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June 6, 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.   EXECUTIVE SUMMARY

- The Board of Education ("Board") should consider the adoption of Board and Department of Education ("Department") strategic priorities for the 2019-2020 School Year ("2019-2020 Strategic Priorities"), which the Superintendent can use to develop her Superintendent Priorities for the 2019-2020 School Year.

- To initiate the development of a new strategic plan, Superintendent has introduced five promises, which generally correspond with last year's five strategic priorities.

- The proposal for the 2019-2020 Strategic Priorities started with the language of the strategic priorities from last year, identified a promise that corresponds to the strategic priority, and inserted the essence of the corresponding promise into the strategic priority. A table with the side-by-side comparison of the proposed 2019-2020 Strategic Priorities (redlined), 2018-2019 Strategic Priorities, and the five promises is in **Exhibit A**. A clean copy of the draft 2019-2020 Strategic Priorities are attached as **Exhibit B**.

- The Board, Department, and public should discuss the shifts in thinking necessary if the public education system described in the five promises is what we want. These shifts are: (1) from content coverage to lifelong learners, (2) from quantitative to qualitative measures, (3) shifting decision making from state level to school level, (4) from "what we have always done" to better solutions.

II. BACKGROUND

At its October 17, 2017 general business meeting, the Board adopted a new superintendent evaluation process based on best practices, process elements, and performance standards found in other model superintendent evaluations from across the nation while grounding the evaluation process in Board Policy E-3, Nā Hopena Aʻo.

In connection to the Superintendent Evaluation Process, during the Board's first meeting in June, the Board and Superintendent are to mutually agree upon and set the Board and Department strategic priorities for the upcoming school year. While the strategic priorities are not part of the formal evaluation, the Superintendent can use the strategic priorities to develop and propose Superintendent Priorities at the next Board meeting.

In June 2017, the Superintendent Evaluation Process was not in place. As such, then-Board Chairperson Lance Mizumoto tasked each of the standing committees with developing and adopting strategic priorities to shape and guide committee agendas for the 2017-2018 School Year based on the Joint Board and Department Strategic Plan for the 2017-2020 School Years ("Joint Strategic Plan"). Each of the standing committees adopted committee priorities.[1]

On June 7, 2018, the Board adopted strategic priorities for the 2018-2019 school year ("2018-2019 Strategic Priorities").[2] These priorities were drafted using the Joint Strategic Plan, feedback from internal and external stakeholders gathered as a part of the 2017-2018 Superintendent Evaluation Process, and discussions at

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[1] The Student Achievement Committee adopted its strategic priorities on October 3, 2017, available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC_2017-10-03_Committee%20Action%20on%20Committee%20Strategic%20Priorities.pdf. The Human Resources Committee adopted its strategic priorities on September 5, 2017, available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/HR_2017-09-05_Committee%20Action%20on%20Committee%20Strategic%20Priorities.pdf. The Finance and Infrastructure Committee adopted its strategic priorities on October 17, 2017, available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC_2017-10-17_Committee%20Action%20on%20Committee%20Strategic%20Priorities.pdf. The Audit Committee uses its Internal Audit Plan as its strategic priority document. The audit plan for the 2017-2018 school year was adopted on May 2, 2017, available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Audit_050217_Committee%20Action%20on%20the%20DOE%27s%20Updated%20RA%20and%20IA%20Plan%20July%201,%202017-June%2030,%202020.pdf.
[2] The Board adopted its strategic priorities on June 7, 2018, available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_2018-06-07_Action%20on%20Board%20and%20Department%20Strategic%20Priorities.pdf

meetings and Board and committee agendas. The standing committees declined to adopt committee priorities for the 2018-2019 School Year.

This year, the Board will again consider adopting strategic priorities that will guide the Board and Department's work for the upcoming school year. Like last year, these priorities were drafted using the Joint Strategic Plan, feedback from internal and external stakeholders gathered as a part of the 2018-2019 Superintendent Evaluation Process, and discussions at meetings and Board and committee agendas. There was an additional element considered for this year's strategic priorities, namely the transition to a new strategic plan because the current strategic plan runs to the end of the 2019-2020 School Year. I describe in further detail below how this element was incorporated into the strategic priorities.

I would also like the Board to consider adopting committee priorities for its Student Achievement, Human Resources, and Finance and Infrastructure committees based on the Board's strategic priorities. I plan on providing a proposal for consideration at the Board's June 20, 2019 meeting.

