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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.[1]

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

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[1] Available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_2019-06-
06_Action%20on%20Board%20and%20Department%20Strategic%20Priorities.pdf

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.

Exhibit A

Three options for 2019-2020 Strategic Priorities

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

Option 1 No changes to 2018-2019 Board Priorities	Option 2 Board Priorities with essence of 5 Promises	Option 3 Board Priorities with essence of 5 Promises and changes discussed at 06/06/2019 GBM (in blue)
supports students' well-being is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism.	wellbeing is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism.	wellbeing is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism.
C. Student-centered school design	**C. Student-centered School Design**	**C. Student-centered School Design**
Ensuring that the appropriate policies, structures, and resources are in place to support schools designed to engage students in a rigorous and innovative curriculum supported by a purposely designed learning environment with applied learning practices that are aligned to college and careers. Design includes every aspect of a school: physical facilities, school models, themes, resources, partners (families, communities, and organizations), school day schedule, pedagogical approaches, allocation of teacher collaboration time, technology, governance, and organizational structure.	Ensuring that the appropriate policies, structures, and resources are in place to support schools ~~designed to engage in~~ encouraging students ~~in a~~ to strive beyond what is expected, while being mindful of the values, needs, and welfare of others ~~rigorous and innovative curriculum~~, within a student and community ~~purposely~~ designed learning environment ~~with applied learning practices~~ that is aligned to college and careers. Design includes every aspect of a school: ~~physical~~ facilities, school models, themes, resources, partners (families, communities, and organizations), school day schedule, pedagogical approaches, allocation of teacher collaboration time, technology, governance, and organizational structure.	Ensuring that the appropriate policies, structures, and resources are in place to support schools designed to engage students in rigorous and innovative curriculum and encouraging students ~~in a~~ to strive beyond what is expected, while being mindful of the values, needs, and welfare of others, within a student and community ~~purposely~~ designed learning environment ~~with applied learning practices~~ that is aligned to college and careers. Design includes every aspect of a school: ~~physical~~ facilities, school models, themes, resources, partners (families, communities, and organizations), school day schedule, pedagogical approaches, allocation of teacher collaboration time, technology, governance, and organizational structure.
D. Staff professional development, recruitment, and retention	**D. Staff Professional Development, Recruitment, and Retention**	**D. Staff Professional Development, Recruitment, and Retention**

Option 1 No changes to 2018-2019 Board Priorities	Option 2 Board Priorities with essence of 5 Promises	Option 3 Board Priorities with essence of 5 Promises and changes discussed at 06/06/2019 GBM (in blue)
Ensuring that the appropriate policies, structures, and resources are in place to allow for the establishment of a dynamic learning community designed to continuously develop staff capacity to lead the work that results in high student achievement and the development of clear leadership pathways, supports, and incentives that attract and retain talent.	Ensuring that the appropriate policies, structures, and resources are in place to allow for the establishment of a dynamic learning community that is responsive to student reflections on the quality and relevance of their learning and designed to continuously develop staff capacity to lead the work that results in high student achievement and the development of clear leadership pathways, supports, and incentives that attract and retain talent.	Ensuring that the appropriate policies, structures, and resources are in place to allow for the establishment of a dynamic learning community that is responsive to parent and student reflections on the quality and relevance of their the student's learning and designed to continuously develop staff capacity to lead the work that results in high student achievement and the development of clear leadership pathways, supports, and incentives that attract and retain talent.
E. Communication and engagement	**E. Communication and Engagement**	**E. Communication and Engagement**
Ensuring that the appropriate policies, structures, and resources are in place so the Department and Board thoughtfully and intentionally engage with students, staff, families, and community stakeholders in two-way communications that will help to inform decision-making and priority setting and improve transparency and access to information.	Ensuring that the appropriate policies, structures, and resources are in place so the Department and Board thoughtfully and intentionally engage with students, staff, families, and community stakeholders in two-way communications that will help to inform decision-making and priority setting (particularly with respect to the development of a new strategic plan) and improve transparency and access to information.	Ensuring that the appropriate policies, structures, and resources are in place so the Department and Board thoughtfully and intentionally engage with students, staff, families, and community stakeholders in two-way communications that will help to inform decision-making and priority setting (particularly with respect to the development of a new strategic plan) and improve transparency and access to information.