

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## 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 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; changes are effective July 1, 2021. The amended 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.”

In addition to the CIP requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and

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to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

### POSTING / SUBMITTING YOUR PLAN

- ☐ **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to [plans@osbe.idaho.gov](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.

### 2021-2022 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:**

- 2021-22 Continuous Improvement Plan Narrative – Template Part 1
- 2021-22 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 2021-22:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP or Combined District Plan Narrative; and

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- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2020-21, or you are continuing a previously granted narrative exemption.

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 (2021-2022)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b>#351</b>	<b>Name: Oneida School District</b>	
Superintendent	Name: Jon Abrams		Phone: (208) 534-6080
	E-mail: jon.abrams@malad.us		
CIP Contact	Name: Terri Sorensen		Phone: (208) 534-6080
	E-mail: terri.sorensen@malad.us		

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

### Mission and Vision - REQUIRED

**Mission:**

To provide opportunities to ensure success for every student while in school and readiness for success in an ever-changing world.

**Purpose:**

To maximize the learning potential of every student in a safe, nurturing environment.

**Vision:**

Preparing for the Future – A Team Approach

**Values:**

- Education is the foundation for success.
- All students have a unique capacity to learn.
- Effective teaching is essential.
- Personal responsibility of the students is a factor in their success.
- Quality teachers make a difference.
- Schools provide a caring, safe, and respectful learning environment.
- Our guiding value will be “What is best for students?”
- We believe education is a collaborative effort involving the school, home and community.

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**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

Each school works closely with parents in establishing two-way communications with patrons. Several of these efforts include, but are not limited to, back to school nights, school websites, Facebook interactions, parent nights, parent newsletters, parent- teacher conferences, regular postings by our public relations specialists through various social media outlets, and email notifications and communications with parent/teacher. Feedback is welcomed and used.

In a more formal effort to collect and analyze parent feedback, which was used in the formulation of this district plan, was the parent engagement survey. Parents were encouraged to participate in this survey. The data collected was used to formulate our district plan and set goals in areas that we could improve on. We will continue to seek feedback through this source as well as others as we move forward on our continuous improvement efforts.

### 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 **2021-22 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 # 351	LEA Name: Oneida School District #351
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## METRICS

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/districts/351/profile">https://idahoschools.org/districts/351/profile</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by IFA)	2021-22 Performance Targets (LEA Chosen)
		2020 cohort	2021 cohort
All students will be college and career ready	4-year cohort graduation rate	80.0%	100.0%
	5-year cohort graduation rate	2019 cohort Not required	2020 cohort
	% of students who meet the college ready benchmark on the college entrance exam		
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	51.0%	54.0%
	% students who make adequate growth on the grade 8 Math ISAT	78.0%	75.0%
	% students who score proficient on the grade 8 ELA ISAT	69.0%	68.0%
	% students who make adequate growth on the grade 8 ELA ISAT	89.0%	87.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	62.0%
	% students who make adequate growth on the grade 6 Math ISAT	80.0%	81.0%
	% students who score proficient on the grade 6 ELA ISAT	67.0%	63.0%
	% students who make adequate growth on the grade 6 ELA ISAT	89.0%	89.0%

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
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%	<b>75.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	75.0%	<b>75.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	45.0%	<b>50.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	45.0%	<b>50.0%</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.

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2020-21 Performance Targets (previously chosen by LEA)</b>	<b>SY 2020-21 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
% of K-3 students who scored 2 or 3 on the Fall IRI who gained at least one performance category on the Spring IRI.	75.0%	62.00%	<b>75.0%</b>
% of students that scored proficient or advanced on the grade 3 ELA ISAT.	45.0%	57.50%	<b>50.0%</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 measurements that are distinctly *different* than those required in Sections I and II, above.



**Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)**

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	35		27		35
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	100.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
	% of students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		33	64	41	64	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	51.6%		64.1%		65.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2018 cohort	Not Required
		42	58	42	58	
% students who Go On to a form of postsecondary education within 2 years of HS graduation	72.4%		72.4%		75.0%	

**Section V: 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 V.A or Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
Attendance at FAFSA Night for all Seniors	70.0%	53.0%	<b>75.0%</b>
Attendance at FAFSA Night for all Seniors	100.0%	53.0%	<b>100.0%</b>
Participation in Career Advising on Advance Opportunities, Dual Credit, Online Curriculum	100.0%	100.0%	<b>100.0%</b>

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

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.

## Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

**Malad Middle School wanted to exceed the state average in ELA and Math for the 20-21 ISAT's. We knew this would be a challenge since it's been two years since a student has taken state tests. Our teachers did a great job of taking advantage of the interim testing, ISAT question bank, and prioritizing instruction of our power standards. Our plan is to continue these practices and constantly review relevant data to help us reach our goals.**

**Malad Elementary School set the goal of 75% proficiency on the IRI and 45% proficiency on the ELA ISAT. We exceeded both of these goals. An area of challenge is to ensure that each grade level is producing the same level of achievement consistently over the years. In an effort to address this challenge we have implemented additional professional development, we have increased our effective use of interventions, and using progress monitoring data in PLC meetings.**

**In 2020-2021, Idaho Home Learning Academy (IHLA) set the goal of reaching 56% proficiency on the IRI and ISAT ELA. 53.7% of our students scored proficient on the Spring 2021 IRI and 54% of our students scored proficient or advanced on the ISAT ELA. We did not reach our goals but were close. This coming year we have increased our focus on the reading/ELA through curriculum, professional development, and intervention resources. Our goal for the 2021-2022 school year is reach 60% proficiency on the IRI and ISAT ELA.**

**Malad High School wanted to continue to exceed state averages in ELA ISAT scores and exceed the average in ISAT Math Scores. Our teachers used interim testing, vocabulary practice, benchmarking, backwards planning to ensure we were**

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

NOTES:

**Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets**

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

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
MES - 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	iStation	86.0%	<b>75.0%</b>
MES - K	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	iStation	98.0%	<b>75.0%</b>
MES - 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	iStation	71.0%	<b>75.0%</b>
MES - 1	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	iStation	95.0%	<b>75.0%</b>
MES - 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	iStation	66.0%	<b>75.0%</b>
MES - 2	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	iStation	72.0%	<b>75.0%</b>
MES - 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	iStation	63.0%	<b>75.0%</b>
MES - 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	iStation	63.0%	<b>75.0%</b>
MES - 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	iStation	52.0%	<b>75.0%</b>

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MES - 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	istation	45.0%	<b>75.0%</b>
MES - 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	istation	75.0%	<b>75.0%</b>
MES - 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	istation	76.0%	<b>75.0%</b>
IHLA 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	52.0%	<b>55.0%</b>
IHLA 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	43.0%	<b>50.0%</b>
IHLA 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	59.0%	<b>65.0%</b>
IHLA 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	65.0%	<b>70.0%</b>
IHLA 4	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	ISAT ELA	48.0%	<b>60.0%</b>
IHLA 5	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	ISAT ELA	53.0%	<b>60.0%</b>
IHLA 6	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	ISAT ELA	54.0%	<b>60.0%</b>
IHLA 7	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	ISAT ELA	61.0%	<b>60.0%</b>
IHLA 8	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	ISAT ELA	60.0%	<b>60.0%</b>

CONTINUOUS IMPROVEMENT PLAN (2021-2022) METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

IHLA 9	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	ISAT ELA	69.0%	<b>80.0%</b>
IHLA 10	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	ISAT ELA	78.0%	<b>80.0%</b>
MMS-6	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	ISAT ELA	63.0%	<b>60.0%</b>
MMS-7	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	ISAT ELA	65.0%	<b>60.0%</b>
MMS-8	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	ISAT ELA	68.0%	<b>60.0%</b>
MMS-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	62.0%	<b>60.0%</b>
MMS-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	51.0%	<b>60.0%</b>
MMS-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	54.0%	<b>60.0%</b>
MHS-9	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	Pre post data	95.0%	<b>100.0%</b>
MHS-10	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	Pre post data	89.0%	<b>95.0%</b>
MHS-11	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	Pre post data	88.0%	<b>95.0%</b>
MHS-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	Pre post data	85.0%	<b>95.0%</b>

CONTINUOUS IMPROVEMENT PLAN (2021-2022) METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

MHS-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	Pre post data	88.0%	<b>92.0%</b>
MHS-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	Pre post data	80.0%	<b>90.0%</b>
MHS-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	Pre post data	85.0%	<b>90.0%</b>
MHS-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	Pre post data	81.0%	<b>90.0%</b>
		% 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			