



Strategic Plan

2024-2028

Draft for discussion



Photo: students at Bellarmine Preparatory School, Tacoma

Background

The Board has begun work on a new strategic plan grounded in shared beliefs, values, and priorities aligned to the Board's authority and vision for education. The work ahead is informed by issues raised by community stakeholders throughout the state. The Board is currently gathering feedback on the key areas of work they would take on over the next four years to advance equity and focus on systemic improvements that would support student learning.

Timeline

- February 2023** - Board members reviewed progress on the 2019-2023 Strategic Plan, current and ongoing work, findings from recent research and reports, and key areas of responsibility and authority.
- April 2023** - Dr. Hernandez-Scott facilitated an interactive conversation with the Board to begin to define the shared beliefs, values, and understandings to guide the development of the plan going forward to address how we engage community and stakeholders in our work, how we drive progress in our areas of authority and responsibility, and how we measure our progress in this work.
- June 2023** - Community-based organizations from around the state spoke about issues they face in education. Students also shared information about their experience in school. Dr. Hernandez-Scott facilitated further discussion regarding shared beliefs and priorities.
- August 2023** - Board members reviewed draft value and belief statements and provided feedback on potential priorities for the strategic plan.
- September 2023** - **Public listening sessions September 7 and 20.**
- October 2023** - Board review of draft plan.
- October-November 2023** - Opportunity for public and stakeholder feedback on the draft plan.
- December 2023** - Anticipated adoption of 2024-2028 Strategic Plan.

Purpose of Education, Our Vision

Students learn what they need to thrive in a changing world by developing:

- transferable real world skills
- foundational knowledge in core subjects
- interests that foster personal and academic development.

Result = students are ready to thrive in life, further education, and work.

To achieve this vision the Board is committed to systemic change that fosters the conditions needed for optimal learning for each student so that we can fulfill the purpose of public education.

Optimal learning happens when:

- **We believe in the brilliance of each student.**

Teaching and learning are asset-based endeavors. This means that students and educators develop knowledge and skills honoring the diverse academic and cultural strengths of all students in a learning community.

- **We provide physically and emotionally safe learning environments.**

Learning environments should be physically and psychologically safe. This means that relationships with and among students foster mutual respect, belonging, risk-taking, and joy.

- **Each student receives instruction based on their needs and interests.**

An equitable opportunity to learn is a civil right. This means access to K-12 learning from competent and caring educators is necessary for all students to thrive. Additionally, instructional practice should challenge and support every student. This means that instruction is personalized while fostering critical thinking and creative problem solving.

- **All students receive the supports needed to access relevant learning opportunities equitably.**

Schools are inclusive of all students, including students with disabilities and English language learners, and provide the appropriate accommodations, scaffolding, and supports needed so that each student can learn, grow, and succeed in college, work, and life.

- **Schools are part of the community and the community is part of the school.**

Schools are of and for all students, families, and communities. This means that community engagement is critical to understand and reflect all histories, identities, and experiences that exist in the school environment.

- **Each student is seen for their whole self and is supported to develop personally as well as academically.**

Education can transform people and society. This means that schools support all students to develop the knowledge and skills necessary to thrive personally and academically in a democratic, multicultural society.

- **Each student sees their identity reflected in the curriculum.**

Schools understand the historical legacy of schooling and seek to repair harm for groups that have been under or misserved (e.g. students of color and students with disabilities). Schools should aim to adopt materials that represent all of their students' cultures. In addition, all students should challenge the status quo and develop the knowledge and skills needed to address societal problems and make the world a better place.

- **Learning is relevant, engaging, hands on, and student centered.**

Academic content should have an application to the real world. This means that learning should be relevant inside and outside of the social and cultural context of the classroom.



Photo: students at Elma Elementary, Elma

Adoption of Profile of a Graduate

In order to move toward a system that supports optimal learning, we believe it is essential that we have clear articulation of the skills and abilities that students are expected to develop during their time in K-12 and beyond.

