



STRATEGIC PLAN 2021-2026

MISSION

Parma School District #137 (PSD #137) will provide a solid foundation of knowledge and skills on which students can build a rewarding career and life of purpose. The district will provide a collaborative community for students; supported by staff, parents, and community members, to assist them in reaching their goals.

VISION

Parma School District #137 (PSD #137) envisions a learning environment where staff members possess a vision of educational excellence for all students, while communicating regularly about student needs in order to improve programs, instruction, and student performance.

LINK to LEA / District Report Card with Demographics and Previous Data:

<https://idahoschools.org/districts/137>

Focus Area #1

College and/or Career Ready Students

Goal Statement: PSD #137 will strive to provide a variety of quality opportunities in academics and life skills in order to ensure students are ready to excel with future goals and to serve as productive citizens.

Objectives:

- PSD will ensure that students are able to excel academically, so they can develop the skills that will support all areas of students' lives in all grades K-12.
- PSD will academically prepare students to be successful when taking college-placement and job-placement exams such as PSAT (Preliminary SAT), SAT, ASVAB (Armed Services Vocational Aptitude Battery Test), ACT, etc.
- PSD schools will offer programs that provide students with life skills, such as critical thinking, personal finance, resiliency, and workplace soft skills.
- PSD schools will help students develop plans for their future and support all post high-school options including career and technical programs, college preparation, military, and workplace training.
- PSD will work with community partners to provide students with job shadowing and mentorship opportunities.
- PSD will support programs, training, and policy that encourages students to excel in living-wage careers and be productive citizens.

Possible Measurements:



- Positive placement rates (Work, College, Military and/or Mission Work)
- Graduation rates
- College ready scores
- Workplace readiness assessment
- Academic indicators i.e. ISAT (Idaho Standards Achievement Test), IRI (Idaho Reading Indicator), etc.
- CTE (Career and Technical Education) participation
- Dual credit participation
- STAR Math and Star Reading progress Monitoring.
- IXL progress monitoring
- I-Ready progress monitoring
- Utilization of advanced opportunities funding
- CTE certifications
- Mentoring/job shadowing participation

2022-23 Objectives

- 97% positive placement after graduation through focused career counseling – **Ongoing throughout the year with the high school career counselor.**
- 50% of high school seniors will complete FASFA – **33/58 seniors, 57%, have completed the FASFA at this point.**
- Extended STEM/STEAM (Science, Technology, Engineering and Math) opportunities K-12. All students get STEAM at elementary once a week. **GT Program has students K-6 that receive STEAM. Elementary and middle school students receive STEAM in the PLC after-school program. High school students have advanced biology, business CTE course, Ag courses, physics and Chemistry. The PLC program also received a grant that will provides a STEM trailer for the Parma School District.**
- Superintendent and elementary principal will develop and monitor progress toward improving early literacy in grades K-3. **Elementary is continues to be a part of the Southwest literacy Co-op. They Co-op met in September and laid out goals and dates to meet throughout the year.**
- Focus on classes aimed to help build skills in math and ELA (English Language Arts). **Elementary has groups during the weak that focus on students reading skill level for targeted instruction. Middle and High Schools have had math and ELA teachers take part in differentiated instruction PD. High School is piloting a math badges program sponsored by BSU to strengthen our math instruction and curriculum.**
- Superintendent, high school principal and high school counselor will work with community to develop community mentoring/job shadowing program. **High school is in the process of identifying partners. 5/12 students in Mrs. Clark's class have completed their job shadows. The others are still in progress. Finding job shadow placements has proven to be very difficult. For example, I have not found any vet offices that are willing to host job shadows for our students who want to be a vet and vet tech. I originally used contacts with Idaho Business for Ed. Now I have switched to cold calling and asking. St. Als had us sign that contract then said any job shadows have to be up on all vaccinations, including COVID, and that I needed to have a contact that agreed to host the job shadow (ie nurses and doctors that I already know who request we allow our students to job shadow). The businesses like Scentsy and Amazon are having issues**



with their legal agreeing to this, even just interviews. With the way modern day businesses and organizations run and all of the legal issues involved, the job shadow program has been extremely difficult to do.