III. **LEVELS OF PRIORITIES**

The strategic priorities were drafted at the level appropriate for the Board to provide direction to the Superintendent, Department, and its committees. **Figure 1** below illustrates the different levels of goal setting. The 2019-2020 Strategic Priorities reference the work that is within the Board's jurisdiction, namely ensuring that the appropriate policies, structures, and resources are in place to support these priorities. Because the Board is a policy-making board, it is not appropriate for the Board to be deeply involved in implementation or managing at a detailed level.

Note that these priorities cover broad areas and are not meant to be "solved" in a single year. The Board acknowledges that the Joint Strategic Plan has goals that cover almost every aspect of public education; these strategic priorities are designed to help the Board and Department focus on broad but discrete sectors of the Joint Strategic Plan.

Figure 1

Joint Strategic Plan

Board Priorities

Committee Priorities

Superintendent Priorities

In contrast, committee priorities are at the level appropriate for a committee. These priorities should be drafted as specific goals with SMART indicators (Specific, Measurable, Achievable, Relevant, Time-based) that the committee should be able to complete in a specific timeframe. This will allow the committee to produce measureable outputs and outcomes and determine whether the Board made progress towards the 2019-2020 Strategic Priorities. In this way, the committee priorities are similar to Superintendent Priorities, which should also be designed to strategically focus on issues and produce measurable outcomes in a specific timeframe. As stated, I plan on providing a proposal regarding committee priorities for consideration at the Board's June 20, 2019 meeting.

IV. **STRUCTURE, TRANSITION, AND DESCRIPTION OF PRIORITIES**

Structure of priorities. The Board priorities are listed in order of significance, so the most attention should be given to the priorities listed first. The order of the priorities did not change from last year, so the Board's primary attention for the upcoming school year will again be on equity and access.

Transition from current Joint Strategic Plan. Because we are entering the last year of the 2017-2020 Joint Strategic Plan, the Board, Superintendent, Department, and the public have started discussing what that next iteration of strategic planning will look like. The Superintendent has proposed five promises that describe what is happening in schools now and what will be achieved in every school by 2030. The five promises are a great way to start the discussion about what is going on in schools now and what we envision for all of our public schools in the future.

I believe that the 2019-2020 Strategic Priorities should serve as a bridge between our current strategic plan and our vision for the future strategic plan. Because the language of the promises themselves and the specifics within them are still being discussed, I have identified what I believe is the essence of each of the promises instead of focusing on the language of the promises. I used plain language to describe these essences, emulating (and sometimes using) the plain, but powerful language that describes the Nā Hopena Aʻo learning outcomes.[3] I believe that the changes are small, but significant.

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[3] The six learning outcomes are: (1) Strengthened Sense of Belonging, (2) Strengthened Sense of Responsibility, (3) Strengthened Sense of Excellence, (4) Strengthened Sense of Aloha, (5) Strengthened Sense of Total Well-being, and (6) Strengthened Sense of Hawaiʻi. The Nā Hopena Aʻo learning outcomes are described in this document, available at:
http://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf

For each of the strategic priorities below, I will provide a brief description and the language of the 2018-2019 version of the strategic priority, identify the corresponding promise, describe the essence of the corresponding promise, and then show how the essence is inserted into the strategic priority.

A. **<u>Equity and access</u>**. The 2018-2019 Strategic Priority on Equity and Access focused on ensuring that the appropriate policies, structures, and resources were in place to guarantee the advancement of access and support structures that allow all students to engage in learning through the core curriculum design, in particular, students that receive special education services and English learners. Equity and access, however, includes a myriad of other issues, including civil rights and Title IX. The 2018-2019 Strategic Priority on Equity and Access was as follows:

> "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."

The corresponding promise is Equity, which reads as follows:

> "Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. *Access; personalization; community; closing achievement gaps; quality*"

The essence of the Equity promise is the "mitigat[ion of] disempowering differences to enable [students] to thrive academically, socially, and civically." I believe that this translates into "inspire all students to succeed in school and life," which is taken from the Nā Hopena Aʻo Learning Outcome on Strengthened Sense of Excellence.

Inserting the essence of the Equity promise into the 2018-2019 Strategic Priority on Equity and Access would result in the following:

> "<u>Equity and Access</u>. Ensuring that the appropriate policies, structures, and resources are in place to guarantee the advancement of access and support structures that <s>allow</s> <u>inspire</u> all students to <s>engage in learning through the core curriculum design</s> <u>succeed in school and life</u>. 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.** The 2018-2019 Strategic Priority on Safe learning environments that support students' well-being focused on learning environments that support all students and their emotional and physical well-being, free from bullying and discrimination and protecting their civil rights. Safe learning environments are, in large part, defined by and drawn from equity and access. A truly safe learning environment that supports students' well-being is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism. The Board acknowledges that the causes of chronic absenteeism are complex and not driven solely by a student's desire to attend school, so the problem will not be solved by learning environments alone. However, focusing on cultivating these environments and the supports students need encourages greater understanding of the barriers that students face and helping them to demolish these barriers so they can access a quality education.

