SB 1339 Strategic Performance Plans: Requirements, Resources, and Results

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Why Strategic Performance Plans? Why Now?

Instead of focusing on the legislation, focus on why this work matters

Today's schools face increasing complexity:

- Higher academic expectations
- More diverse student needs
- Workforce readiness
- Artificial intelligence and emerging technologies
- Fiscal pressures
- Increased public expectations for transparency

Strategic planning helps districts move from reacting to leading

From Continuous Improvement Plans to Strategic Performance Plans

What's Changing

Previous CIP	New Strategic Performance Plan
Annual document	4 year strategic roadmap
Compliance focused	Outcomes focused
Board had annual input	Board review at least 4 x per year
Activity based	Results based
Submitted annually	Living document updated annually

Today's Session

By the end of this session, you'll:

- Understand the requirements of Senate Bill 1339
- Learn the implementation timeline and available resources
- Explore practical strategies for developing a meaningful Strategic Performance Plan
- Identify support your district throughout the process

Senate Bill 1339 Purpose

- Establish a statewide framework for continuous improvement
- Increase student achievement through strategic planning
- Strengthen school board governance and accountability
- Improve transparency and community engagement
- Support evidence-based decision making

Strategic Performance Plans

All Idaho school districts and public charter schools must develop a 4-year Strategic Performance Plan

Replaced the Continuous Improvement Plan

- Begin with the 2027–2028 school year
- Submitted annually to the Idaho State Department of Education
- Due October 1 each year beginning October 2027.
- Updated annually with progress reports

Each Strategic Performance Plan must include:

- Mission and vision
- Performance goals
- Evidence-based strategies
- Student achievement data
- Performance metrics

Don’t Start Over

You already have:

- District mission and vision
- Continuous Improvement work
- Accreditation goals
- Literacy plans
- MTSS work
- Board priorities
- Strategic initiatives
- School Improvement Plans

Your Strategic Performance Plan should organize and build upon existing work—not create an entirely new system.

Required Goals

- Early Literacy
- Literacy
- Mathematics
- College & Career Readiness
- Graduation Rate

A5 | Math

Student Academic Proficiency

Area	Measurement Tool	All Students	Baseline	28-29 Target	29-30 Target	30-31 Target	31-32 Target	Result
Early Literacy	Specify the assessment tool used (e.g., IRI, local assessment, or other assessment utilized)	Grades K-3						
Literacy	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						
Math	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						

Student Academic Growth

Area	Measurement Tool	Economically Disadvantaged	Baseline	28-29 Target	29-30 Target	30-31 Target	31-32 Target	Result
Early Literacy	Specify the assessment tool used (e.g., IRI, local assessment, or other assessment utilized)	Grades K-3						
Literacy	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						
Math	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						

College and Career Readiness

Area	Metric	All Students	Baseline	28-29 Target	29-30 Target	30-31 Target	31-32 Target	Result
Graduation Rate	Graduation Rate	Grade 12						
College Readiness and Career Readiness	Enter the metrics your LEA will use, either from the list provided or one developed by your LEA. Metrics related to the number of students completing the FAFSA, developing postsecondary plans, or submitting applications to postsecondary institutions will not be considered.	Some or all students in grades 9-12						

1 - Intro | 2 - Vision-Engagement | 3 -Four Year Performance Target | 4 - Goals | 5- Governance | Timeline | Examples | Other information

Ready | Accessibility: Investigate | 70%

Every Goal Must Include

- Performance targets

- Research-based strategies

- Measurable action steps

- Monitoring process

- At least one strategy within each goal must specifically support at-risk students. (students from socioeconomically disadvantaged homes were specifically mentioned in the bill).

Monitoring and Accountability

Local School Boards

- Review progress at least quarterly
- Discuss progress during public meetings
- Monitor implementation and student outcomes

State Department of Education

- Annual evaluation
- Statewide performance matrix

The DuFour SMART Goal Framework

SMART goals explicitly target student achievement and adult practices.

Specific: Clearly states student outcomes

Measurable: Identifies the exact assessment metrics and criteria for mastery

Achievable: Defines realistic targets that challenge the team

Results-Oriented (or Relevant): Focuses on improved outcomes rather than just what activities teachers will do

Time-Bound: Includes a strict timeline or deadline for completion
Measurable Strategies

Progress Monitoring

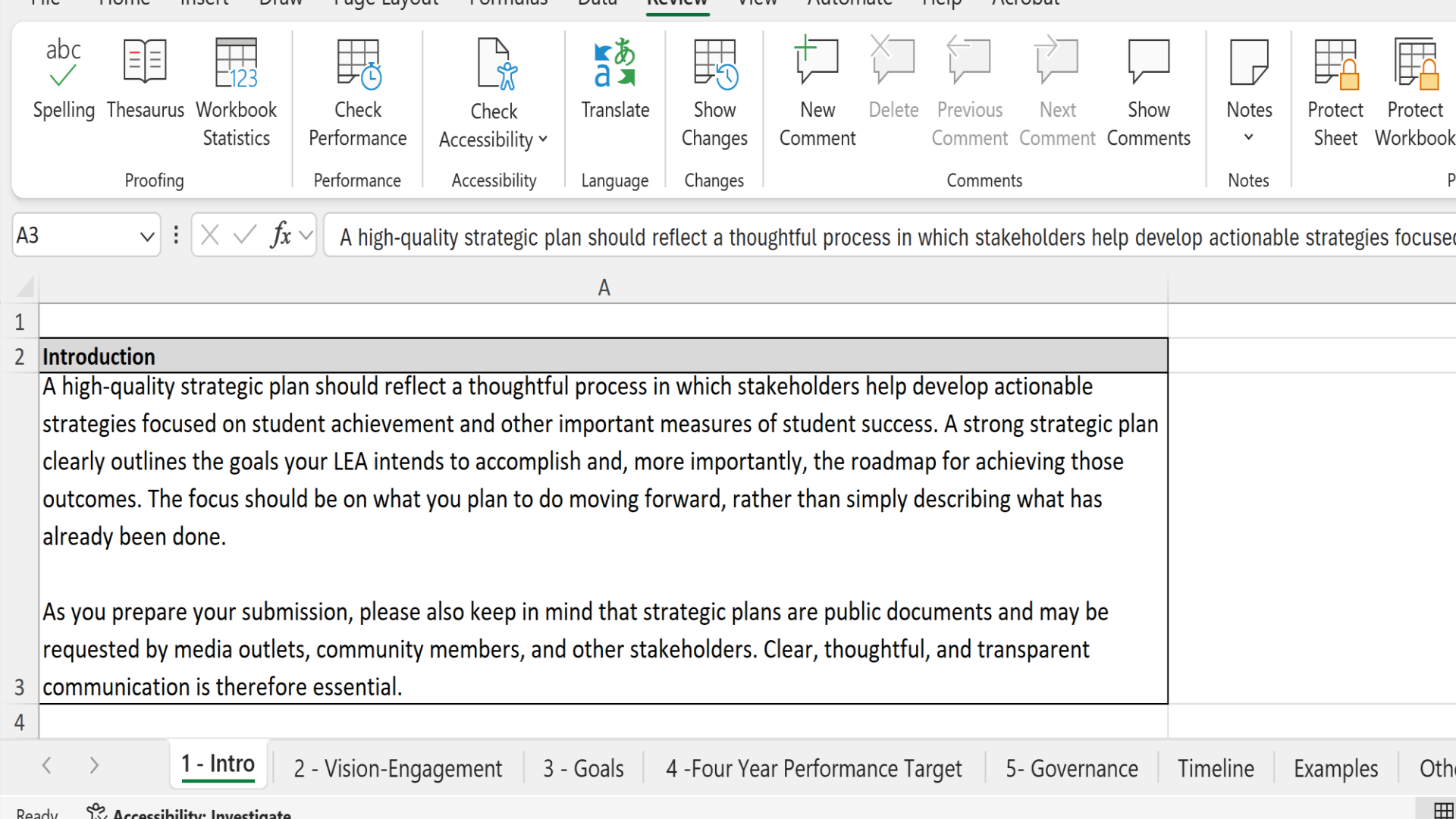
The DuFour model mandates continuous monitoring to ensure goals do not become "forgotten commitments".

Continuous Inquiry Cycle: Schools consistently cycle through Focus (problem), Do (strategies), Check (monitor progress), and Remediate/Enrich (respond to data).

Frequent Check-ins: Collaborative teams meet frequently to review data, analyze visual charts tracking trends, and evaluate if interventions are working.

Tiered Interventions: If progress monitoring indicates a student is struggling, the team utilizes a systematic intervention mechanism (e.g., scheduled RTI or "Response to Intervention" time) to provide immediate, targeted support.

Strategic Plan Structure


Spelling
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Show Comments
Comments
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Notes
Protect Sheet
Protect Workbook
A3
A high-quality strategic plan should reflect a thoughtful process in which stakeholders help develop actionable strategies focused
A
1
2
Introduction
A high-quality strategic plan should reflect a thoughtful process in which stakeholders help develop actionable strategies focused on student achievement and other important measures of student success. A strong strategic plan clearly outlines the goals your LEA intends to accomplish and, more importantly, the roadmap for achieving those outcomes. The focus should be on what you plan to do moving forward, rather than simply describing what has already been done.
As you prepare your submission, please also keep in mind that strategic plans are public documents and may be requested by media outlets, community members, and other stakeholders. Clear, thoughtful, and transparent communication is therefore essential.
3
4
1 - Intro
2 - Vision-Engagement
3 - Goals
4 -Four Year Performance Target
5- Governance
Timeline
Examples
Ready
Accessibility: Investigate

Possible Strategic Performance Plan Timeline

Strategic Performance Plan Timeline (September 2026 – October 2027)

Phase 1: Orientation & Alignment (September–October 2026)

- Facilitate discussions with district leadership, principals, and the school board
- Clarify purpose, scope, and success criteria for the strategic plan
- Establish project governance, roles, and communication structures
- Develop initial action plan and timeline

Phase 2: Data Review & Stakeholder Engagement (November–December 2026)

- Conduct comprehensive data analysis (early literacy, ELA, math, college & career readiness)
- Review current initiatives, performance trends, and gaps
- Gather input from stakeholders (staff, students, families, community, industry partners)
- Summarize findings in a needs assessment report

Phase 3: Goal Setting & Strategy Development (January–March 2027)

- Establish measurable, outcomes-based goals for key priority areas
- Identify evidence-based strategies and priority actions
- Define success metrics and progress indicators

Phase 4: Plan Development (April–August 2027)

- Develop the full Strategic Performance Plan, including:
- Goals and performance targets
- Research-based strategies
- Detailed action steps
- Roles and responsibilities
- Resource alignment (staffing, funding, supports)
- Monitoring and reporting processes
- Present draft plan to stakeholders for feedback
- Refine plan based on input
- Obtain formal school board approval
- Submit plan to the State Department of Education
- Prepare implementation supports and communication materials

Phase 1

Building the Foundation

Phase 1: Orientation & Alignment

Engage district leadership, principals, and the school board

- Clarify the purpose and expectations of the Strategic Performance Plan
- Establish governance, team roles, and communication processes
- Develop the project timeline and implementation plan

B14

	A	B	C	D	E	F	G	H
1	**Vision/Mission and Stakeholder Engagement**							
2	**Please provide your vision and mission statements.**							
3	Mission Statement							
4	Vision Statement							
5	*The local governing board and the school district superintendent or charter administrator shall collaborate to develop the strategic performance plan by coordinating outreach to students, parents, educators, local industry partners, and the business community, as appropriate.*							
6	**Please provide a summary of stakeholder engagement process.**							
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Phase 2

Data Review & Stakeholder Engagement

Analyze student performance data
- Early Literacy
- English Language Arts
- Mathematics
- College & Career Readiness
- Graduations Rates

Review current initiatives and performance trends

Gather feedback from:
- Staff
- Students
- Families
- Community members
- Industry partners

Complete a district needs assessment

Phase 3

Planning for Success

Phase 3: Goal Setting & Strategy Development

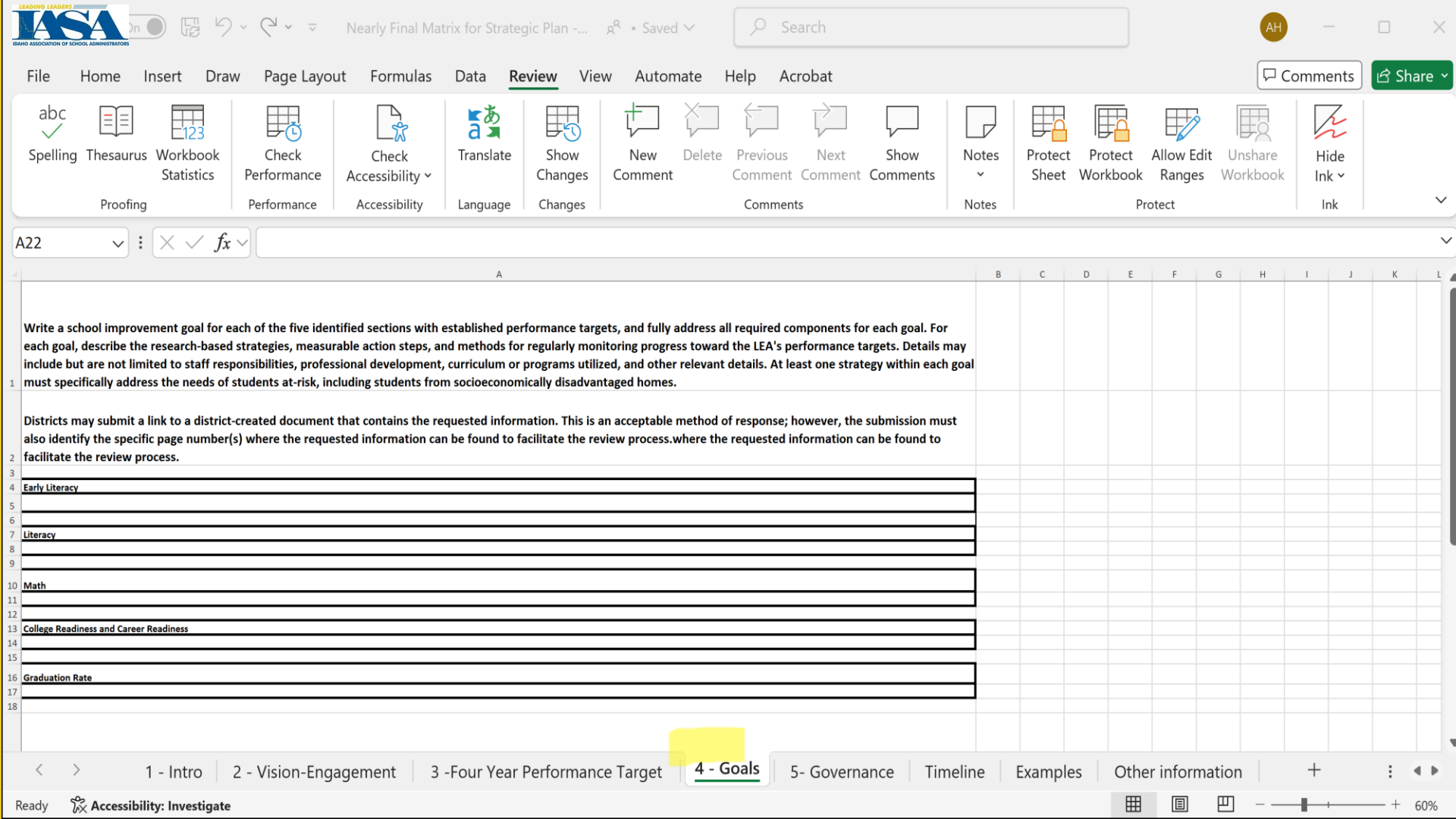
- Develop measurable student outcome goals
- Identify evidence-based strategies
- Establish performance targets
- Define success metrics and progress monitoring

What Success Looks Like

Instead of checking every box …

Answer these questions:

- Where are we today?
- Where do we want to be?
- How will we get there?
- How will we know we're making progress
- What will we change if it isn't working?



Nearly Final Matrix for Strategic Plan -...
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Search
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File Home Insert Draw Page Layout Formulas Data Review View Automate Help Acrobat
Comments Share
Spelling Thesaurus Workbook Statistics Proofing
Check Performance Performance
Check Accessibility Accessibility
Translate Language
Show Changes Changes
New Comment Delete Previous Comment Next Comment Show Comments Comments
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A22
A B C D E F G H I J K L

Write a school improvement goal for each of the five identified sections with established performance targets, and fully address all required components for each goal. For each goal, describe the research-based strategies, measurable action steps, and methods for regularly monitoring progress toward the LEA's performance targets. Details may include but are not limited to staff responsibilities, professional development, curriculum or programs utilized, and other relevant details. At least one strategy within each goal must specifically address the needs of students at-risk, including students from socioeconomically disadvantaged homes.

Districts may submit a link to a district-created document that contains the requested information. This is an acceptable method of response; however, the submission must also identify the specific page number(s) where the requested information can be found to facilitate the review process.where the requested information can be found to facilitate the review process.

Early Literacy
Literacy
Math
College Readiness and Career Readiness
Graduation Rate

1 - Intro | 2 - Vision-Engagement | 3 -Four Year Performance Target | 4 - Goals | 5- Governance | Timeline | Examples | Other information

Ready Accessibility: Investigate 60%

A1 | Write a school improvement goal for each of the five identified sections with established performance targets, and fully address all required components for each goal.

	A
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3	
4	**Early Literacy**
5	**EARLY LITERACY GROWTH GOAL** (IRI): By Spring 2027, at least ??% of K–3 students will meet or exceed expected growth in early literacy as measured by IRI growth data. **Strategy 1: Data-Driven Literacy Instruction and Intervention.** Research-based instruction aligned to the Science of Reading, including systematic phonics, phonemic awareness, fluency, vocabulary, comprehension, and data-based intervention. Within two weeks of each IRI benchmark (fall, winter, spring), the principal, instructional coach, interventionist, and K–3 teachers will review data, identify students not meeting growth targets, implement intervention plans within 10 school days, and monitor progress biweekly with instructional adjustments as needed. Interventions include daily small-group reading instruction (20–30 minutes, 4–5 times weekly), Tier II/III interventions, intensive tutoring for students significantly below benchmark, and home reading support plans. **Strategy 2: Targeted Support for At-Risk Students.** Following each benchmark assessment, socioeconomically disadvantaged and other at-risk students not meeting growth targets will be placed in Tier II/III interventions within 10 school days. Progress-monitoring data will be reviewed monthly to evaluate effectiveness and adjust supports. Interventions include additional instructional time beyond the core reading block, daily intervention groups, individual reading goals, and family literacy supports. **Strategy 3: Core Instruction, Professional Learning, and PLCs.** Weekly PLCs will analyze student data, review student work, and adjust instruction and interventions. Quarterly professional development and coaching will support Science of Reading implementation and effective intervention practices. The principal and instructional coach will conduct literacy walkthroughs twice per quarter to monitor instructional fidelity. **Monitoring and Reporting:** Quarterly reports to the school board will include IRI benchmark and growth results, subgroup performance data, intervention participation and progress, instructional and intervention adjustments, and literacy implementation and walkthrough findings.
6	
7	**Literacy**

Phase 4: Plan Development

Develop the complete Strategic Performance Plan including:

- Goals and performance targets
- Research-based strategies
- Action steps
- Roles and responsibilities
- Resource alignment
- Monitoring and reporting processes

\hool improvement goal for each of the five identified sections with established performance targets, and fully address all required components for each goal. For each goal, describe the research-based strategies, measurable action steps, and methods for regularly monitoring progress toward the LEA's performance targets. Details may include but are not limited to staff responsibilities, professional development, curriculum or programs utilized, and other relevant details. At least one strategy within each goal must specifically address the needs of students at-risk, including students from socioeconomically disadvantaged homes.

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Questions System Leaders Should be Asking

Do we have too many priorities?

Which student groups need the greatest attention?

How will principals monitor implementation?

How will the board receive updates?

What evidence will tell us our strategies are working?

If results don't improve, what will we change?

Governance & Board Stewardship

At least quarterly, review, discuss, and approve progress reports on two (2) or more key areas of the strategic performance plan at a regular or special board meeting.

Date of Board Meeting	Which indicator was discussed?	Summary of Conversation

IASA is Ready to Be a Strategic Partner

Every district starts in a different place

Some districts need a quick overview
Some need community input
Some want a fully facilitated planning process

IASA can provide support at every level

LEADING LEADERS
IASA
IDAHO ASSOCIATION OF SCHOOL ADMINISTRATORS

Flexible Support for Every District

Essential support

Board Training

A 60–90 minute workshop for trustees and district leadership.

Topics include:

What's changing under SB 1339

Board and superintendent roles

Governance vs. management

Monitoring progress throughout the year

Questions and discussion

Enhanced Support

Community Engagement

We can help you with surveys, focus groups, listening sessions, survey analysis and summary reports

Customized Support

IASA can facilitate the entire planning process, including:

- ✓ Board orientation
- ✓ Stakeholder engagement
- ✓ Data analysis
- ✓ Goal development
- ✓ Strategic plan writing
- ✓ Board workshops
- ✓ Implementation coaching

You Don't Have to Do This Alone

Idaho Department of Education

- Requirements
- Templates
- Technical assistance
- Accountability guidance
- Regional training

IASA

- Board training
- Facilitation
- Focus groups
- Ongoing implementation support

Contact Information

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