- Superintendent, federal programs director, and principals will evaluate RTI and Title I programs.

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)	
		2021 cohort	2022 cohort	Results
All students will be college and career ready	4-year cohort graduation rate	90.0%	90.00%	93%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	40.00%	27% (State Avg. 34%)
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%	50.00%	33% (State Avg. 36%)
	% students who make adequate growth on the grade 8 Math ISAT	54.0%	63.00%	58%
	% students who score proficient on the grade 8 ELA ISAT	60.0%	60.00%	48% (State Avg. 51%)
	% students who make adequate growth on the grade 8 ELA ISAT	64.0%	67.00%	53%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	40.0%	50.00%	40% - (State Avg. 39%)
	% students who make adequate growth on the grade 6 Math ISAT	44.0%	63.00%	45%
	% students who score proficient on the grade 6 ELA ISAT	55.0%	64.00%	53% (State Avg. 50%)



	% students who make adequate growth on the grade 6 ELA ISAT	59.0%	74.00%	72%
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ELA Spring 2023 ISAT 2.0 Student Performance on CAT

	Report ed # of Studen ts	Advan ced	Percent age Advanc ed	Profici ent	Percent age Proficie nt	Total Adv/ Pro	Bas ic	Percent age Basic	Below Basic	Percent age BB	Tot al B/B B
3 rd grade	82	18	22%	22	27%	49%	17	20%	25	30%	51 %
4 th grade	80	27	32%	12	16%	49%	17	21%	24	31%	51 %
5 th grade	72	10	14%	18	25%	39%	14	19%	30	42%	61 %
6 th grade	77	16	21%	25	32%	53%	20	26%	16	21%	47 %
7 th grade	76	11	14%	31	41%	55%	20	26%	14	18%	45 %
8 th grade	84	16	19%	24	29%	48%	24	29%	19	23%	52 %
11 th grade	73	13	18%	14	20%	38%	27	38%	17	24%	62 %

ELA State Proficiency Levels 2021-22:

3rd – 45%

5th – 51%

7th – 53%

11th – 45%

4th – 48%

6th – 50%

8th – 51%



Math Spring 2023 ISAT 2.0 Student Performance on CAT

	Total Students	Advanced	Percent age Advanced	Proficient	Percent age Proficient	Total Adv/Pro	Basic	Percent age Basic	Below Basic	Percent age BB	Total B/B
3 rd grade	82	18	22%	22	27%	49%	22	27%	20	24%	51%
4 th grade	80	17	21%	23	29%	50%	23	29%	17	21%	50%
5 th grade	70	12	17%	17	25%	42%	19	28%	21	30%	58%
6 th grade	78	14	18%	17	22%	40%	23	29%	24	31%	60%
7 th grade	77	16	21%	19	25%	45%	24	31%	18	23%	55%
8 th grade	85	15	18%	13	15%	33%*	29	34%	28	33%	67%
11 th grade	73/71	5	7%	9	13%	20%	17	24%	40	58%	80%

Math State Proficiency Levels 2021-22:

3rd – 49%

5th – 41%

7th – 40%

11th – 21%

4th – 47%

6th – 39%

8th – 36%



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)	2022-23 Results
% of 9th and 10th grade students who participate in PSAT will meet appropriate grade level ERW benchmark	55% for 10th grade 60% for 9th grade	55% for 10th grade 60% for 9th grade	10th Grade 51%, 9th Grade 51%	10th grade 55%, 9th grade 60%	10th grade 56%, 9th grade 45%
% of 9th and 10th grade students who participate in PSAT will meet appropriate grade level Math benchmark	30% for 10th grade 28% for 9th grade	30% for 10th grade 28% for 9th grade	10th Grade 29%, 9th Grade 36%	10th grade 30%, 9th grade 35%	10th grade 34%, 9th grade 42%
% students who participate in one or more advanced opportunities (11th and 12th grade)	80.0%		86.0%	80.0%	86%

**Focus Area #2
Safety/Facilities**

Goal Statement: PSD #137 will provide a safe, secure, welcoming and inclusive school environment in state-of-the-art facilities, that are well-maintained and efficiently utilized, while proactively planning for future growth.

