



Strategic Plan

2024-2028

UPDATED DRAFT



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 and feedback on an earlier discussion draft circulated in September 2023. The focus of the plan is to identify the key questions and initiatives the Board will prioritize over the next four years to advance equity through systemic improvements that support student learning and growth.

The Board establishes priorities and positions primarily through three vehicles. The Strategic Plan provides a long term vision by establishing initiatives that guide the Board's work, the issues addressed during public meetings, and the policies advocated for or adopted by the Board. In addition, to advance the goals outlined in the plan and respond to emergent issues, the Board establishes priorities through the annual adoption of a legislative platform. Finally, the Board periodically establishes other long-term or permanent positions on policy issues through adoption of Board resolutions.

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 shared beliefs, values, and understandings to guide the development of the plan 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 experiences 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** - Listening sessions on the 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.
- April 2024** - The Board will review legislation and additional feedback that may inform the final version of the 2024-2028 Strategic Plan.
- June 2024** - Adoption of Final 2024-2028 Strategic Plan.

Purpose of Education, Our Vision

Students learn what they need to thrive in a changing world and are ready to transition to their next steps in life, civic engagement, further education, and work by developing:

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

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.

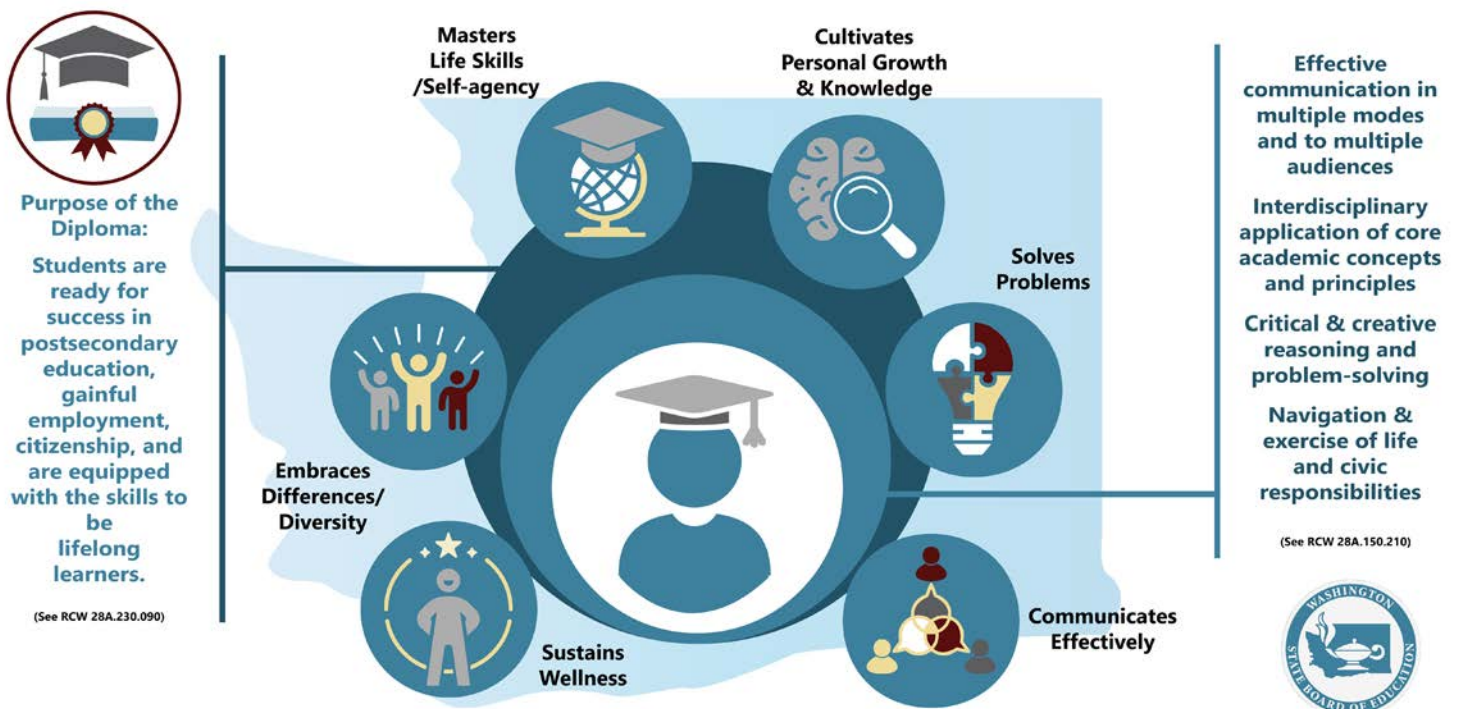


Photo: students at Elma Elementary, Elma

Profile of a Graduate

The Board provided support to the Mastery-based Learning Work Group to develop the profile with broad input and support from community stakeholders. The profile includes the Goals of Basic Education (RCW 28A.150.210) and the Purpose of a High School Diploma (RCW 28A.230.090) to establish a guiding vision for our K-12 education system. In addition, the profile identifies the academic and life skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school. The Profile of a Graduate has already proven to be a useful tool to identify areas that may require more attention in our education system and will help us to realign our focus to the areas that have not been emphasized enough in school.

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 (RCW 28A.305.130)

To achieve this purpose, the Board acts through four primary areas of responsibility. Within each of those areas, the Board has identified key questions and initiatives that will be prioritized over the next four years to advance systemic improvements needed to ensure each student is afforded an equitable opportunity to achieve the goals of basic education and develop the skills, knowledge, and abilities outlined in the Profile of a Graduate.

Advocacy and strategic oversight of public education

