

## **STRATEGIC PLAN**

### **BACKGROUND**

The State Board of Education hired Berk and Associates to help it create a strategic plan in March 2010. The SBE has discussed ideas for the Strategic Plan at three meetings in March, April and May.

Based on those three meetings, executive committee and staff internal discussions, a draft strategic plan for 2011-14 has been prepared for the Board to discuss at its July Board meeting during the retreat.

### **POLICY CONSIDERATION**

The Board will review and provide feedback on the draft strategic plan for 2011-14 that contains five new goals with objectives, timeline and anticipated results. These five goals would replace the goals in the current strategic plan. The draft strategic plan provides a cross walk to the draft Washington Education Reform Plan as well as how the SBE plan fits into all the other state efforts. In addition to the draft strategic plan, Berk has worked with SBE staff to create SBE roles for the Strategic Plan. Both documents are behind this memo:

1. The State Board of Education Strategic Plan 2011-14 – Attachment A.
2. State Board of Education Strategic Roles – Attachment B.

### **EXPECTED ACTION**

The Board will give final feedback on these documents and provide guidance to staff on the creation of a one year and two year implementation plan. Staff will prepare a final strategic plan, a work plan and a potential budget request for board approval at the September Board meeting.

STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

introduction: policy roles, authority, and policy context

***SBE Mandate and Roles***

In 2005, the Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, it is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education. RCW 28A.305.130 authorizes SBE 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.
- Promote achievement of the goals of RCW 28A.150.210:  
The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop band knowledge and skills essential to:
  1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
  2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
  3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
  4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.
- Approve private schools.
- Articulate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system.

**SBE Roles.** With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 system, including:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system.
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance.
- **Advocacy:** persuading for a particular issue or idea.
- **Communication:** providing information to help a common understanding.
- **Convening and facilitating:** bringing parties together for discussion and collaboration.

## **Statutory Requirements and Ongoing SBE Work**

**Statutorily Required Responsibilities.** SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. The Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- **A More Comprehensive Accountability Framework:** SBE created a framework for statewide accountability; developed recognition program for schools with SBE accountability index; and obtained intervention authority through Required Action for Low Performing Schools.
- **Revised Graduation Requirements:** SBE developed the Core 24 Framework for High School Grad Requirements and continues to work towards graduation requirements that will best prepare today's graduates.
- **Administrative Responsibilities.** SBE also sets the cut scores for student proficiency and other performance levels on the state assessments; monitors local school district compliance with the basic education act and approves waivers of the required 180 days of student instruction.

**Special Legislative Assignments.** In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma.
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule.
- Completing a science standards review; science curriculum review; and a math standards and curriculum review.
- Drafting several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report.
- Implementing a new efficiency waiver pilot for small school districts.
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues.

SBE also holds seats on the following boards and workgroups: the Quality Education Council (QEC); Data Governance Committee; Education Research and Data Center Workgroup; Building Bridges Student Support Work Group; Race to the Top grant steering and coordinating committees; and the Science, Technology, Engineering, and Mathematics (STEM) work group. In addition, SBE consults with the Achievement Gap and Oversight Committee and Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

## **SBE Has Many Stakeholders**

**Defining SBE's Stakeholders.** SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the Washington Education Association (WEA), the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of

SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations.

**Coordinating with Other State Agencies.** SBE works within a network of multiple agencies including the Governor's Office, the Legislature and its committees, OSPI, PESB, and the Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' strategies and priorities are, the greater the benefit will be to the citizens of the State of Washington.

### ***The Federal Context: Race to the Top Policies and Funding***

Race to the Top (RTTT) funding is a competitive state grant program administered by the U.S. Department of Education, designed to encourage and reward states that are implementing ambitious plans in four core education reform areas. These four federal assurances represent aspects of high-performing school systems:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction.
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart and transformation.

The Board participated in forming a coalition to obtain approval of Race to the Top grant funding in the 2010 Legislative session to help make Washington more competitive for this federal grant funding. SBE serves on the Race to the Top Steering Committee.

