

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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 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](mailto: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 session. 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

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- **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](mailto: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](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.

### 2022-2023 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:

- 2022-23 Continuous Improvement Plan Narrative – Template Part 1
- 2022-23 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 2022-23:

- 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 2021-22, or you are continuing a previously granted narrative exemption.

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## NARRATIVE - TEMPLATE PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken ([alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov); 208-332-1579) 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 (2022-2023)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b># 461</b>	<b>Name: Taylor's Crossing Public Charter School</b>	
Superintendent	Name: Seth H Boyle		Phone: (208) 552-0397
	E-mail: sboyle@tceagles.com		
CIP Contact	Name: Seth H Boyle		Phone: (208) 552-0397
	E-mail: sboyle@tceagles.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

By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision, and virtue.

#### VISION STATEMENT

The vision of TCPCS is rooted in the belief that when there is a low threat and content is highly challenging, acceleration learning takes place. TCPCS will improve student learning by creating a lowthreat environment and safe harbor. TCPCS will create this low-threat environment and safe harbor with the innovative Harbor character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity.

#### TCPCS SLOGAN

TCPCS establishes an  
Educational community committed to an  
Accelerated curriculum promoting  
Goal-centered  
Learning and leadership that  
Empowers and inspires  
Students to enjoy learning in a culture of kindness

We are united as students, parents, educators, and leaders by Constitutional Values that shape

Accountable citizens who demonstrate  
Respect  
Integrity  
Service and  
Excellence in academics.

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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

Taylor's Crossing makes every effort to include our parents, students and staff in the development of our Continuous Improvement Plan.

Upon completion of the first parent/teacher conference of the year, our literacy team meets with the individual parents and children prior to the beginning of our after-school programs. Ideas are discussed and collaboration takes place between the individual parent and the literacy team.

We also hold an annual parent meeting toward the end of September that allows teachers to receive input from parents, other teachers, literacy instrutors, and Title I & II teams. This includes administration, special education, regular education teachers and our Title I & II teachers. All parents are notified of these meetings through the school wide communication system as well as our social media and website pages. Parents are invited to our Annual Board Meeting during the month of January where feedback is also sought. At least one parent survey is prepared and distributed to all parents, by the School Board, during the school year, which includes questions regarding the Continuous Improvement Plan. We also have information posted on our website allowing parent feedback with regard to our literacy plan.

### 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 **2022-23 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 (2022-2023)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 461	LEA Name: Taylor's Crossing Public Charter School
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### METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/schools/0642">https://idahoschools.org/schools/0642</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 93.0%	2022 cohort <b>93.0%</b>
	5-year cohort graduation rate (optional metric)	2020 cohort 91.6%	2021 cohort <b>93.0%</b>
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	36.0%	<b>40.0%</b>
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	78.7%	<b>55.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	71.4%	<b>75.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	42.4%	<b>75.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	71.4%	<b>75.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	82.3%	<b>65.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	<b>75.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	85.2%	<b>85.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	66.6%	<b>70.0%</b>

## CONTINUOUS IMPROVEMENT PLAN (2022-2023)

### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 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	83.3%	<b>90.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	86.6%	<b>90.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	86.6%	<b>90.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	86.6%	<b>90.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	82.3%	<b>90.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	76.9%	<b>90.0%</b>

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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.

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2021-22 Performance Targets (From LEA's 2021-22 CIP)</b>	<b>SY 2021-22 RESULTS (if available)</b>	<b>2022-23 Performance Targets (LEA's Chosen Goals)</b>
% of students scoring below proficient in September & improve 1 performance level by May	87.5%	92.00%	<b>92.0%</b>
<b>Section III.B: Narrative on Measuring Literacy Progress</b>			
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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.			



# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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 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.

<b>Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)</b>			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of high school students enrolled in advanced opportunity programs	45.5%	43.0%	<b>50.0%</b>
% of middle school students enrolled in advanced opportunity programs	15.0%	22.0%	<b>30.0%</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 2022-23, and is distinctly *different* than those required in Section I, above.

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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 2021-2022 Performance Targets (as chosen for your 2021-2022 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.