The 2018-2019 Strategic Priority on Safe learning environments that support students' well-being was as follows:

> "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 supports students' well-being is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism."

The corresponding promise is Hawaii, which reads as follows:

> "Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution. *Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being*"

I believe that the essence of the Equity promise is the grounding in Nā Hopena A'o.

Inserting the essence of the Hawaii promise into the 2018-2019 Strategic Priority on Safe learning environments that support students' well-being would result in the following:

> "<u>Safe Learning Environments that Support Students' Wellbeing</u>. Ensuring that the appropriate policies, structures, and resources, <u>grounded in Nā Hopena A'o</u> 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.~~[4] A truly safe learning environment that supports students' 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.** The 2018-2019 Strategic Priority on Student-centered school design focused on further building on the foundation of equity and access and safe learning environments by providing a holistic way of thoughtfully designing a school to achieve these priorities. Student-centered design is meant to be thought of in an expansive way that goes beyond brick-and-mortar facilities (although facilities will continue to play a large role in this) because a school is a sum of its many parts and is not just a building.

The 2018-2019 Strategic Priority on Student-centered school design was as follows:

> "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."

The corresponding promise is School Design, which reads as follows:

> "Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaiʻi. *Core values; curriculum; infrastructure; magnets; college & career; partners*"

There are two ideas that comprise the essence of the School Design promise. The first is that the "[s]tudents will be immersed in excellent learning environments." The Nā Hopena Aʻo Learning Outcome on Strengthened Sense of Excellence states that students will be able to "strive beyond what is expected." The Nā Hopena Aʻo Learning Outcome on Strengthened Sense of Responsibility states that students will be "mindful of the values, needs, and welfare of others." Based on the language in these outcomes, I believe that

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[4] The second sentence describing what is included in safe learning environments should be deleted because it is unnecessary.

what we mean by "excellent learning environments" is that we want to "encourage students to strive beyond what is expected while being mindful of the values, needs, and welfare of others."

The second idea is that the learning environments will be "thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i." This is translated into a "student and community designed learning environment."

Inserting the essence of the School Design promise into the 2018-2019 Strategic Priority on Student-centered school design would result in the following:

"Student-centered School Design. 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~~[5] 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. The 2018-2019 Strategic Priority on Staff professional development, recruitment, and retention focused on the staff that needs to do the work supporting the priorities. Staff must be provided with resources and support. This priority requires us to look internally to recognize and stimulate existing capacity, and also to look externally to recruit talent. This priority guides the Board and Department to look at ways to attract and retain talent, including mentoring programs, housing, and supports.

The 2018-2019 Strategic Priority on Staff professional development, recruitment, and retention was as follows:

"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."

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[5] The word "physical" should be removed because it is unnecessary.

The closest corresponding promise language is Empowerment, which reads as follows:

> "Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. *Engagement; civic & policy voice; tri-level leadership; discovery; choice*"

The essence of the Empowerment promise is "[s]tudents will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn." There are two Nā Hopena Aʻo Learning Outcomes referenced here, both Responsibility and Belonging. A student with a strengthened sense of belonging is demonstrated when the student is "able to interact respectfully for the betterment of self and others," which includes communicating "with clarity and confidence" and "[a]ctively participat[ing] in school and communities." Based on the foregoing, I believe that the essence of the Empowerment promise translates into "a dynamic learning community that is responsive to student reflections on the quality and relevance of their learning[.]"

Inserting the essence of the Hawaii promise into the 2018-2019 Strategic Priority on Staff professional development, recruitment, and retention would result in the following:

> "<u>Staff Professional Development, Recruitment, and Retention</u>. 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."

It is important to note that there is no one promise that is centered around staff professional development, recruitment, and retention. While this is an essential element, its absence as a separate promise in the future strategic plan makes sense because the promises appear to be drafted around a truly student-centered vision. This requires a shift in thinking from how adults experience things to how the students are experience them. As such, the Board will need to think about how to shift this priority so that it is student-centered or how and where this priority is incorporated in a new worldview.

E. **Communication and engagement.** Communication and engagement are important to all of the priorities listed above because the Board and Department need to hear the voices of students, families, staff, and stakeholders to understand the specific ways in which each of the priorities is important. The Board and Department also need to communicate with students, families, staff,

and stakeholders to talk to them about the decisions being made and how these decisions are meant to advance priorities that are important to all.