The Profile of a Graduate, developed by the Mastery-based Learning Work

Group with broad input and support from community stakeholders, establishes a guiding vision for our K-12 education system that identifies the skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school. The Board embraces the Washington State Profile of a Graduate and commits to using it, in conjunction with our equity lens, as we review and develop state education policy.

Washington State | Profile of a Graduate



Levers and Priorities

The State Board of Education's purpose is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

To achieve this purpose the Board acts through four primary areas of responsibility. Within each of those areas the Board has identified work planned during the next four years to advance equity and focus on systemic improvements that would support student learning.

Advocacy and strategic oversight of public education: The Board provides a public forum to develop policies and provide advocacy to support a system of education that responds to individual student goals and community needs.

Focus Work for 2024-2028

- **Amplify Voices.** We plan to promote voices from underserved communities to build strong policy centered on the experiences and needs of those furthest from educational justice.
- **Build Relationships.** The Board must create mutually beneficial and sustaining relationships with community.
- **Expand Access.** Leverage resources that are traditionally provided outside of school by bringing them into the school experience.
- **Develop an Annual Legislative Platform.** This will elevate advocacy priorities for the Legislature's consideration.

High school graduation requirements: The Board establishes credit and non-credit requirements for high school graduation, determines threshold scores for assessments, and alternatives to meet graduation requirements.

Focus Work 2024-2028

- **Graduation Requirements Framework for the Future.** In order to provide students adequate opportunity to develop the skills in the Profile, the Board intends to:
 - Reexamine the graduation framework to:
 - Expand opportunities for students to develop technology and media literacy, financial literacy, and life skills.
 - Improve relevance and engagement through greater access to culturally relevant and real-world learning experiences.
 - Rebalance credits in high school by creating greater flexibility in meeting subject area requirements, recognizing student learning outside the classroom, and considering what can be embedded in earlier grade levels.
- **Culturally Responsive and Sustaining Mastery-based Learning.** Culturally responsive and sustaining mastery-based learning can transform our K-12 education system and close opportunity gaps by engaging each student in deep and powerful learning experiences. The Board is leading the effort to create a policy environment that fosters and supports the transition to this student-centered learning model from elementary through high school.

Photo: students at Innovation Lab HS, Bothell



Basic education compliance: The Board adopts rules and monitors compliance with a standards-based program of basic education, approves private schools operating in Washington, and approves and monitors districts wishing to authorize charter schools.

Focus Work 2024-2028:

- **Establish Flexible Options for Educational Delivery.** Meeting the needs of diverse learners and supporting student-centered learning models may require different approaches to how we measure instructional time, fund schools, and deliver the required and encouraged educational offerings. As we continue our work to support implementation of effective strategies, such as mastery-based learning, the Board will also explore policy options to remove barriers and incentivize innovations that support student engagement and learning.

Accountability and improvement: The Board adopts goals for the system, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for recognition and improvement.

Focus Work 2024-2028:

- **Transform State Accountability and Recognition to Focus on the Conditions for Learning.** Broaden what the state measures for monitoring the education system and informing improvements to include resources and experiences in addition to outcomes. This can be accomplished by aligning the accountability, recognition, and educational system health systems under the single umbrella of educational system health that measures the resources being provided, how students are experiencing learning, and students' progress toward more robust and meaningful measures at the school building, school district, and state levels.
- **Engage Effectively and Authentically.** Collaborate with community to ensure information is responsive to their needs and transparent and accessible to support improvement and advocacy.

Measuring Success

The Board will measure success in this plan with the help of:

- System Health indicators to track the progress of our educational system, and
- Metrics related to Board initiatives and values to track progress on the strategic plan.

About the Washington State Board of Education:

The sixteen Governor-appointed and community-elected representatives make decisions about our state's graduation requirements, recognize schools for progress, and certify that each district offers the basic education programming outlined in law. SBE also approves private schools to make sure they are following laws meant to keep all kids safe. We represent some of the state's diverse communities, and seeks to lift up more voices in creating an education system where students are truly known.



Photo: student member, Donalda Brantley