

PARMA SCHOOL DISTRICT 137
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018

Mission:

The Parma School District 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:

The Parma School District 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.

GOALS

1. College and Career Readiness:

The Parma School District will provide students with a strong standards-based curriculum that provides numerous opportunities for each student to acquire the academic knowledge and critical thinking skills to be successful after graduation.

Performance Measures Include:

The number and percentage of students meeting the composite college ready benchmark on a college entrance exam along with students meeting CTE industry recognized certification.

The increase in the number of students who met the college ready benchmark from the previous year.

The percentage of students participating in one or more Advanced Opportunity.

The number and percentage of students going on to some form of postsecondary education.

2. High School Preparedness:

The Parma School District strives to ensure that all students acquire the necessary knowledge and skills to progress from grade level to grade level to be properly prepared for success in high school.

Performance Measures Include:

The number and percentage of students who scored proficient or advanced on the grade level mathematics and English Language Arts ISAT.

The number and percentage of students scoring proficient on the Idaho Reading Indicator.

3. Student and Parent Engagement:

The Parma School District seeks to increase student and parent engagement at all grade levels.

Performance Measures Include:

The increase in student attendance rates as a percentage of total instructional days.

The increase in Parent / Teacher Conference attendance rates.

Report of Progress

[Continuous Improvement Measures in blue are required "Statewide Continuous Improvement Measures" Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.]

| Goal | Continuous Improvement/Performance Measures | SY 2015-16 (Yr 1) | SY 2016-17 (Yr 2) | Improvement / Change (Yr 2 – Yr 1) | Benchmark / Performance Target |
|---|---|-------------------|-------------------|--|--|
| [Goal Statement - Goal is a planning element that describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA's direct their efforts. A goal addresses issues by stating policy intention.] | [Key performance indications/performance measures of how the performance will be monitored - Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.] | | | [Year over year improvement for those indicators that requirement improvement reporting] | [Annual Performance Target set by the LEA] |
| All students will be college and career ready | % of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) | 21% | 11% | -10 percentage points | 21% (10% annual improvement) |
| | # of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) | 16 | 8 | -8 | 16 (10% increase) |
| | % of students participating in one or more advanced opportunity | 28% | 45% | +17 percentage points | 55% (10% annual improvement) |
| | % of career-technical track high school students graduating with an industry recognized certification | N/D | 83% | | 85% |
| | % of graduates positively placed (military, CTE job, missions, college) | 94% | 92% | -2 percentage points | 95% |
| | # of high school students graduating with an associate's degree or a career technical certificate | 0 | 0 | 0 | 2 |
| | 4-year cohort graduation rate | 93.6% | 96.3% | +2.7% percentage points | 90% |
| | % of learning plans review annually in grade 9 | 100% | 100% | 0 | 100% |
| | % of learning plans review annually in grade 10 | 100% | 100% | 0 | 100% |
| | % of learning plans review annually in grade 11 | 100% | 100% | 0 | 100% |
| | % of learning plans review annually in grade 12 | 100% | 100% | 0 | 100% |
| | # of students who go on to some form of postsecondary | 44 | 35 | -9 | 49 |

| | | | | | |
|--|---|-------|-------|-------------------------|-----|
| | education within one year of graduation from high school | | | | |
| | % of students who go on to some form of postsecondary education within one year of graduation from high school | 59% | 50% | -9 percentage points | 60% |
| | # of students who go on to some form of postsecondary education within two years of graduation from high school | 45 | 42 | -3 | 53 |
| | % of students who go on to some form of postsecondary education within two years of graduation from high school | 59% | 57% | -2 percentage points | 65% |
| All students will be prepared to transition from middle school / Jr. high to high school | % of students who scored proficient or advanced on the 8 th grade math ISAT | 30% | 32% | 2 percentage points | 39% |
| | # of students who scored proficient or advanced on the 8 th grade math ISAT | 25 | 25 | 0 | 32 |
| | % of students who scored proficient or advanced on the 8 th grade ELA ISAT | 41% | 44% | 3 percentage points | 52% |
| | # of students who scored proficient or advanced on the 8 th grade ELA ISAT | 34 | 35 | +1 | 43 |
| All students will be prepared to will be prepared to transition from grade 6 to grade 7 | % of students who scored proficient or advanced on the 6 th grade math ISAT | 34% | 36% | 2 percentage points | 40% |
| | # of students who scored proficient or advanced on the 6 th grade math ISAT | 27 | 27 | 0 | 40 |
| | % of students who scored proficient or advanced on the 6 th grade ELA ISAT | 48% | 48% | 0 percentage points | 54% |
| | # of students who scored proficient or advanced on the 6 th grade ELA ISAT | 38 | 36 | -2 | 54 |
| | | | | | |
| | | | | | |
| All students will demonstrate the reading readiness needed to transition to the next grade | % of students who scored proficient on the 3 rd grade statewide reading assessment | 79.8 | 69.4 | -10.4 percentage points | 85% |
| | # of students who scored proficient on the 3 rd grade statewide reading assessment | 67 | 59 | -8 | 66 |
| | % of students who scored proficient on the 2 nd grade statewide reading assessment | 76.5% | 70.5% | -6 percentage points | 80% |

