

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

NARRATIVE – POST FALLS SCHOOL DISTRICT #273

OVERVIEW OF STATUTORY REQUIREMENTS

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

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; no changes were made during the 2022 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.

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POSTING / SUBMITTING YOUR PLAN

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

GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

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

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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If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (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/>

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

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

Mission and Vision - REQUIRED

Mission Statement:

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

Instruction, Assessment, Curriculum

Goal: Utilize 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

Due to COVID, many typical planning cycles were delayed or put on hold, including the revision of the district's strategic plan. In the fall of 2021 strategic planning was the district's top priority. The district assembled business leaders, a parent representative from each school, food service and IT directors,

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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.

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.

LEA # 273	LEA Name: Post Falls School District
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METRICS

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 95.0%	2022 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2020 cohort 96.0%	2021 cohort 96.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	40.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	50.0%	50.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 6 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	75.0%

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	60.0%	65.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	60.0%	55.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	80.0%	80.0%

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	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 students who scored proficient or advanced on the ELA section of the 3rd Grade ISAT	60.0%	51%	55.0%
% of students who scored proficient or advanced on the ELA section of the 4th Grade ISAT	60.0%	51%	55.0%
% of students who scored proficient or advanced on the ELA section of the 5th Grade ISAT	65.0%	60%	65.0%
Section III.B: Narrative on Measuring Literacy Progress Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description <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.			
N/A			

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

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

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	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 HS students who graduate with an associate's degree or a CTE certificate	45	62	50
University of Idaho - Dual Enrollment Credits Earned	2500	1909	1800
North Idaho College - Dual Enrollment Credits Earned	2000	2123	2000
Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> than those required in Section I, above.			
N/A			

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(s)	Subject(s)	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)
Kindergarten	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	61.0%	75.0%
Grade 1	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	75.0%	75.0%
Grade 2	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	72.0%	75.0%
Grade 3	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	74.0%	75.0%
Grade 4	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	61.0%	75.0%
Grade 5	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	69.0%	75.0%
Grade 6	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	66.0%	75.0%
Grade 7	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	51.0%	75.0%
Grade 8	All Staff	At least 75% of students will meet or exceed 80% typical math growth.	i-Ready Math Diagnostic	80.0%	67.0%	75.0%

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.

See attached report.

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

NOTES:

Section V: Report on Progress Narrative

Instructions: In the provided box, please address the progress your LEA made towards your 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.

A. Successes:

PSAT/NMSQT

Post Falls High School assesses all sophomores on the PSAT/NMSQT and self-selected juniors who are interested in the scholarship program. It is designed to prepare students for the SAT, college and careers. Students who take the assessment in the 11th grade may meet requirements to enter the National Merit Scholarship Program.

Students can track progress, access resources to improve scores, and prepare for the National Merit Scholarship Program and / or SAT. Staff members utilize PSAT data to set goals, develop action plans, and adjust instruction to improve student growth and achievement.

When comparing 10th grade results from fall 2020 to fall 2021, PFHS students increased in all areas:

- 7% increase in the percentage of students meeting the Evidence-Based Reading and Writing Benchmark.
- 9% increase in the percentage of students meeting the Math Benchmark.
- 7% increase in the percentage of students meeting both Benchmarks.

The college and career readiness benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related first semester, credit-bearing college courses. Score reports for the PSAT/NMSQT include grade-level benchmarks based on how students grow from year to year toward the SAT benchmarks.

IRI by Istation

Kindergarten IRI results continue to show steady improvement. For the 2020-2021 and 2021-2022 school years, literacy funds were used to provide ERI kindergarten (full day) at all seven elementary schools for select students scoring in tier 2 or 3 on the Fall IRI (Istation). Participants included approximately 18 kindergarten students with one certified teacher. Teacher professional development, ongoing collaboration, and coaching support was also provided not only for all K-3 teachers, but specifically targeting the teachers working with ERI kindergarten students. Intervention materials and strategies covered all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency.

Kindergarten Results:

- May 2019 kindergarten proficiency = 39.6% (½ day program only)
- May 2020 = invalid results due to COVID
- May 2021 kindergarten proficiency = 53.6% (kindergarten students moved back to their home school from the kinder center and one section of full-day kindergarten was offered at each of the seven elementary schools for students scoring in tier 2 or 3)
- May 2022 kindergarten proficiency = 62% (one section of full-day kindergarten was offered at each of the seven elementary schools for students scoring in tier 2 or 3)

NOTE: for SY23, PFSD is implementing full-day kindergarten for all students at all elementary schools.

3rd grade IRI proficiency continues to be above the state average.

3rd Grade Results:

- May 2019 3rd grade proficiency = 76.3% (above state average of 73.2%)
- May 2020 = invalid results due to COVID
- May 2021 3rd grade proficiency = 70.6% (catching up students post COVID but still above the state average of 70.1%)
- May 2022 3rd grade proficiency = 73.6% (above the state average of 71.7%)

ISAT Proficiency

Though PFSD did not meet our goals in these areas, **ISAT ELA proficiency for grades 3, 5 and 6** are above the state average.

Grades 3, 5 and 6 Results:

- 3rd grade proficiency = 51% (state average = 49%)
- 5th grade proficiency = 60% (state average = 57%)
- 6th grade proficiency = 55% (state average = 53%)

ISAT Math proficiency for grades 3, 5, 6 and 8 are above the state average.

Grades 6 and 8 Results:

- 3rd grade proficiency = 55% (state average = 51%)
- 5th grade proficiency = 45% (state average = 43%)
- 6th grade proficiency = 47% (state average = 41%)
- 8th grade proficiency = 45% (state average = 36%)

iReady Reading & Math Diagnostic

Post Falls School District utilizes the iReady Reading and Math Diagnostic to address learning loss and improve student achievement in Math for grades K - 8 and Reading for grades 6 - 8.