The Board develops policies and provides advocacy to support a system that personalizes education for each student. As part of this role, the Board provides a public forum to seek input from the public and interested parties regarding the work of the Board.

Foundational priorities:

- **Educational equity** - The Board supports legislation targeted to dismantle institutional policies, programs, and practices that contribute to disparate and statistically predictable outcomes based on race, ethnicity, socioeconomic background, and other factors.
- **Equitable funding** - Prioritize funding based on the diverse needs of students.
- **Special education** - Fully fund special education services and support inclusionary practices.
- **Learning recovery** - Invest in evidence-based strategies that accelerate learning and address the long-term impacts of the pandemic.
- **Learning conditions** - Invest in creating the conditions needed for learning (e.g., school climate and culture, student well being, etc.)
- **Access to opportunities** - Provide equitable access to relevant and engaging learning opportunities (e.g., advanced coursework, dual credit, dual language, graduation pathways, etc.)

Key questions and initiatives for 2024-2028:

Develop an Annual Legislative Platform. The Board annually adopts a legislative platform to elevate advocacy priorities for the Legislature's consideration. The platform establishes priorities the Board will engage on during a given legislative session.

High School Graduation & Learning Standards

The Board establishes credit and non-credit requirements for high school graduation, writes rules for the high school and beyond plan and graduation pathway options, and determines proficiency scores for certain assessments. In addition, the Board may propose new or revised state learning standards to the superintendent of public instruction.

Key questions and initiatives for 2024-2028:

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 and learning standards to:

- Explore developing a crosswalk between learning standards and credit requirements and competencies based on the Profile.
- Expand opportunities for students to develop technology and media literacy, financial literacy, and life skills.
- Ensure students have the opportunity to learn about the social, cultural, political, and economic expression and experience of ethnic groups in the United States (see resolution).
- Improve engagement through greater access to culturally relevant and real-world learning experiences.
- Rebalance credits in high school and create greater opportunities to meet subject area requirements and learning standards through recognition of student learning outside the classroom, work-integrated learning, interdisciplinary coursework, 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 by implementing evidence-based practices shown to 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.

High School and Beyond Plan. Develop recommendations on how the high school and beyond plan could be modified to further support student choice and flexibility in meeting graduation requirements and preparing for postsecondary education and training, including increasing access to mastery-based learning and mastery-based crediting opportunities.