### ***The State Context: Development of the Washington State Education Reform Plan***

The 2010 draft State Education Reform Plan is designed to significantly advance Washington's K-12 achievements levels. SBE has served as a catalyst to help define and create the Education Reform Plan and move it forward. The State Education Reform Plan's Vision is:

*All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.*

The Plan identifies four large goals for Washington:

1. Enter kindergarten prepared for success.
2. Be competitive in math and science nationally and internationally.
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps.
4. Graduate able to succeed in college, training, and careers.

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's

progress in achieving its goals will be a major focus for SBE in the next several years.

### ***Current State of Washington's K-12 Education***

SBE staff has created a Current State of Washington K-12 Education series of charts and information. (The Board's July FYI packet will include the full packet of information.) The major conclusions from that work are:

- Washington performs above average on national measures (i.e. NAEP and AP test scores) of K-12 academic achievement.
- Our incoming kindergarteners are often underprepared for success in five major domains: physical well being, health, and motor development, social and emotional development, approaches toward learning, cognition and general knowledge, and language and literacy.
- Despite some academic success on national measures, our students struggle to meet the Washington math and science standards.
- There is a significant and persistent academic achievement gap.
- Graduation rates and dropout rates remain relatively constant over the past six years. Ethnic and racial minority students and low-income students are much more likely to drop out than their white and Asian peers.
- Compared to other states, lower percentages of high school graduates go immediately to college; Washington ranks 45th in the nation.
- Funding for K-12 education has grown steadily, but Washington is ranked 45th in the nation for per pupil expenditures.

## State Board of Education Strategic Plan: 2011-2014

### Vision, Mission, and Summary of Goals

#### VISION

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

#### MISSION

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

#### SUMMARY OF GOALS

- Goal 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**
- Goal 2: Collaborate with OSPI and Local School Districts to Close the Academic Achievement Gap for Underperforming Students**
- Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Post-Secondary Education**
- Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- Goal 5: Advocate for Policies to Develop the Most Highly Effective Pre K-12 Teacher Workforce in the Nation**

## Goals and Action Strategies

### GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON.

#### A. Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain Legislative approval.

- Conduct broad stakeholder outreach to build understanding, obtain meaningful input, and achieve buy-in of the Plan.
- Together with the Governor, OSPI, and PESB develop an actionable work plan for the Reform Plan's implementation, delineating clear roles and responsibilities.

**Timeline:** 2010-2011

**Results:**

- A visible, credible, and actionable Education Reform Plan that has significant buy-in from key stakeholders will be finalized by May 2011.
- Legislature will approve the Education Reform Plan by April 2011.

#### B. Take a lead role in implementing the State Education Reform Plan and Race to the Top Grant, if awarded.

- Adopt the State Education Reform Plan's performance targets as SBE's performance improvement goals.
- Help create and implement a system to track the State's performance in implementing the Education Reform Plan's work plan and Race to the Top Grant.
- Advocate to the QEC and the Legislature for a phased funding plan to support Education Reform Plan priorities.

**Timeline:** 2010-2017

**Results:**

- The education priorities to reform Washington's education system will be funded by the Legislature and implemented by local school districts.
- SBE will adopt the Education Reform Plan's performance targets as its own performance goals by 2011.
- SBE will have a tracking system in place for reviewing its performance goals against the Reform Plan by 2011.
- A phased funding plan to support the Education Reform Plan will be in place by 2011-13, will be funded by 2013-15, and will be evaluated by 2015-17.

#### C. Catalyze educational governance reform in Washington.

- Communicate the current state of Washington's education system, including developing a systems map that creates a visual picture of inter-relationships and how the system operates.
- Engage stakeholders in an examination of the state's educational governance system and make recommendations.
- Seek stakeholder agreement to develop a process and obtain funding to conduct a comprehensive system assessment.
- Collaborate with agencies and stakeholders to develop a Legislative proposal that will streamline the system, making it more effective and clarifying roles and responsibilities.

**Date Accomplished:** 2011-12

**Results:** Legislative proposals to enact a more effective governance system will be adopted in 2012

**GOAL 2: COLLABORATE WITH OSPI AND LOCAL SCHOOL DISTRICTS TO CLOSE THE ACADEMIC ACHIEVEMENT GAP FOR UNDERPERFORMING STUDENTS.**

**A. Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.**

- Assist in oversight of State Education Reform Plan goals and measurable objectives.
- Implement the Required Action process for lowest achieving schools.
- Create recognition awards for schools that close the achievement gap and showcase best practices.
- Revise the school improvement plan rules (and add district improvement plan) to address research-based strategies to close achievement gap and build meaningful family engagement.
- Develop and recommend to the Legislature state models that complement federal models for required and voluntary action for the bottom 5 percent of lowest achieving schools.