Objectives:

- PSD will prioritize the health and safety of students and staff as part of the overall facilities plan.
- PSD will implement plans for emergency communications between buildings, classrooms, and first responders.
- PSD will focus on cyber security throughout the district.
- PSD will support parity in school facilities across the district, including access to technology, updated furnishings and equipment, and facilities that support learning.
- PSD will continue to focus on school safety and security in order to maintain and enhance an overall positive and successful learning environment.



- PSD will implement long-term planning for facility maintenance and future building through collaborative efforts with all staff members.

Possible Measurements:

- | | |
|-------------------------------------|---|
| • Shared spaces | Schools (ISCRS) - number of trainings |
| • Device to student ratio | (i.e. online courses taken), drills |
| • Continued updates to facilities | • Safety personnel |
| • State safety report | • School electronic device (Chromebook) |
| • Continued implementation of Idaho | monitoring |
| Standard Command Responses for | |

2022-23 Objectives

- Superintendent will work with maintenance department to address issues noted on annual safety report. **Superintendent provided the board with an updated list with notations that items have been fixed.**
- Superintendent will provide the board with annual safety report update. – **Inspection should be in January. Inspection results presented to the board in February**
- Superintendent will meet with district safety committee quarterly – **Met in March and set plans for trainings to be held in August.**
- District office personnel will schedule trainings through SafeSchools (Web based training program) for all staff. **Monthly trainings are assigned.**
- PSD will participate in the safe schools – safe students professional development. **All certified staff went through training that discussed Multi-Tiered-Support Systems, Social-Emotional Learning and trauma informed care. Executive team had its last PD with Safe Schools, Safe Students on September 27th. Differentiated instruction training for secondary will meet October 14th in the AM.**
- Superintendent will apply for grant in FY 23 to secure funds to install fence around elementary playground. **Working on this. Might use ESSER funds if we can not secure other funds.**
- PSD will have the addition of an SRO in FY 23. **MOU with City of Parma to be finalized in October.**



Focus Area #3

Staff Development and Recruitment

Goal Statement: PSD #137 will recruit, hire, develop and retain professional, engaged, and effective team members in all areas and provide them with high-quality professional development and resources.

Objectives:

- PSD will continue to explore innovative retention and recruitment strategies to promote the district, its many benefits, and positive culture.
- PSD will prioritize supporting staff members with professional development opportunities that fit within the strategic plan at the district, building, and team levels.
- PSD will be develop strong recruitment practices, including maintaining competitive salaries, collaboration with colleges and universities, and utilizing all available options to become the district of choice for employees.
- PSD will effectively utilize the evaluation process to identify strengths and weaknesses in an effort to ensure staff members reach their full potential through continuous improvement, which will bolster the support for teachers and the education field in our community while also ensuring our students have access to the very best staff.

Possible Measurements:

- Retention numbers
- Exit interview data
- Applicant numbers
- Mentee survey data (i.e. retention after five years)
- Veteran teacher progress towards advanced professional status
- Data related to the success of the improvement process for staff identified as in need of improvement

2022-23 Objectives

- PSD 137 Administration team will plan and schedule district wide professional development for all staff in relation to strategic plan. **The following have been planned for the 22-23 school Year - Differentiated instruction (on-going throughout the year) , Literacy Co-Op for K-4 (on-going throughout the year), Dyslexia Training for the district (Secondary December 9th, K-8 December, January and April), “Go To” Strategies for ELL students (August 22), McKinney Vento (November), Elementary Math training on curriculum (August and September), High School MTTs (Multi-tier system of supports) (November).**
- District office personnel will enhance advertising for open positions to get the best candidates. Website, Facebook, Twitter. **District office Staff has been working to make application and forms available to fill out on line and submit.**
- Superintendent will budget for and maintain career ladder pay scale for certified staff. **Superintendent set the annual budget that maintains the career ladder placement that the state of Idaho has set. Negotiations with the PEA kept the state career ladder as the school district certified pay scale.**



- District office will make exit surveys for both classified and certified staff for those staff members who decide to leave the district. **Surveys have been made and are on Google Forms.**
- PSD District office will Identify Wellness Opportunities for staff members. **Health challenges with prizes have been developed and are issued every other month.**
- Quarterly Wellness challenges will be advertised from the district office. **These are happening every other month.**



Focus Area #4
Communications

Goal Statement: PSD #137 will actively engage and collaborate with stakeholders in the education and support of students.