There is no one promise that is centered around communication and engagement. However, similar to the strategic priority on staff professional development, recruitment, and retention, it makes sense that this priority is not reflected in a promise because of the shift to the student-centered vision. As such, the Board will need to think about whether to shift this priority so that it is student-centered or how and where this priority is incorporated in a new worldview.

The 2018-2019 Strategic Priority on Communication and Engagement was as follows:

> "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."

The Empowerment promise has strong connections with this strategic priority because it talks about how students will develop their voice and contribute by providing input. But, I would like to propose that the Board retain this strategic priority and include language that adds a specific references to two-way communication with respect to the development of the new strategic plan. I would like the Board to consider ways in which it can engage students, staff, families, communities and stakeholders in these conversations, particularly with regard to the shifts in thinking that I describe in Section V below.

> 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 (particularly with respect to the development of a new strategic plan) and improve transparency and access to information.

F. **Innovation.** The Superintendent has proposed a promise relating to innovation, but the Board does not have a strategic priority specifically for innovation. Innovation has traditionally been viewed as how something is done, versus a "what" that needs to be achieved. The Board has consistently supported trying new ideas, replacing outdated practices, and driving toward new solutions and has encouraged innovation in a number of areas. The Board may need to shift its perspective on innovation with the new strategic plan and can use this year to think about this and whether it wants to adopt a structure where innovation is

a separate promise. I do not, however, propose adopting a new strategic priority relating to innovation at this time.

This is not meant to be an exhaustive list of all of the things the Board will cover in the upcoming year, but is designed to focus the Board and Department's work on priorities that will help the Board as a whole to make progress on Joint Strategic Plan goals. The Board is responsible for other areas of public education, such as public libraries and charter schools, which the Joint Strategic Plan and these priorities do not cover.

V.   <u>SHIFTS IN THINKING</u>

I understand that the five promises were drafted based on various documents, including Hawai'i's Blueprint for Public Education (2017) ("Blueprint"), the Joint Strategic Plan, and the Superintendent's high impact strategies (school design, student voice, and teacher collaboration) and learning organization structure. The Department also reviewed the extensive public feedback received during the processes used to develop the Blueprint and the Joint Strategic Plan when developing these promises. Because of this, the Department is starting with the premise that these promises are what the public wants its public education system to look like. I agree that there were unprecedented efforts made to reach out to the public during the development of the Blueprint and Joint Strategic Plan and there is a wealth of data to draw on, so it is not necessary to make another effort to get this feedback.

What I believe is valuable, however, is to take a look at our current worldview and reflect on how our worldview will need to change if we decide to adopt the vision contained in these promises. I am highlighting these four shifts in thinking because I would like the Board and Department to have discussions about these shifts and how the Board, Department, and the public will need to change their way of thinking about public education if we, as a state, embrace these promises. The shifts are also pertinent to the proposal to change Strategic Priority E, Communication and Engagement, which requires the Department and Board to "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 <u>(particularly with respect to the development of a new strategic plan)</u>." Emphasis added.

<u>From Content Coverage to Lifelong Learners</u>. To move toward from the traditional view of Equity and Access to the model in the Equity Promise, there must be a change in the goal of instruction. The goal would shift from mandated content

coverage and demonstration of isolated, discrete skills to developing lifelong learners. Instead of teaching students content, we want to develop learners who develop metacognitive skills to understand how they learn, learn how to access tools to understand and solve a problem or design multiple solutions, show empathy for others in their community and engaging in community issues, and engage in authentic research and contributing to a knowledge base. There is also a second shift contained within the Equity Promise, a broadening of the definition of student success. The traditional view in the 2018-2019 Strategic Priority on Equity and Access focuses on academics by looking at how all students can engage in learning through the core curriculum design. The Equity Promise looks at student success broadly, as encompassing social skills and civics as well as academics.

From Quantitative to Qualitative Measures. The Hawaii Promise looks to measure our public education system by its grounding in Nā Hopena Aʻo, how it powers a multilingual society, and honors Hawaii's local and global contribution. These are important aspects, but they are very different from the quantitative measures that traditional accountability systems have been built on. In order to make this shift, the Department, Board, and the public must be ready to let go of long-held beliefs and primary reliance on standardized testing results in favor of qualitative measures like the six outcomes of Nā Hopena Aʻo[6] and what results from the work being done on the Every Student Succeeds Act Innovative Assessment Pilot. We need to engage in a conversation of what we value and then how to measure what we value.