Supporting the Goals of Basic Education

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.

Key questions and initiatives for 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. The Board will identify changes needed to remove barriers and incentivize innovations that support student engagement and learning. This may include creating intentional and proactive policies that can replace certain waivers or better recognize new approaches to educational delivery.

Photo: students at Innovation Lab HS, Bothell



Educational System Health, Accountability, and Recognition

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.

Key questions and initiatives for 2024-2028:

Broaden the state accountability and recognition system to include the conditions for learning.

Enhance the school accountability and recognition system to better describe the quality of our learning environments and support continuous improvement in K-12 education.

A key aim of this work is to better align what we measure with the educational goals established in legislation (RCW 28A.150.210) and the best available evidence about how to achieve those goals effectively and equitably.

A new model would provide tools that SBE and its partners at every level of the system can use to inform policies and practices for achieving educational goals, as well as to monitor the state's progress by providing information about:

- the resources being provided at schools,
- how students are experiencing learning,
- and students' progress toward more meaningful outcome measures at the building, district, and state levels.

This information will help policymakers and educators know how things are working and how well students are learning. Educators can use this information to identify what students need to have sufficient learning opportunities. We can use this information to find out if the K-12 system is operating effectively and equitably.

Specifically, these practices will:

- help the state support students to better meet basic K-12 education goals,
- ensure high expectations for each student and give them the opportunity to graduate from high school prepared for civic engagement, careers, postsecondary education, and lifelong learning,
- find and reduce opportunity gaps, and
- create a public school system that evolves and adapts in order to strengthen the educational achievement of all students.

How We Do Work

The State Board of Education (SBE) seeks to strengthen its engagement of students, families, and communities statewide in the development of policies and practices. Authentically engaging the communities that have been least well served by our system and centering their voices is essential to creating a more equitable education system and by strengthening how we engage those we serve, particularly those furthest from educational justice, as our partners in designing policy, we will be more responsive to student and family needs, thereby closing opportunity gaps.

The State Board of Education (SBE) implemented a Pro-Equity, Anti Racism (PEAR) plan in accordance with the Governors' Executive Order. We established a PEAR team made up of staff, Board members, community, and organizations to discuss our current approaches to inclusion work and highlighted

areas we can focus on to improve our equity, access, and inclusion as a board. The focus areas are as follows:

- **Engage Effectively and Authentically.** Collaborate with community to ensure information is responsive to their needs and transparent and accessible to support improvement and advocacy.
- **Amplify Voices.** Promote voices from underserved communities to build strong policy centered on their experiences and needs.
- **Build Relationships.** Create mutually beneficial and sustaining relationships with community.

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 (to be developed).

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 diverse communities from across the state, and seek to lift up more voices in creating an education system where each student receives what they need to thrive.

The Board's shared beliefs serve as a foundation for their collaborative work to serve students and families in Washington:

- **Schools and communities must believe in the brilliance of each student, and teaching and learning must be treated as 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.
- **Learning environments should be physically and psychologically safe.** This means that relationships with and among students foster mutual respect, belonging, risk-taking, and joy.
- **An equitable opportunity to learn is a civil right.** This means each student deserves instruction based on their needs and interests and access to K-12 learning from competent and caring educators is necessary for all students to thrive.
- **Instructional practice should challenge and support every student.** This means that instruction is personalized to meet children where they are while fostering the skills of critical thinking and creative problem solving.



- **All students must 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 should be a 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.
- **Education can transform people and society.** This means that each student must be seen for their whole self and supported to develop personally as well as academically. Therefore schools must support all students to develop the knowledge and skills necessary to thrive personally and academically in a democratic, multicultural society.
- **Each student must see 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 missed (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 should be relevant, engaging, hands on, and student centered.** This means that learning should be relevant inside and outside of the social and cultural context of the classroom. And students should see how academic content may be applied in the "real world."



Photo: Board members show support for the Seattle Seahawks during a June retreat.