Objectives:

- PSD will implement a marketing and community engagement program to ensure the community is aware of the opportunities to support education in Parma.
- PSD will provide communication tools to support consistent and timely school and district-level communication with all stakeholders in all languages necessary.
- PSD will work to streamline communication throughout the district by providing single platforms that all buildings can utilize.
- PSD will support community collaboration at all buildings to harness resources and engage other organizations in the educational community.

Possible Measurements:

- Number of district-level communications
- Number of town hall meetings including non-English speaking town hall meetings.
- Social media interaction data
- School-level publication data
- Outside organization engagement levels
- Community volunteerism in schools.

2022-23 Objectives

- The superintendent will send out quarterly newsletters for patrons in English and Spanish- **First newsletter went out at beginning of November. Second one was sent in December.**
- PSD District office will provide monthly highlights on website. **New Website will launch in December and then items will be kept up to date. New website is up and changes are being made. Work in progress as the new website becomes more familiar to work with. District secretary will start using principal reports in 2023-24 to highlight positives in each building on website.**
- District office personnel will post all board meeting minutes after they are approved. **Done Monthly after board approves them. The board clerk also has started sending out “Panther Tracks” to all district staff to inform them of what happened in the board meeting.**
- Administration and certified teachers will use Remind and/or Powerschool for communication platform at all buildings. **DOJO is the preferred communication at elementary. All coaches and high school clubs are switching to remind from band app.**
- Superintendent will hold monthly parent advisory board meetings. **Group meets on the 4th Monday of the month.**
- District office personnel (or high school publishing class) will create alumni community newsletter. **Publishing Class is working on this. Class created a template and will be gathering**



information throughout the year in 2023-24. Unfortunately a alumni newsletter was not fully created this year.

Focus Area #5

Financial Responsibility

Goal Statement: PSD #137 will be responsible and accountable for district resources while providing transparency and community engagement to support the district's needs and the strategic plan.

Objectives:

- PSD will support and advocate for legislative action that will better allow the district to improve its financial situation, including moving to an enrollment-based funding model.
- PSD will plan for future sustainability by prioritizing increasing the fund balance.
- PSD will maximize the funding available to ensure that students have access to safe schools and a state of the art education.
- PSD will utilize all funds (Federal, State, local) in compliance with the specific revenue streams to support the overall financial health of the District.
- PSD will maintain a clear and transparent budget process utilizing a Budget Advisory Committee, community engagement activities, and public notices.
- PSD will provide a system through which all stakeholders of the district have a thorough understanding of the appropriate use of funds if they desire.

Possible Measurements:

- Grants received
- Legislative engagement events
- Carryover levels
- Federal/State audits
- Annual district audit
- Moody's report (Credit rating report)
- Levy rates
- Tax levy ballot measure approval rates
- Per Pupil Expenditures

2022-23 Objectives

- The superintendent will use district Parent Advisory Committee as a Budget Advisory Committee to gather input from patrons about spending priorities. – **Spending priorities were talked about last spring. Plan for ESSER funds were talked about at October's meeting.**
- The IT director will audit technology in the district and give the report to the superintendent. Together they will budget for future technology needs annually. This is done annually in the spring. **We have invested in more flat panel interactive monitors, chrome books for staff through a grant, cameras and vape detectors. Servers are up to date and running efficiently.**
- The Superintendent and the business manager effectively manage State Learning Loss, ESSER II and III funds in a responsible manner. **Ongoing**
- The Superintendent will ensure an accurate and responsible budget is created and implemented annually that maintains programs, takes care of employees, and keeps the district in sound



financial condition. District is running within the set budget. District budgeted on 53 support units and should end at 55.3 support units due to funding on enrollment vs average daily attendance. 2023-24 school year will be based on average daily attendance so the number of units for funding will drop. We also have to factor in a 3% cost of units for protection as many districts will be using the protection next year. PSD's protected units will be 50.5 which we will use to budget 2023-24.

