## Board Policy 1315: District Planning

*[RECOMMENDED ITEM: This item addresses practices boards are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]*

The District shall develop a strategic performance plan that has a continuous focus on innovating and improving the District's:
1. Student academic proficiency;
2. Student academic growth;
3. College and career readiness at the high school level;
4. Outcomes for at-risk and economically disadvantaged students as defined in IC 33-1001; and
5. Board performance and stewardship of monitoring student performance, including the Board's compliance with all applicable laws and regulations.

The Board of Trustees and the Superintendent shall collaborate to develop the strategic performance plan and shall include community input. The Board directs the Superintendent to conduct outreach to each of the following groups, as appropriate, and to document the outreach methods, participation levels, and summary of input:
1. Students;
2. Parents;
3. Educators;
4. Local industry partners; and
5. The business community.

The strategic performance plan shall include a clearly stated vision and mission and will use either the State Department of Education's plan template or will provide the required data in a way consistent with the template. When the State template is updated, the District shall conform to the current template effective the next plan update cycle.

The strategic performance plan will set clear and measurable goals for student outcomes and postsecondary achievement and include key indicators to monitor performance. The Board shall consider including student growth and proficiency goals established by the State Board of Education. The plan shall be data-driven and include student outcomes and growth data in literacy, math, graduation rates, achievement of individual postsecondary goals, and any other metric required by the State Board of Education. The Board may direct that other performance areas aimed at the achievement of other District goals also be included.

All metrics and progress measures shall be disaggregated by student subgroups, (such as race/ethnicity, economically disadvantaged, English learners, students with disabilities, and homeless status), when required by state and federal law. The plan shall include targeted strategies and subgroup-specific measurable goals to reduce achievement gaps. If the District's combined enrollment of special education students, homeless students, economically disadvantaged students, students enrolled in an alternative high school, and English language learners is 25% or more, the Board may apply to the State Department of Education to request approval to use alternative measures. Any such request must include rationale, evidence of validity, and be posted publicly.

The Board may direct the Superintendent to seek flexibility from the State Department of Education if the District attains high, sustained levels of academic achievement. Any flexibility or waiver requests must be included in the plan and posted on the District website.

The strategic performance plan shall include evidence-based strategies to meet each goal. For each strategy the plan shall identify the evidence basis, a timeline, required resources, responsible parties, fidelity measures, and interim milestones.

Additionally, the plan will outline the Board's plans for continued learning on the topics of Board and leadership development in monitoring student performance. The plan shall specify Board professional development goals related to governance and data literacy, and the Board shall annually report completed training.

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Beginning in the 2027-2028 school year, the Board shall adopt the strategic performance plan and the Superintendent shall submit the adopted plan to the State Department of Education by October 1 each year, or by the date required by State rule if different. In each subsequent year, the strategic plan shall include a report on measurable progress made on all of the Board's established goals. The plan shall cover a period of no less than four years, including the fiscal year in which the plan is submitted, and the Board shall update the plan each summer. The plan shall also be made available to the public on the District website. The Superintendent shall file quarterly dashboards and an annual progress report with the Board. All reports shall be posted on the District website and included in Board packets.

Measurable progress in the plan may be shown with measures including, but not limited to, the following:

1. Year-over-year improvement in student academic growth, proficiency, graduation rates, or postsecondary readiness;
2. Measurable improvement among identified student subgroups, including at-risk students and economically disadvantaged students;
3. Implementation of evidence-based strategies identified in the strategic performance plan, including documented changes to curriculum, instruction, assessment, professional development, or resource allocation; and
4. Improvement toward interim benchmarks or milestones established in the strategic performance plan if long-term outcome targets have not been fully achieved yet.

The plan shall identify the data sources, frequency of measurement, treatment of small cell sizes to protect privacy, and statistical methods used to determine measurable progress.

At least quarterly, the Superintendent shall provide the Board with a written dashboard and narrative addressing progress on at least two priority areas, including disaggregated data, implementation fidelity, and recommended adjustments. These reports shall be included in the Board packet, discussed at a regular or special meeting, and noted in Board minutes.