Nearly 70% of the kindergarten - 5th grade students and 61% of middle school students met their measurable student achievement targets or success indicators on the **i-Ready math diagnostic assessment tool**. Our principals met with Ready program coaches to discuss the diagnostic data after the 1st and 2nd windows to analyze the data and brainstorm “next steps” for building and grade-level specific professional development. Principals worked with teachers to adjust instruction based on assessment data and provide point-of-need interventions for students not meeting growth targets.

B. Areas of Challenge:

As part of the continuous improvement process, district and building leaders outlined necessary steps to return to pre-pandemic teaching and learning conditions. They developed plans to build resiliency in students and staff across the district, promote high levels of student achievement and growth, and fill gaps caused by learning loss. During the course of this year, principals have implemented and adjusted their plans to respond to the unique, unforeseen challenges and opportunities as detailed below. Several factors affected their efforts to meet the individual and collective needs of students and staff: increased student enrollment, staffing shortages, student behavior / mental health struggles, and negativity toward staff from some parents and patrons.

Student behavior / mental health: A number of factors including continued fall-out from COVID, the increased cost of living, and rapid growth in our area may have contributed to the increase in students with significant mal-adaptive behaviors and/or unsupported mental health needs. Referrals to local mental health agencies were met with waitlists of 6 months or more, and frustration was high for parents and staff. PFSD experienced situations where classrooms had to be evacuated and a school had to be placed in a safety hold due to explosive student behaviors. Secondary schools conducted Sources of Strength training in October and continue to refer families to community mental health services as needed.

- **Learning Loss:** Teachers continue to fill academic gaps while also providing students access to grade level curriculum. iReady Math instructional licenses have been a useful tool to meet individual needs at the elementary and middle school levels. Gradpoint at the high school level helps most students with credit recovery. High school students who struggle and need face-to-face instruction have transitioned from PFHS to NVHS.
- **Chronic absenteeism:** For the 2021-2022 school year, 1640 students (over 25% of the total K-12 student population) missed 20 or more school days, which equates to a month of school. Post COVID, student attendance has not returned to normal levels.
- **Labor shortages and staff retention:** In the last two years, PFSD has turned over 1/3 of our certified staff. Reasons include: retirement, moving out of the area due to high housing costs, driving across the border to work in Washington where teachers can earn \$20-\$30k more per year, and teachers leaving the profession. This spring and summer PFSD hired 70 new certified staff members which required a change in the teacher

support and induction program for the upcoming school year (see “future plans” below). Further, similar to other local businesses and school districts, Post Falls School District is experiencing a labor shortage, both certified and classified. For example, an elementary teaching position posted in August due to a late retirement had only 8 applicants which is a significant decrease from the typical pool. Approximately a dozen classified positions remain unfilled despite the district infusing significant increases into the classified salary matrix. A paraprofessional's starting wage in PFSD is \$13.86/hr which is well below local fast-food restaurant starting wages and low income standards. Factoring inflation into the equation means many families are searching for jobs with higher starting wages even if they would prefer a job which complements their student's schedule. Further, the median cost of a home in Kootenai County is \$550,000 which means in order to offer a living wage to staff, the district needs better financial support from the State of Idaho. Currently, PFSD has 10 positions filled with people working on an alternative authorization for their certificate. Most of these staff members work in our Special Education Department supporting some of our most at-risk students.

C. Future Plans:

Using K-3 literacy funds, Post Falls School District will be implementing **full-day kindergarten** for all students beginning fall 2022. To prepare for this change, all kindergarten teachers and building and district office administrators participated in three professional development sessions this summer. The focus included: delivering quality instruction in ELA and math core and intervention; utilizing all components of the curricular materials to ensure fidelity to the research based materials; creating joyful learning environments; setting up classroom conditions to promote student's academic and behavioral growth; and ensuring student learning activities are developmentally appropriate, purposeful and rigorous. The district looks forward to realizing the results of a full-day kindergarten program as demonstrated by next spring's IRI data.

School safety and mental health support are at the forefront of our SY23 planning. PFSD continues to explore creative solutions and partnerships with outside agencies to provide more embedded support for students and staff. For example, an Employee Assistance Program was added to our benefit package, four principal assistants were hired at the elementary level to allow principals to focus more on instructional leadership, and a Therapeutic Classroom was implemented at the elementary level.

To better retain new teachers, the district updated and increased the level of **support for teachers who are new to the profession and new to the district**. As mentioned previously, this year PFSD hired 70 new certificated staff and 50 during the 2021-2022 school year. To put this into perspective, the district has turned over 1/3 of its certificated employees in the past two years.

All teachers new to the district will participate in timely professional development workshops aimed at setting them up for success. The workshops will be conducted between September

and February for all teachers new to the district. The workshop topics include: All Things Special Education, Trauma-Informed Practices, Hattie and Best Practices, and Self-care and Stress Management.

Further, teachers who are new to the profession are assigned a mentor through the Teacher Induction Program. The major responsibility of each mentor is to:

- Promote the growth and development of the beginning teacher to improve student learning and teacher efficacy.
- Build relationships with new teachers in the district for the purpose of establishing an environment of trust and collaboration.
- Orient new teachers to the school community and to teaching in general.
- Model and teach lessons for the purpose of demonstrating best practices in instruction, planning and classroom management.
- Coach new teachers to enhance their planning, instruction, assessment and content knowledge.
- Model professionalism at all times for the purpose of demonstrating expected behaviors and actions of master teachers.

The program also includes specific, targeted support from mentors and building administration.