| | | | | | |
|---|--|------------------------------------|------------------------------------|------------------------------|-------|
| | # of students who scored proficient on the 2 nd grade statewide reading assessment | 65 | 55 | -10 | 60 |
| | % of students who scored proficient on the 1 st grade statewide reading assessment | 67.1% | 67.6% | .5 percentage points | 75% |
| | # of students who scored proficient on the 1 st grade statewide reading assessment | 47 | 48 | 1 | 53 |
| | % of students who scored proficient on the kindergarten statewide reading assessment | 63.1% | 82.6% | 19.5 percentage points | 77.7% |
| | # of students who scored proficient on the kindergarten statewide reading assessment | 53 | 76 | 23 | 70 |
| Increase student and parent engagement at all grade levels through increased attendance | Student attendance rates as a percentage | MJE 95.6 PMS 95.58 PHS 94.12 | MJE 95.65 PMS 95.5 PHS 93.92 | MJE 0% PMS 0% PHS -0.2 | 96% |
| | Parent participation at parent/teacher conferences | 78% | 74% | -4 percentage points | 80% |
| Increase teacher engagement | Number of hours of job embedded professional development | 32 | 48 | 16 hours | 80 |
| | Number of subject level multi-grade teacher teams | 22 | 23 | 1 team | 23 |
| | Number of hours available for mentor teachers to mentor or observe/team teach | 75 | 83 | 8 hours | 90 |
| | % of new teachers (within first 3 years) assigned a mentor / participated in district mentor program | 60% | 100% | 40 percentage points | 100% |

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district.

| | 2016-2017 | 2017-2018 |
|---|-----------|-----------|
| Male | 51% | 52% |
| Female | 49% | 48% |
| White | 65% | 64% |
| Black/African American | .2% | .2% |
| Asian | .5% | .5% |
| Native American | .01% | .01% |
| Hispanic/Latino | 30% | 31% |
| Free/Reduced Lunch Program | 64% | 65% |
| Received Special Education (IEP Students) | 11% | 11% |

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Section 33-320, Idaho Code, in part states:

“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.

(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.

(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, at a minimum, the statewide student readiness and student improvement metrics; and
- (vi) Include a report of progress toward the previous year's improvement goals...”

The statewide student readiness and student improvement metrics are specified in [IDAPA 08.02.01.801, subsection 04](#).

In addition to the Continuous Improvement Plan requirements specified in Section 33-320, Idaho, Section 33-1212A, Idaho Code (College and Career Advising and Mentoring) and Section 33-1616, Idaho (Literacy Intervention) include requirements that are tied to the annual Continuous Improvement Plan reporting requirements. School Districts and Charter Schools may meet these requirements through the submittal and reporting of a consolidated plan and annual report that meets all of the requirements or each plan and report may be submitted as separate documents.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1616, Idaho Code](#).

Administrative Code may be found in [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#).

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1212A, Idaho Code](#).

Administrative Code: [IDAPA 08.02.01.801, subsection 06, College and Career Advising and Mentoring Plan](#).

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website *no later than October 1 each year*. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan the consolidated plan must be submitted to the Office of the State Board of Education by the October 1 deadline.

In addition to the Continuous Improvement Plan 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 to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, to be used toward training for school districts superintendents and boards of trustees and public charter school administrators and boards of directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance.