



Idaho State Department of Education Strategic Plan

FY2024 – 2028

MISSION STATEMENT

The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOALS

1. Ensure 80% of Idaho's K-3 students are proficient readers, as indicated by the Idaho Reading Indicator (IRI).
 - (State Board Alignment: Goal 2, Educational Readiness).
2. All Idaho students graduate ready for life and prepared for college, job training and in-demand careers
 - (State Board Alignment: Goal 3, Educational Attainment; Goal 4, Workforce Readiness).
3. Idaho attracts and retains great teachers and school building leaders
 - (State Board Alignment: Goal 2, Educational Readiness).
4. Collaborate with Idaho education stakeholders to promote academic growth and student achievement
 - (State Board Alignment: Goal 1, Educational System Alignment)

GOAL 1

Ensure 80% of Idaho's K-3 students are proficient readers, as indicated by the Idaho Reading Indicator (IRI).

Objective A: Support school district and public charter schools that align with the science of reading.

The State Department of Education is committed to supporting schools in choosing research-based early literacy, proven to be effective in helping our Idaho students learn how to read. Our Idaho Content Standards are the basis for recommended curriculum. Additionally, the SDE's Content and Curriculum team will be working with local educators/stakeholders and Idaho's top-performing schools to identify early literacy curricula that meet the needs of local communities, while ensuring all students learn at a high level. Additionally, the SDE will focus on identifying high-performing practices throughout Idaho to ensure all districts know "what's working" in

Idaho education. Through this process, the SDE will work to ensure these “best practices” are offered, through professional development, to all Idaho schools.

Objective B: 50 ‘new’ Idaho schools will understand and use the Professional Learning Community practice, as a means to ensure their students are achieving reading proficiency on the IRI.

The Professional Learning Community (PLC) model, resulting in systems support in the form of Response to Intervention (RtI) and/or a Multi-Tiered System of Support (MTSS), is a key activity in improving Idaho’s K-3 literacy schools. PLCs focus on data-based, student-centered decisions regarding curriculum, teaching (instruction) and personnel. As our Idaho schools implement PLCs with fidelity, Idaho students will participate in core reading programs focused on the Science of Reading, participate in research-based Tier II interventions, and receive individualized Tier III reading supports, designed to assist our most challenged readers.

Performance Measures: Percentage of students placing as proficient/at grade level on the spring Idaho Reading Indicator (IRI) K-3.

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GOAL 2

All Idaho graduates are ready for life and prepared for college, job training and in-demand careers.

Objective A: Provide ongoing support and professional development around [the Idaho College and Career Readiness Competencies](#).

Proficiency in basic academic skills, including math, reading, and writing, are foundational to an educated and productive citizenry. Successful application of this learning requires both technical and behavioral competencies.

Approved in 2017 by the Idaho State Board of Education, these competencies represent a set of knowledge, skills, and attributes that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. College and career readiness is the attainment and demonstration of these competencies.

Objective B: Ensure funding and programs are strategically aligned for student achievement.

The Public School appropriation is provided to ensure Idaho schools receive the support they need to help our Idaho students achieve success. The State Department of Education is responsible for ensuring the professional development and contracted services align with the vision to support early literacy, middle school math, and career/technical education in Idaho.

Specific projects associated with this strategy include:

- Align H267: Idaho Career Ready Students Program expenditures with [the Idaho College and Career Readiness Competencies](#) and local community needs related to CTE
Align contracted services with education partners (i.e., Idaho Building Capacity Project,

Regional Math Centers, SMART Coaches, Cultivating Readers, etc.) to ensure (1) consistent, comparable, research-based support throughout Idaho, stemming from (2) a clear scope of work, created through collaboration with SDE-established priorities.

Objective C: Implementation of the Idaho Career Reading Students (ICRS) program (H267) and facilitate its alignment with added-cost funding and other career technical investments.

Performance Measures: TBD

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GOAL 3

Idaho attracts and retains great teachers and school building leaders.

Objective A: Work with university and alt-route partners to ensure Idaho teachers are prepared for the difficulties of real-world, classroom teaching.

A teacher's first year of classroom experience often influences whether the teacher will remain in the profession for 3+ years (or move away from the teaching profession). Ensuring our Idaho teachers are prepared for challenges associated with real-world classroom behavior management and the teaching skills necessary to ensure all students learn (i.e., trained in the Science of Reading) is a top priority in working with our university partners.

Specific projects associated with this strategy include:

- Survey/interview first-year staff to inquire on their level of preparedness for their first year of teaching: Identify areas for improvement.
- Survey/interview teachers choosing to leave the profession in their first 5 years of teaching: Identify reasons for leaving.
- Review university syllabi to ensure teacher preparation programs are providing training for real-world, classroom management and working with students who exhibit disruptive behavior in the classroom.
- Review university syllabi to ensure teacher preparation programs are explicitly training teachers in the Science of Reading as part of the K-8 certificated training.

Objective B: Work with the State Board of Education, Idaho universities and local school districts to provide on-site training and mentorship for teachers in their first and second years of classroom teaching.

Performance Measures: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

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GOAL 4

Collaborate with Idaho education stakeholders to promote academic growth and student achievement

Objective A: Provide targeted support to identified districts.

The Idaho Consolidated State Plan outlines Idaho's accountability system for identifying school targeted for improvement, based on requirements in the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). The State Department of Education will work with Idaho schools to implement the Professional Learning Community (PLC) model of student support as a means to provide systemic change leading to student achievement. Additionally, SDE staff will work with Idaho schools to develop Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) to Idaho students through the PLC model.

Specific projects associated with this strategy include:

- Work with education partners and stakeholders to consolidate and align school supports from the Idaho Building Capacity Project, Regional Math Centers, the Idaho Superintendent Network, the Idaho Principal Network, SMART Coaches, ELA coaches (IBC), Capacity Builders, Cultivating Reading coaches, etc, etc.
- Provide on-site training and support to Idaho schools in the development and implementation of the PLC model for student support
- Provide on-site training and support to Idaho schools in the development and implementation of the RtI and MTSS models to support, within the PLC framework.
- Provide on-site training and support in the research and adoption process of research-based reading and math curricula for Idaho students.

Performance Measures: TBD

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Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.