- The superintendent will create a Levy committee to plan the supplemental and COSSA Levies. Will start after board approves running COSSA and supplemental levy. COSSA Levy passed in march and supplemental levy passed in May.

Focus Area #6

Quality Learning Opportunities

Goal Statement: PSD #137 will provide resources and strategies to support high academic achievement for all students.

Objectives:

- PSD will support consistently high-caliber educational practices across the district, including teacher collaboration on best practices, professional development, and rigorous instruction designed to raise the bar and close any achievement gaps.
- PSD will ensure that curriculum is vertically aligned so students continually build knowledge K-12.
- PSD will continue to look for ways to expand the opportunities available to students and teachers, including career technical programs, innovative opportunities, and enrichment opportunities so that more students have access to develop their passions.
- PSD will provide up-to-date technology education in a systematic way for all students including navigating different platforms and digital citizenship in a way that addresses student learning needs.

Possible Measurements:

- ISAT achievement
- SAT
- IRI achievement
- Advanced placement participation
- Availability and participation of programs (i.e. after-school programs)
- STAR Math and Star Reading progress Monitoring.
- Hours of professional development/collaboration
- Student engagement in online learning programs
- Student participation in enrichment activities (i.e. music, fine arts)
- IXL progress monitoring

2022-23 Objectives

- The district will advertise and promote advanced opportunities to students. In 2021-22 Parma High School had 90 students take advantage of dual credits through BSU. BSU awarded a total



of 528 credits to Parma High School students. For the 22-23 School Year 112/134, 84% Juniors/Seniors are taking dual credit classes.

- The superintendent will work with principals and federal program director to coordinate professional development throughout the district for all staff based on best practices. The following have been planned for the 22-23 school Year - Differentiated instruction (on-going throughout the year) , Literacy Co-Op for K-4 (on-going throughout the year), Dyslexia Training for the district (Secondary December 9th, K-8 December, January and April), “Go To” Strategies for ELL students (August 22), McKinney Vento (November), Elementary Math training on curriculum (August and September), High School MTTs (Multi-tier system of supports) (November). Superintendent Winston was able to secure funding from Blue Cross of Idaho Foundation for Health, Inc. for a grant to pay for a district wide PBIS training Institute. This will start in April and go through the 2023-24 school year.
- GT program will identify students during the first 9 weeks of the 2022-23 school year.

Parma GT #'s

Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
5	7	4	3	3	5	7

- Superintendent will coordinate installation of greenhouse to expand learning opportunities. Working with architect to move project forward. District has \$83,000 from grants for greenhouse project. PSD is hoping that the project will be done early fall of 2023 as the greenhouse is being built and construction should begin in summer of 2023.

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)	2022-23 Results



All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	85%	75%
	% students who score proficient on the Grade 1 Spring IRI	73.0%	72%	65%
	% students who score proficient on the Grade 2 Spring IRI	84.0%	75%	64%
	% students who score proficient on the Grade 3 Spring IRI	69.0%	78%	68%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	65%	49% (State Avg. 48%)
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	70%	71%

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)	2022-23 Results
% of students who score proficient on the K-4 Istation Vocabulary sub-test	NA	72.00%	77.0%	72%
% or students who scored proficient on the Grade 4 Istation Reading	NA	57.00%	75.0%	62%

Section V: Report of Progress Narrative

Successes: Successes: Parma School District had many successes when looking at our strategic Plan/ CIP for 2022-23. The District implemented targeted objectives for the second year of the 5 year strategic plan which incorporates the elements of the CIP.

