



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: SBE Long-Term Visioning (Foundations I) and Planning Our Work Ahead (Foundations II)		
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	How can SBE position itself to accomplish its envisioned legacy?	
Relevant to business item:	No direct impact on any specific business items.	
Materials included in packet:	<ul style="list-style-type: none">• SBE's Legacy Visual• Categorized Summary of the SBE Retreat's Foundations I Segment• Consensus list of SBE's near-future work (Foundations II)	
Synopsis:		

During our 2017 annual retreat, in our "Foundations I" segment, Board members and staff collectively engaged through dialogue and activities about SBE's vision, mission, and theory of action. The Board identified its envisioned ten-year legacy, as well as chief vehicles through which to accomplish our ten-year "newspaper headlines."

In our November 8-9 meeting, the Board will use kinesthetic, verbal and visual modalities to review its envisioned legacy and the chief vehicles through which to accomplish it, to create a bridge between the 2017 retreat visioning and the 2018 strategic planning process. This will inform our near-future work, including that which the Board identified during the "Foundations II" segment of the 2017 annual retreat.



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Foundations I: Bridging the 2017 annual retreat and 2018 strategic planning process

SBE'S DESIRED LEGACY: Increased/high achievement for all of Washington's students and elimination of opportunity and achievement gaps.

Equity

1. Develop policy using an equity lens
2. Promote culturally relevant curriculum
3. Challenge our system to increase the expectations of special education students
4. Discuss equity as part of our regular meetings
5. Promote policies that support undocumented families
6. Choosing a handful of issues (be selective)
7. Define opportunity promise
8. Provide leadership and modeling publicly (for equity)
9. Model to local districts on equity leadership
10. Develop policies that will help our schools lead to a more diverse educator workforce
11. Promote social learning that can't be taught in schools
12. Help create a culture of college-going

VEHICLES TO ACHIEVE OUR LEGACY:

Partnership

1. Strengthen P-20 relationships with other organizations
2. Communicate regularly with the Governor and WSSDA
3. With diverse stakeholders, identify what "student success" means
4. Get input from our partners during your next strategic planning process
5. Understand goals of partner agencies
6. Seek input and listen to our partners in the field
7. Fiercely transparent with partners and public
8. Partner with stakeholders to reach further than education
9. Public discourse on important issues
10. Deliberately identify our thought partners when starting a new initiative
11. Recognize Governor's role, goals, and authority
12. Listen to students
13. Stronger, more active relationship with legislators
14. Provide platform for public discourse and transparency
15. Enable and honor the professional expertise/trade of our educators
16. Ask partners if SBE is effective
17. Strengthen our routine working relationship with OSPI
18. Better incorporate student engagement in SBE conversations
19. Engage our key partners in next strategic planning process
20. Reach out to citizens in the state without children who have a view on future goals

21. Proactive work with partners
22. Seek opportunities with our partners for joint legislative priorities
23. Listen to innovative educators more than corporations pushing agendas
24. Look for opportunities to recognize and share success in K-20

