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June 20, 2019

TO:	Board of Education
FROM:	Catherine Payne Chairperson, Board of Education
AGENDA ITEM:	Board Action on Board and Department strategic priorities for the 2019-2020 school year

## I. BACKGROUND

At its June 6, 2019 general business meeting, the Board deferred action on the Board and Department Strategic Priorities. A full description of the background of this topic is in the memorandum for the June 6, 2019 meeting.<sup>1</sup>

## II. THOUGHTS

I have been thinking about the June 6, 2019 general business meeting and the discussion on the adoption of Board and Department strategic priorities. What I had envisioned was a block of time when we could have a thoughtful conversation among ourselves prior to moving forward with considering the approval of our priorities for the 2019-2020 school year. What happened was a motion to defer discussion and action. This deferral was problematic because we were not able to provide guidance to the Superintendent so she could draft her Superintendent Priorities. While this was unfortunate, it provides us with the opportunity to review the three main elements of our strategic planning for the year (Board and Department strategic priorities, committee priorities and Superintendent's Priorities) at the same time. It is also an opportunity to see how these three elements are linked to guide our work and the work of the Department and Superintendent over the next year.

I take full responsibility for not being clear that the memorandum was developed for discussion. The memorandum was my effort to set a context and present ideas

<sup>&</sup>lt;sup>1</sup> Available at: <u>http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\_2019-06-06\_Action%20On%20Board%20And%20Department%20Strategic%20Priorities.pdf</u>

that we need to think about as we consider policies over this next school year and discuss some important ideas. Our priorities have not changed, but as we re-visit them, I believe it is important to see how they connect to the proposed student-focused promises and might serve as a bridge to the new Board and Department Joint Strategic Plan. We all need to think about how we can include valid qualitative assessments to balance our current reliance on quantitative measures. The Department is embarking on work relating to an innovative assessment pilot. We need to be involved in this discussion as there are implications for Board policies.

In addition to this topic there are other areas we should discuss as we consider our priorities for the new school year. It is important for us to be clear about our focus as these priorities determine how we approach our communications with legislators and our constituencies in the schools and the community. One board member suggested a month or so ago that we should clearly link committee work to our priorities and the Joint Strategic Plan. I agree, and this was an effort to emphasize that coherence.

We will restart our discussion at our meeting today and I will work to be a more effective facilitator of the discussion. I would request that everyone give voice to comments and questions before we shut down the conversation. If we do not have the answers among us, we can continue the discussion. Questions should not keep us from having a discussion and coming to a consensus on the priorities so that they can be in place before our first meeting of the new year in July and provide guidance to the Superintendent, Department, and schools before the state of the new school year.

#### III. <u>RECOMMENDATION</u>

I recommend that the Board select one of the options described in <u>Exhibit A</u>, attached to this June 20, 2019 memorandum, as the Board and Department's priorities for the 2019-2020 School Year.

# <u>Exhibit A</u>

# Three options for 2019-2020 Strategic Priorities

Option 1	Option 2	Option 3
No changes to 2018-	Board Priorities with	Board Priorities with
2019 Board Priorities	essence of 5 Promises	essence of 5 Promises and
2019 Doard Thornes		changes discussed at
		06/06/2019 GBM (in blue)
A. Equity and access	A. Equity and Access	A. Equity and Access
Ensuring that the	Ensuring that the appropriate	Ensuring that the appropriate
appropriate policies,	policies, structures, and	policies, structures, and
structures, and resources	resources are in place to	resources are in place to
are in place to guarantee	guarantee the advancement	guarantee the advancement
the advancement of	of access and support	of access and support
access and support	structures that allow inspire	structures that enable and
structures that allow all	all students to engage in	allow inspire all students to
students to engage in	learning through the core	engage in learning through
learning through the core	curriculum design succeed in	the core curriculum design
curriculum design. This	school and life. This priority	succeed in school and life.
priority references special	references special education	This priority references
education and English	and English Learners in	special education and English
Learners in particular, but	particular, but does not	Learners in particular, but
does not preclude issues	preclude issues like civil	does not preclude issues like
like civil rights and Title IX.	rights and Title IX.	civil rights and Title IX.
B. Safe learning	B. Safe Learning	B. Safe Learning
environments that	Environments that Support	Environments that Support
support students' well-	Students' Wellbeing	Students' Wellbeing
being	Encuring that the appropriate	Encuring that the appropriate
Ensuring that the	Ensuring that the appropriate	Ensuring that the appropriate
appropriate policies,	policies, structures, and	policies, structures, and
structures, and resources	resources, grounded in Nā	resources, grounded in Nā
are in place so learning environments that support	Hopena A'o are in place so learning environments that	Hopena A'o are in place so learning environments that
all students' emotional	support all students'	support all students'
and physical well-being	emotional and physical	emotional and physical
can be cultivated. This	wellbeing can be cultivated.	wellbeing can be cultivated.
includes things that range	This includes things that	This includes things that
from physical facilities to	range from physical facilities	range from physical facilities
policies that prohibit	to policies that prohibit	to policies that prohibit
bullying and discrimination	bullying and discrimination or	bullying and discrimination or
or support physical and	support physical and mental	support physical and mental
mental health to	health to addressing and	health to addressing and
addressing and preparing	preparing for natural and	preparing for natural and
for natural and man-made	man-made disasters. A truly	man-made disasters. A truly
disasters. A truly safe	safe learning environment	safe learning environment
learning environment that	that supports students'	that supports students'