2022-23 Performance Targets Met:



- % of 4rd grade students who made adequate growth on the 4th grade ELA ISAT
- Parma School District did not meet the goal we set for % students who score proficient on the Grade 4 ELA ISAT. Parma School District did however perform above the state average on the test by 1%.
- Parma School District did not meet any of the goals we set for IRI in K-3rd grade. We discovered when comparing scores from last year to this year that the scale for proficient had changed. We discovered that the Istation test that the state uses for IRI had been re-normed based on norm reference and not criterion referenced. This re-norming skewed our results.
- Parma School District also did not meet any of the lofty goals we had set for ISAT scores in 6th and 8th grade in math or ELA. Parma School district did however test above the state average on Math and ELA ISAT's in 6th grade as well as in grades 7th, 4th and 3rd. PSD also tested above the state average in 5th grade math ISAT.
- 4 year cohort graduation rate 93%; Goal was 90%
- Did not meet % students who meet the college ready benchmark on the college entrance exam (SAT/ACT) (27%); Goal was 40%. This goal was set as we believe 40% of our students will go on to some form of secondary schooling. The goal was lofty as last year our goal was 25%.
- % Juniors and Seniors who participate in one or more advanced opportunities (84%); Goal was 80%
- % of students with learning plans created and reviewed in 8th grade (100%); Goal was 100%
- % of students whose learning plans are reviewed annually by grade level (100%); Goal was 100%
- % of 9th and 10th grade students who participate in PSAT will meet appropriate grade level ERW benchmark had mixed results with 10th grade meeting the goal but 9th grade did not.
- % of 9th and 10th grade students who participate in PSAT will meet appropriate grade level Math benchmark was met by both groups.

Planned Strategies to Address Areas of Challenge:

Parma School District had set some lofty goals for our IRI proficiency and 4th grade ISAT proficiency. The re-norming of the IRI with Istation did have some effect on results we believe. We set high goals because we believe these goals are possible. We will start the 2023-24 school year with 2 week summer school to jump start the year for 1st-4th grade. We will focus on our reading groups model where we mixed classes within the grade level that has proven success. Always finding ways to grow, our elementary school will continue to be a part of the Southwest Literacy Cooperative facilitated by Education Northwest in hopes of improving skills and practices. We also will be looking at reading curriculum this year at the elementary.

PSD has revamped the EL program to make it more robust and allow for push-in lessons as well as pull out opportunities for EL students. We also received a grant to expand EL services in the middle school and elementary.



When looking at the ISAT data PSD was above state average in 9 out of the 14 categories.
Strategies for 23-24 -

To enhance practices in the classroom, PSD brought in differentiated instruction professional development at the secondary level focused on Math and ELA during the 2022-23 school year. This PD should enhance student engagement and learning going forward to the 2023-24 school year.

We have a population of students who attend the Parma Learning Center after school program. We will begin conversations to utilize researched based interventions instruction to support our students who attend PLC and typically struggle to meet proficiency on the ISATs.

At the high school we have a second counselor to work on the social emotional issues with students so we can dedicate the other counselor on college and career readiness. This allows for focused work that targets helping students with the process of applying to post-secondary institutions, CT placements and filling out the FASFA so we will meet the goals set in 2023-24.

All students at PHS in grades 9-12 have the opportunity to participate in advanced opportunity courses (Dual Credit courses). Grades 9 and 10 do not have the same number of opportunities as the older students and we believe that tracking only our 11th and 12th grades, not only will we have a higher percentage rate but also will give us more accurate numbers of which students are truly taking advantage of these DC opportunities.

Setting appropriate benchmark PSAT and SAT goals for the 9th and 10th grade students to meet in both ERW and Math is extremely important to our teachers. We want to push students to demonstrate knowledge and high achieving performance rates but we also want classroom instruction to ensure we are requiring this same level of work that we are testing on to be demonstrated in our everyday classroom lessons or instruction. We do take into account each class's demographics and interests when setting these goals. Our final consideration that must be accounted for is when we move from the PSAT test in 8th and 9th grade to the NMSQT PSAT 10th grade test we have consistently experienced a drop in performance as the test changes to align more directly to the 11th grade SAT.