K-3 IRI scores **TCPCS 98% proficient** (68% state avg.) **+30%**

3rd grade Math ISATS **TCPCS 83%** (51% state) **+32%**

4th grade Math ISATS **TCPCS 68%** (49% state) **+19%**

5th grade Math ISATS **TCPCS 70%** (43% state) **+27%**

6th grade Math ISATS **TCPCS 59%** (41% state) **+18%**

7th grade Math ISATS **TCPCS 42%** (42% state) **0%**

8th grade Math ISATS **TCPCS 43%** (36% state) **+7%**

9th grade Math ISATS **TCPCS 14%** (33% state) **-19%**

10th grade Math ISATS **TCPCS 35%** (33% state) **+2%**

3rd grade ELA ISATS **TCPCS 66%** (49% state) **+17%**

4th grade ELA ISATS **TCPCS 63%** (53% state) **+10%**

5th grade ELA ISATS **TCPCS 90%** (57% state) **+33%**

6th grade ELA ISATS **TCPCS 79%** (53% state) **+26%**

7th grade ELA ISATS **TCPCS 76%** (58% state) **+18%**

8th grade ELA ISATS **TCPCS 70%** (54% state) **+16%**

9th grade ELA ISATS **TCPCS 27%** (55% state) **-28%**

10th grade ELA ISATS **TCPCS 70%** (61% state) **+9%**

B) The challenge for our school is still with regard to our math scores at the higher grades. 9th grade and above are a particular concern. We have a larger turnover of students from our elementary school and so we tend to get new students in 7-12 grade who have not gone through our rigorous elementary school and so our teachers are having to go back and teach concepts that new students have not brought with them from other schools. We have eliminated our remediation class in 7th grade for Math and we will now have 7th grade Math and Pre-Algebra for the two years of middle school math as the only options.

C) We are looking at changing our high school chemistry and math requirements to increase the number of years needed to take each subject to graduate. This will potentially start with our incoming freshman class in 2023-24. We will work on pushing students towards taking 4 years of math and science until the requirements are approved by our board. We are also utilizing MAP growth testing which gives students individualized results to see where gaps are in learning and then place them on a track to obtain success based on how they performed on the tests. MAP growth tests are given 2-3

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

NOTES:

# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## 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 2021-22 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 2021-22 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 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
K	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	70.0%	97.0%	<b>90.0%</b>
1	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	90.0%	100.0%	<b>90.0%</b>
2	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	90.0%	100.0%	<b>90.0%</b>
3	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	90.0%	97.0%	<b>90.0%</b>

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### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
3	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	80.0%	65.5%	<b>70.0%</b>
3	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	75.0%	82.7%	<b>85.0%</b>
4	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	75.0%	60.6%	<b>65.0%</b>
4	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	75.0%	65.6%	<b>70.0%</b>
5	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	90.0%	90.0%	<b>90.0%</b>
5	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	85.0%	70.0%	<b>75.0%</b>

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### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
5	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science	N/A	N/A	<b>60.0%</b>
6	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	80.0%	79.4%	<b>85.0%</b>
6	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	51.0%	58.8%	<b>65.0%</b>
7	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	80.0%	75.7%	<b>80.0%</b>
7	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	50.0%	42.4%	<b>50.0%</b>
8	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	75.0%	70.0%	<b>75.0%</b>

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### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
8	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	50.0%	45.0%	<b>50.0%</b>
8	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science	N/A	N/A	<b>N/A</b>
9	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	70.0%	27.3%	<b>40.0%</b>
9	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	60.0%	14.3%	<b>35.0%</b>
9	Language	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PSAT 8/9 Language	55.0%	57.9%	<b>65.0%</b>
9	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PSAT 8/9 Math	35.0%	15.8%	<b>35.0%</b>

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## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
10	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	75.0%	69.5%	<b>75.0%</b>
10	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	50.0%	34.8%	<b>45.0%</b>
10	Language	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PSAT/NMSQT Language	80.0%	54.5%	<b>65.0%</b>
10	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	PSAT/NMSQT Math	35.0%	36.4%	<b>40.0%</b>
11	Language	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ACT Language	70.0%	60.0%	<b>65.0%</b>
11	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ACT Math	45.0%	33.0%	<b>40.0%</b>

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### METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
11	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ACT Science	45.0%	20.0%	<b>35.0%</b>
11	Language	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAT Language	75.0%	50.0%	<b>55.0%</b>
11	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAT Math	55.0%	22.2%	<b>35.0%</b>
11	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science	N/A	N/A	<b>N/A</b>
12	US History & Government	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	US Civics Test	90.0%	100.0%	<b>90.0%</b>
12	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	MAP Growth ELA	75.0%	60.0%	<b>65.0%</b>



# CONTINUOUS IMPROVEMENT PLAN (2022-2023)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade	Subject	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
12	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	MAP Growth Math	75.0%	70.0%	<b>75.0%</b>
12	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	MAP Growth Science	75.0%	87.5%	<b>85.0%</b>