



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.
- Easy CBM
- Imagine Math
- I-Ready progress monitoring
- Utilization of advanced opportunities funding
- CTE certifications
- Mentoring/job shadowing participation

2023-24 Objectives

- 97% positive placement after graduation through focused career counseling –
- 50% of high school seniors will complete FASFA –
- Extended STEM/STEAM (Science, Technology, Engineering and Math) opportunities K-12. All students get STEAM at elementary once a week. **Time for STEAM at elementary has been lengthened, more focus on hands on projects in 5th and 6th grade science. STEM trailer has been awarded to the district to use.**
- Superintendent and elementary principal will develop and monitor progress toward improving early literacy in grades K-3. **Using data we will look at targeted interventions.**
- Focus on classes aimed to help build skills in math and ELA (English Language Arts). **Middle School math classes have been blocked again. Science and social studies using text to support ELA standards.**
- Superintendent, federal programs director, will support principals and each schools MTSS (Multi-Tiered System of Supports). This includes RTI (Response to interventions) and PBIS (Positive Behavior Interventions and Supports).



Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
		2022 cohort	2023 cohort
All students will be college and career ready	4-year cohort graduation rate	93.0%	90.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	34.0%
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	63.0%	60.0%
	% students who score proficient on the grade 8 ELA ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	67.0%	60.0%
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	63.0%	60.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	55.0%
	% students who make adequate growth on the grade 6 ELA ISAT	74.0%	65.0%

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 IV.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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of 9th and 10th grade students who participate in PSAT will meet appropriate grade level ERW benchmark	10th Grade 55%, 9th Grade 60%	10th grade 56%, 9th grade 55%	10th grade 50%, 9th grade 50%



% of 9th and 10th grade students who participate in PSAT will meet appropriate grade level Math benchmark	10th Grade 30%, 9th Grade 35%	10th grade 34%, 9th grade 42%	10th grade 38%, 9th grade 28%
% students who participate in one or more advanced opportunities (11th and 12th grade)	80.0%	86.0%	80.0%

**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 Standard Command Responses for | monitoring |

2023-24 Objectives

- Superintendent will work with maintenance department to address issues noted on annual safety report.
- Superintendent will provide the board with annual safety report update. –
- Superintendent will meet with district safety committee Semi-annually –



- District office personnel will schedule trainings through SafeSchools (Web based training program) for all staff.
- PSD will participate in the safe schools – safe students professional development.



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 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

2023-24 Objectives

- PSD 137 Administration team will plan and schedule district wide professional development for all staff in relation to strategic plan. The focus district wide will be implementation of PBIS (Positive Behavior Interventions and Supports)
- District office personnel will enhance advertising for open positions to get the best candidates. Website, Facebook, Twitter.
- Superintendent will budget for and maintain career ladder pay scale for certified staff.
- District office will make exit surveys for both classified and certified staff for those staff members who decide to leave the district.
- PSD District office will Identify Wellness Opportunities for staff members.
- Quarterly Wellness challenges will be advertised from the district office.



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.

2023-24 Objectives

- The superintendent will send out quarterly newsletters for patrons in English and Spanish-
- PSD District office will provide monthly highlights on website.
- District office personnel will post all board meeting minutes after they are approved.
- Administration and certified teachers will look for one app that can be used across the district for communication for parents to be used in conjunction with PowerSchool
- Superintendent will hold monthly parent advisory board meetings.
- High school publishing class will create alumni community newsletter.

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

2023-24 Objectives

- The superintendent will use district Parent Advisory Committee as a Budget Advisory Committee to gather input from patrons about spending priorities. –
- 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.
- The Superintendent and the business manager effectively manage ESSER III funds in a responsible manner.
- 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.
- The superintendent will create a long range plan facility committee to plan for growth.

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

2023-24 Objectives

- The district will advertise and promote advanced opportunities to students.
- The superintendent will work with principals and federal program director to coordinate professional development throughout the district for all staff based on best practices.
- High School will focus on developing a math badging curriculum that uses real world problems that are tied to the standards.
- Elementary will receive PD in Math through the accelerated math learning cohort provided by BSU
- GT program will continue to provide enhanced learning opportunities for students identified in grade 1st – 6th during the 2023-24 school year.



Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)			
Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	85.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	72.0%	73.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	78.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	72.0%
Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)			
<p>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.</p>			
Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students who score proficient on the K-4 Isation Vocabulary sub-test	77.0%	72.00%	75.0%



% of students who scored proficient on grade 4 isation reading	75.0%	62.00%	75.0%
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Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

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. We also will be evaluating and looking at reading curriculum this year at the elementary.

When looking at the ISAT data PSD was above state average in 9 out of the 14 categories.

Strategies for 23-24. In order to keep this progress growing, Math classes 6-8 have been blocked to allow targeted interventions to occur in math class. 5th graders have an additional math lab in addition to the regular math class.

PSD is again utilizing professional development in math for teachers in the elementary and high school. The elementary has taken part in the accelerated math learning collaborative through BSU in order to identify evidence-based practices to support acceleration of math learning. Parma High School is continuing forward with being part of the Math Badging Collaborative. Through the Math badging collaborative instruction is designed using real world problems that are aligned to standards in the hopes of showcasing the importance of math.

ELA has also been targeted with blocked classes in 5th and 6th grades PSD is still improving the EL program. With the help of a grant, EL support classes for small groups have been established in the middle school where it was most needed. These classes allows for accelerated language accusation.

We have a population of students who attend the Parma Learning Center after school program. Currently there are 45 middle School students (5th-8th grades) and 50 Elementary students (1-4th grades) enrolled in the after school program that meets for 1.5 hours Monday – Thursday and 6 hours 3 Fridays out of the month since PSD is on a 4 day school week. We will begin conversations to utilize researched based interventions instruction to support our students who attend PLC and typically struggle to meet proficiency in reading as well as on the ISATs.



At the high school we have maintained 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.

We have a high percentage of students in the 11th and 12th grades that participate in dual credit classes. Parma high school is dedicated to maintaining these classes with qualified staff that allows many students to start college with enough credits to have the first year of college or more completed before they enter the college campus.

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.



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 2022-23 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 2022-23 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 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets	2022-23 RESULTS	2023-24 Performance Targets
K-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	75.0%	69.0%	75.0%
3-8	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	68.0%	55.8%	60.0%
3-8	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	45.0%	49.4%	45.0%
5-8	Subjects other than Math and 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 and Post Tests	N/A	Sample size to small	70.0%
9-12	All Subjects	% 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 and Post Tests	N/A	Sample size to small	70.0%