~~Each year, the Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes. The Board shall work with the Superintendent to engage students, parents, teachers, administrators, and community members as appropriate in the planning process.The annual continuous improvement plan shall:~~
~~1. Be data driven, specifically in student outcomes, and shall include but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;~~
~~2. Set clear and measurable targets based on student outcomes;~~
~~3. Include a clearly developed and articulated vision and mission;~~
~~4. Include key indicators for monitoring performance;~~
~~5. Include student literacy and proficiency goals and targets and specify measures of progress toward those outcomes.~~
~~6. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;~~
~~7. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress toward those outcomes will be measured;~~
~~8. Include the individual staff performance on each of the performance criteria defined in 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 by grade range, subject, or performance indicator as determined by Idaho's Commission for Education Excellence through the office of the State Board of Education;~~
~~9. Include, at a minimum, the student achievement and growth metrics for the state accountability framework; and~~
~~10. Include a report of progress toward the previous year's improvement goals.~~

~~Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:~~
~~1. Career and College Readiness: The percentage of students meeting the four-year cohort graduation rate. The Board may also set a benchmark for the five-year cohort graduation rate and the percentage of students who meet the college ready benchmark on the college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college and career ready performance metric.~~
~~2. College and Career Advising: The percentage of students meeting the District's chosen performance metric for college and career advising. Improvement shall be measured by year over year growth in percentage of students meeting the performance metric.~~
~~3. High School Readiness: The percentage of students meeting proficient or advanced on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts as well as percentage of students who~~

make adequate growth on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts . Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.
4. Grade 7 Readiness: The percentage of students meeting proficient or advanced on the grade 6 Idaho Standards Achievement Test in mathematics and English language arts as well as percentage of students who make adequate growth on the grade 6 grade Idaho Standards Achievement Test in mathematics and English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.
5. Grade 5 Reading Readiness: The percentage of students meeting proficient or advanced on the grade 4 Idaho Standards Achievement Test in English language arts as well as percentage of students who make adequate growth on the grade 4 Idaho Standards Achievement Test in English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.
6. Grade 4 Reading Readiness: The percentage of students reading at grade level on the grade 3 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
7. Grade 3 Reading Readiness: The percentage of students reading at grade level on the grade 2 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
8. Grade 2 Reading Readiness: The percentage of students reading at grade level on the grade 1 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
9. Grade 1 Reading Readiness: The percentage of students reading at grade level on the kindergarten spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
10. Staff Performance: The percentage of students taught by staff of the indicated grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool used for evaluation.

The Board may use the following assessment tools for measuring student achievement:
1. Idaho Standards Achievement Test (ISAT), including interim ISAT assessments;
2. Student learning objectives;
3. Teacher-constructed assessments of student growth;
4. Pre and post tests, including District-adopted tests;
5. Performance-based assessments;
6. Idaho Reading Indicator, which is a required assessment tool for applicable staff;
7. College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;
8. Advanced placement exams;
9. Career technical exams;
10. The number of business or industry certificates or credentials earned by students in an approved career technical education program;
11. The number of students completing career technical education capstone courses;
12. The number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

The Board may use the following for measuring student success indicators:
1. Quantifiable goals stated in a student's 504 plan or individualized education plan;
2. Quantifiable goals stated in a student's behavior improvement plan;
3. School- or District-identified measurable student objectives for a specified student group or population;
4. The percentage of students who create career pathway plans in grade 8 or who annually update their career pathway plans thereafter;
5. The percentage of students who satisfactorily complete one or more Advanced Opportunities options as identified in IC 33-4602 or who earn business or industry certificates or credentials. This indicator shall be one of the required indicators for applicable staff.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board's annual evaluation of the Superintendent. The District plan shall be made available to the public by being posted on the District's website. The plan must be reviewed, updated annually, and posted and submitted to the Office of the Board of Education no later than October 1 each year.