in favor of a 4-day week</p>	<p><b>Parents:</b> 2215 responses of 5295 sent (about 42%) <b>76.6%</b> in favor of a 4-day week</p>	<p><b>Parents:</b> 2220 responses of 5089 sent (about 44%) <b>81.67%</b> in favor of a 4-day week</p>
<p><b>Students:</b> 1000 of 1349 high school students grades 9-11 took the survey (about 74%) <b>69%</b> in favor of a 4-day week</p>	<p><b>Students:</b> 1047 of 1309 high school students grades 9-11 took the survey (about 80%) <b>95.51%</b> in favor of a 4-day week</p>	<p><b>Students:</b> 1008 of 1317 high school students grades 9-11 took the survey (about 76%) <b>97.42%</b> in favor of a 4-day week</p>
<p><b>Staff:</b> 548 responses of 766 sent</p>	<p><b>Staff:</b> 606 responses of 733 sent</p>	<p><b>Staff:</b> 606 responses of 725 sent</p>

<p><i>(about 72%)</i>  <b>85%</b> in favor of a 4-day week</p>	<p><i>(about 82%)</i>  <b>92.24%</b> in favor of a 4-day week</p>	<p><i>(about 83.5%)</i>  <b>96.2%</b> in favor of a 4-day week</p>
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At the March 10, 2025, board meeting, the Post Falls School District Board of Trustees decided to continue the 4-day school week, removing the 'pilot' label. All staff will continue working 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

With this 4-day school week model, the school day is 25 minutes longer for K-8 students, 25 minutes longer for NVHS students, and 50 minutes longer for PFHS students. The Post Falls School District continues to meet the annual requirements for instructional hours.

### 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 2024-25 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 2024-25 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 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
K	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	89%	<b>80%</b>
Grade 1	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	87%	<b>80%</b>
Grade 2	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	85%	<b>80%</b>
Grade 3	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	78%	<b>80%</b>
Grade 4	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	76%	<b>80%</b>
Grade 5	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	75%	<b>80%</b>
Grade 6	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	69%	<b>70%</b>
Grade 7	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	65%	<b>70%</b>
Grade 8	All Staff	At least 80% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80%	67%	<b>70%</b>