Communication

1. Execute an effective communications campaign (about SBE, the AI, etc.)

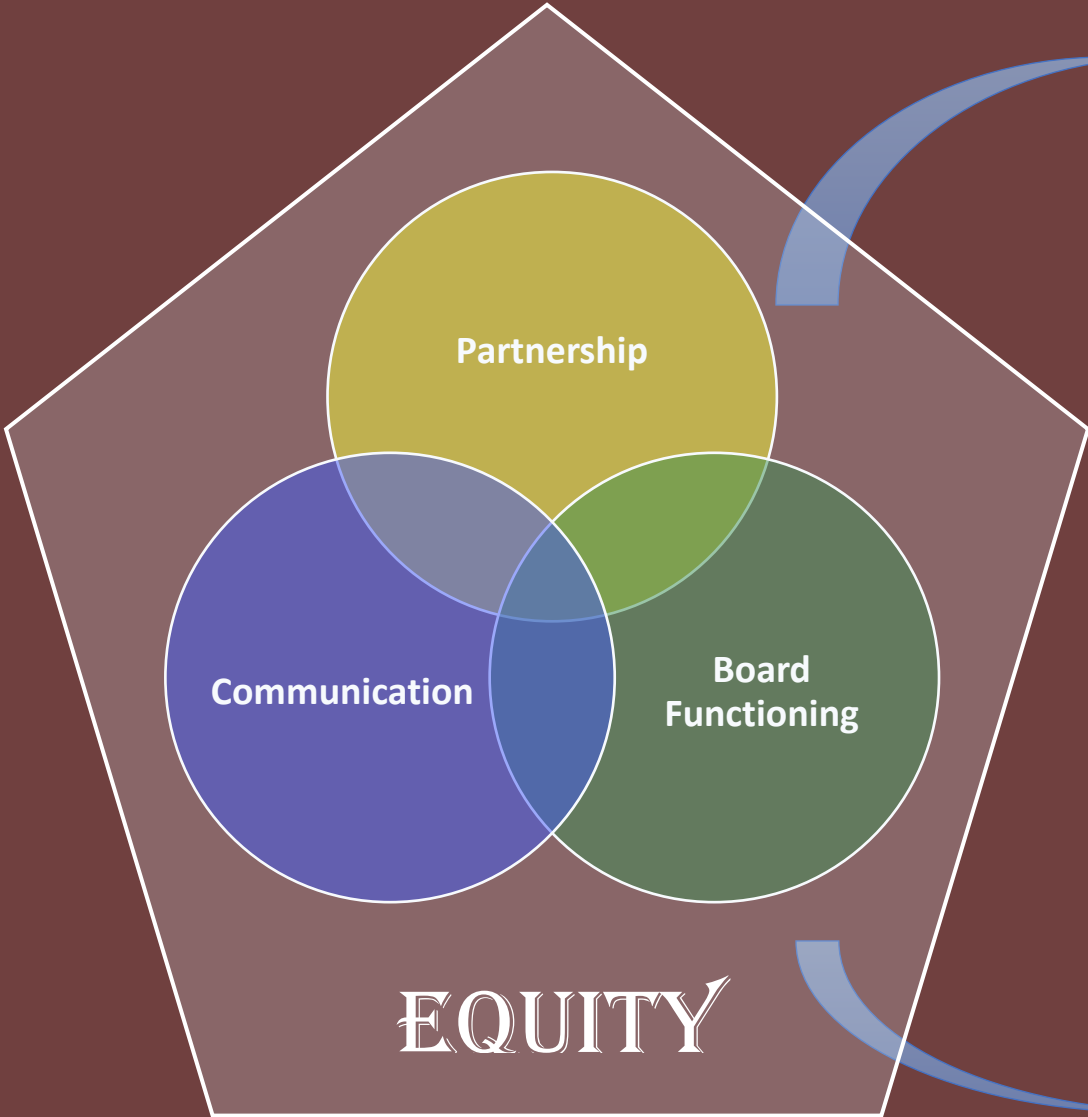
Board function

1. Focus more on the influencing part of our job
2. Improve Board professional development
3. Better process within meeting to reach consensus and make decisions
4. Too many = inch deep, mile wide
5. Goals and priorities driven by research
6. Better board member onboarding and info
7. Use established research as a basis for our positions
8. Recognize that the board has different opportunities depending on the policy area
9. Don't overload our plate
10. Have a common, sustainable direction for multiple years
11. Take the graduate themes we want and look for opportunities to advance broad goals
12. Collaboratively identify best means to achieve goals
13. Defining issues more precisely
14. Within lane, project to address future issues
15. Spend time in board meetings proportionate to the importance of the item
16. Use board members and recognize strengths
17. Focus on top priorities
18. Clearly understand where you have authority to make policy
19. Encourage innovation to meet the needs of all students
20. Increase our reflection (on how things went, to focus toward future)
21. Use the power of questioning to comment on important education issues
22. Identify our "why"
23. Adopt a "yes, and" culture
24. Not being afraid to take on new challenges
25. Build on work we've already done
26. Build our bench – understand where our strengths/opportunities are
27. Make sure in implementation push, we're not getting ahead of resources
28. Empower all SBE staff to execute SBE goals
29. Identify changing business needs
30. Identify societal needs

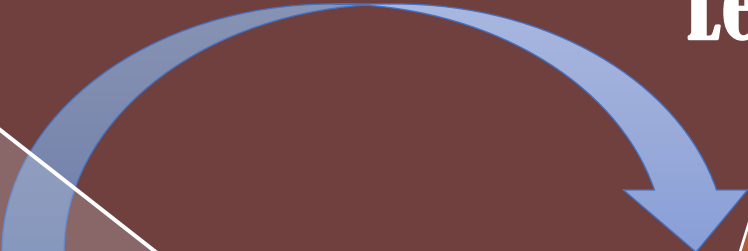
If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

SBE TEN YEAR VISION

Chief Vehicles



SBE Envisioned Legacy





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Near Future Work—Foundations 2

At the Board retreat in September 2017, starting from the [“Planning Our Work Ahead”](#) document, and the [“Guiding Questions for Planning Our Work Ahead.”](#) the Board discussed possible work of the next year, leading into the adoption of a new multi-year strategic plan. The Board winnowed down a list of possible topics and identified two main topics of the work of the near future: 1) examining the implementation of the 24-credit graduation requirements, and 2) Continued research and advocacy on policies that address gap closure. Agenda items on these topics are included at this meeting, and are planned for later meetings.

In addition, the Board discussed how to move forward with career readiness and student transitions. The Board identified a list of topics, and asked for staff feedback on a timeline and suggestions for implementation. The table below summarizes the topics and staff suggestions.

“Planning Our Work Ahead” Board Direction		Staff Suggestions
Possible Follow-up Work on Career Readiness	Continue working with OSPI on supporting career readiness “soft skills” and deeper learning within an expanded High School and Beyond Plan. May include working on a model credit-bearing planning course.	Ongoing. SBE staff will meet and discuss with OSPI staff, and update the Board by the March 2018 Board meeting.
	With OSPI, explore updating the work-based learning rules.	SBE staff in conversation with OSPI staff.
	Advocate for funding for building system- and school-level capacity for career readiness.	Discuss as part of Legislative priorities.
	Report on intersecting practices and ways that other agency partners and stakeholders are working on career readiness. This is to inform the Board so that the Board is working with the appropriate partners on possible policy recommendations or advocacy within the areas of the Board’s authority. Collect further information on statewide definitions of career readiness, career readiness standards, and the use of career readiness assessments.	This information will be addressed in the Career Readiness report being prepared. This report is projected to be completed by November 15, if not sooner.

Possible Follow-up Work on Student Transitions	<p>Partner with WSAC (as well as the SBCTC and universities) on connecting high school instruction and practice to postsecondary instruction and practice. Explore a WSAC/SBE joint meeting on this. Topics include:</p> <ul style="list-style-type: none"> • Bridge to College courses, and connecting high school math to community and technical college math pathways. • High school and beyond planning connecting to Guided Pathways in community and technical colleges. • Planning and guidance on career and college transitions. • Working with WSAC and partners on making the Smarter Balanced assessment more meaningful for students and institutions of higher education, including connecting assessment results to higher education through the transcript or data sharing. 	<p>WSAC staff have been contacted and are receptive. WSAC holds meetings on the off-months of the Board.</p> <table border="0" data-bbox="954 315 1429 703"> <tr> <td>WSAC</td> <td>SBE</td> </tr> <tr> <td>February 8 Tumwater</td> <td>March 7-8 Anacortes</td> </tr> <tr> <td>April 19 Olympia</td> <td>May 9-10 Yakima</td> </tr> <tr> <td>June 15 Vancouver</td> <td>July 11-12 Spokane</td> </tr> <tr> <td>Sept 8 Olympia</td> <td>Sept 11-12 Blaine</td> </tr> </table> <p>Another option discussed with WFB staff is to hold a cross-agency convening of Board and Council members and agency representatives—SBE, WFB, WSAC, SBCTC, DCF and the EOGOAC. This would take place in late summer or fall of 2018. Several key speakers would be identified and invited. In addition to topics of student transitions, discussions would address:</p> <ul style="list-style-type: none"> • Alignment of strategic plans. • Statewide indicators of educational system health. 	WSAC	SBE	February 8 Tumwater	March 7-8 Anacortes	April 19 Olympia	May 9-10 Yakima	June 15 Vancouver	July 11-12 Spokane	Sept 8 Olympia	Sept 11-12 Blaine
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