Shifting decision making from state level to school level. Part of the Empowerment Promise includes shifting decision making and accountability for school design and curriculum from the complex and state levels to the school level, closest to the students.[7] At the school level, the shift would result in things like school leadership teams partnering with teachers to design schools aligned with student voice and interests, community resources, parent input, and local context. The complex area and state levels would shift its work to focus on capacity building, leadership development, talent management, standard setting, resource development, and collaborative planning and articulation in support of each school's articulated

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[6] The six outcomes are: (1) Strengthened Sense of Belonging, (2) Strengthened Sense of Responsibility, (3) Strengthened Sense of Excellence, (4) Strengthened Sense of Aloha, (5) Strengthened Sense of Total Well-being, and (6) Strengthened Sense of Hawaiʻi. The Nā Hopena Aʻo Learning Outcomes are in a document available at: http://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf

[7] See the second page of the vision statement for the promises, *Equity, Excellence & Innovation, Moving toward a 10-year HIDOE Action Plan* (January 2019), Section on Empowerment Framework, available at: http://www.hawaiipublicschools.org/DOE%20Forms/10year-online.pdf

needs. Shifts at both levels must happen to ensure proper supports for empowerment at the school level. At the Board level, the Board would need to understand which decisions are shifting from the complex area and state levels to the school level and whether any decision-making and accountability powers it currently exercises will be shifted to its school-level counterpart, the School Community Council.

From "what we have always done" to better solutions. The Innovation Promise requires a shift from just doing "what we have always done" to trying new ideas, replacing dated practices, driving toward better solutions. These words are not contained in the Innovation Promise, but are a part of the vision statement for the promises.[8] It also includes creating an environment where we are open to learning from one another ways to elevate our collective work, push capacity and improve student learning. This shift is an important foundation on which the Innovation Promise will be built. The Department, Board, and public need to understand what creating this environment will require, whether it means wholesale discarding existing systems, just changing an everyday mindset and approach, or something else.

VI. **RECOMMENDATION**

I recommend that the Board adopt the strategic priorities listed in **Exhibit B**, attached to this June 6, 2019 memorandum, as the Board and Department's priorities for the 2019-2020 School Year.

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[8] See the second page of the vision statement for the promises, *Equity, Excellence & Innovation, Moving toward a 10-year HIDOE Action Plan* (January 2019), Section on Innovation, available at: http://www.hawaiipublicschools.org/DOE%20Forms/10year-online.pdf

**Side-by-side comparison of the proposed 2019-2020 Strategic Priorities
(redlined), 2018-2019 Strategic Priorities, and the five promises**

2019-2020 Board Priorities	2018-2019 Board Priorities	5 Promises
A. Equity and Access	**A. Equity and access**	**Equity**
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 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.	Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. *Access; personalization; community; closing achievement gaps; quality*
B. Safe Learning Environments that Support Students' Wellbeing	**B. Safe learning environments that support students' well-being**	**Hawaii**
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' wellbeing is one that students themselves want to be in so they attend school regularly and willingly,	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 supports students' well-being is one that students themselves want to be in so they attend school regularly and willingly, thereby	Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawaiʻi's local and global contribution. *Nā Hopena Aʻo; languages; culture; context; place-based; safety & total well-being*

2019-2020 Board Priorities	2018-2019 Board Priorities	5 Promises
thereby reducing chronic absenteeism.	reducing chronic absenteeism.	
C. Student-centered School Design	**C. Student-centered school design**	**School Design**
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 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.	Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. *Core values; curriculum; infrastructure; magnets; college & career; partners*
D. Staff Professional Development, Recruitment, and Retention	**D. Staff professional development, recruitment, and retention**	**Empowerment**
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	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	Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.

2019-2020 Board Priorities	2018-2019 Board Priorities	5 Promises
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.	development of clear leadership pathways, supports, and incentives that attract and retain talent.	*Engagement; civic & policy voice; tri-level leadership; discovery; choice*
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 (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 and improve transparency and access to information.	None.
		Innovation
None.	None.	Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. *Applied learning; design thinking; project-based learning; creativity*

Exhibit B
State of Hawaii Board of Education and Department of Education
Strategic Priorities for 2019-2020 School Year

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 inspire all students to 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' Wellbeing

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. A truly safe learning environment that supports students' 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

Ensuring that the appropriate policies, structures, and resources are in place to support schools encouraging students to strive beyond what is expected, while being mindful of the values, needs, and welfare of others, within a student and community designed learning environment that is aligned to college and careers. Design includes every aspect of a school: 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

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.

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 (particularly with respect to the development of a new strategic plan) and improve transparency and access to information.