Option 1 Option 2 Option 3					
Option 1	Board Priorities with	Option 3 Board Priorities with			
No changes to 2018-					
2019 Board Priorities	essence of 5 Promises	essence of 5 Promises and			
		changes discussed at			
		06/06/2019 GBM (in blue)			
supports students' well-	wellbeing is one that	wellbeing is one that students			
being is one that students	students themselves want to	themselves want to be in so			
themselves want to be in	be in so they attend school	they attend school regularly			
so they attend school	regularly and willingly,	and willingly, thereby			
regularly and willingly,	thereby reducing chronic	reducing chronic			
thereby reducing chronic	absenteeism.	absenteeism.			
absenteeism.					
C. Student-centered	C. Student-centered	C. Student-centered School			
school design	School Design	Design			
Ensuring that the	Ensuring that the appropriate	Ensuring that the appropriate			
appropriate policies,	policies, structures, and	policies, structures, and			
structures, and resources	resources are in place to	resources are in place to			
are in place to support	support schools designed to	support schools designed to			
schools designed to	engage in encouraging	engage students in rigorous			
engage students in a	students in a to strive	and innovative curriculum and			
rigorous and innovative	beyond what is expected,	encouraging students in a to			
curriculum supported by a	while being mindful of the	strive beyond what is			
purposely designed	values, needs, and welfare	expected, while being mindful			
learning environment with	of others rigorous and	of the values, needs, and			
applied learning practices	innovative curriculum, within	welfare of others, within a			
that are aligned to college	a student and community	student and community			
and careers. Design	purposely designed learning	purposely designed learning			
includes every aspect of a	environment with applied	environment with applied			
school: physical facilities,	learning practices that is	learning practices that is			
school models, themes,	aligned to college and	aligned to college and			
resources, partners	careers. Design includes	careers. Design includes			
(families, communities,	every aspect of a school:	every aspect of a school:			
and organizations), school	physical facilities, school	physical facilities, school			
day schedule,	models, themes, resources,	models, themes, resources,			
pedagogical approaches,	partners (families,	partners (families,			
allocation of teacher	communities, and	communities, and			
collaboration time,	organizations), school day	organizations), school day			
technology, governance,	schedule, pedagogical	schedule, pedagogical			
and organizational	approaches, allocation of	approaches, allocation of			
structure.	teacher collaboration time,	teacher collaboration time,			
	technology, governance, and	technology, governance, and			
	organizational structure.	organizational structure.			
D. Staff professional	D. Staff Professional	D. Staff Professional			
development,	Development, Recruitment,	Development, Recruitment,			
recruitment, and	and Retention	and Retention			
retention					
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Option 1	Option 2	Option 3
No changes to 2018-	Board Priorities with	Board Priorities with
2019 Board Priorities	essence of 5 Promises	essence of 5 Promises and
		changes discussed at
		06/06/2019 GBM (in blue)
Ensuring that the	Ensuring that the appropriate	Ensuring that the appropriate
appropriate policies,	policies, structures, and	policies, structures, and
structures, and resources	resources are in place to	resources are in place to
are in place to allow for	allow for the establishment of	allow for the establishment of
the establishment of a	a dynamic learning	a dynamic learning
dynamic learning community designed to	community that is responsive to student reflections on the	community <u>that is responsive</u> to parent and student
continuously develop staff	quality and relevance of their	reflections on the quality and
capacity to lead the work	learning and designed to	relevance of their the
that results in high student	continuously develop staff	student's learning and
achievement and the	capacity to lead the work that	designed to continuously
development of clear	results in high student	develop staff capacity to lead
leadership pathways,	achievement and the	the work that results in high
supports, and incentives	development of clear	student achievement and the
that attract and retain	leadership pathways,	development of clear
talent.	supports, and incentives that	leadership pathways,
	attract and retain talent.	supports, and incentives that
E. Communication and	E. Communication and	attract and retain talent. E. Communication and
engagement	Engagement	Engagement
Ensuring that the	Ensuring that the appropriate	Ensuring that the appropriate
appropriate policies,	policies, structures, and	policies, structures, and
structures, and resources	resources are in place so the	resources are in place so the
are in place so the	Department and Board	Department and Board
Department and Board	thoughtfully and intentionally	thoughtfully and intentionally
thoughtfully and	engage with students, staff,	engage with students, staff,
intentionally engage with	families, and community	families, and community
students, staff, families,	stakeholders in two-way	stakeholders in two-way
and community	communications that will	communications that will help
stakeholders in two-way	help to inform decision-	to inform decision-making
communications that will	making and priority setting (particularly with respect to	and priority setting
help to inform decision- making and priority setting	the development of a new	(particularly with respect to the development of a new
and improve transparency	strategic plan) and improve	strategic plan) and improve
and access to information.	transparency and access to	transparency and access to
	information.	information.