**Timeline: 2010-12**

**Results:**

- Schools and their districts will receive recognition and intervention based on their performance by 2011.
- School improvement plan rules will be revised by 2012.
- State models for the bottom 5 percent of lowest achieving schools will be developed by 2012.

**B. Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3<sup>rd</sup> grade.**

- Advocate to the Legislature for funding of all-day Kindergarten and reduced class sizes.
- Support strategies to maximize children's potential for learning, including the establishment of intervention mechanisms for children that are struggling.
- Advocate for high family engagement and the importance of parents' roles as their children's first teachers.

**Timeline: 2010-2018**

**Results:**

- 85 percent of students eligible for kindergarten will attend a full time kindergarten program by 2018.<sup>1</sup>
- Early intervention strategies will be in place for all students grades K-3 in all elementary schools by 2013.

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<sup>1</sup> Performance targets are based on draft Washington Education Reform Plan and subsequent funding from the Legislature.



- 85 percent of all families will receive training on developmentally appropriate activities to help stimulate their young child' growth socially, emotionally, and physically by 2013.

**C. Monitor student achievement data and communicate progress on the State Education Reform Plan.**

- Communicate current data including the Washington Language Proficiency Test (WLPT2) data on the academic achievement gap.

***Timeline:* 2010-14**

***Results:*** SBE and stakeholders will have current data to turn the spotlight on areas that need to be addressed, and to improve schools that are not closing the achievement gap.

**D. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.**

- Make space at Board meetings and conduct outreach to parents and students that are grappling with achievement.

***Timeline:* 2010-14**

***Results:*** SBE will advocate for personalized education strategies to help students improve their learning.

**GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN POST-SECONDARY EDUCATION.**

**A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.**

- Revise the Core 24 framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.
- Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; and curriculum, materials, and additional applied learning opportunities.
- Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to create opportunities for world language proficiency assessment to earn high school credit.

***Timeline:* 2010-18**

***Results:***

- New rules for revised graduation requirements and related policies will be adopted by 2012, and funding will be appropriated by Legislature for the phase-in by 2018.
- World language proficiency assessments will be available for students by 2015.

**B. Create a statewide advocacy strategy to increase post-secondary attainment.**

- Advocate for the new national Common Core Standards for math and English language arts, and an aligned national assessment.

- Form strategic alliances with groups, including building trades, the commissions, Workforce Training and Education Coordinating Board, EDCs, the HECB, and the State Board for Community and Technical Colleges (SBCTC) to inform students, parents, and business and community leaders about the importance of obtaining postsecondary education to have the skills necessary to earn a living wage.
- Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.

**Timeline:** 2010-14

**Results:** Washington will be a top performing state in national rankings for graduation rates, direct rates to postsecondary education or apprenticeships, and persistence in college.

**C. Provide policy leadership for examining the role of middle school preparation for high school success.**

- Seek authority to institute the High School and Beyond Plan in middle school.
- Convene an advisory group to study and make recommendations for ways to increase the number of middle school students who are prepared for high school.

**Timeline:** 2011-2013 Biennium

**Results:** SBE will obtain graduation requirement authority from the Legislature regarding middle school by June 2011.

**D. Assist in oversight of online learning programs.**

- Examine policy issues related to the oversight of online learning for high school credits, and criteria for online private school approval with OSPI.

**Timeline:** 2011-2012

**Results:**

- New rules for online learning private school approval will be adopted in 2012.
- Appropriate policies to increase oversight of online learning will be developed by 2012.

**GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE.**

**A. Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math & Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.<sup>2</sup>**

- Research effective strategies within Washington and in other states that have seen improvements in achievement.
- Identify and convene stakeholders to prioritize key state strategies and recommend benchmark goals for improving achievement.

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<sup>2</sup> Performance targets are based on draft Washington Education Reform Plan and subsequent funding from the Legislature.

- Provide system oversight through review of annual progress to identify what's working, and communicate results broadly.
- Identify the resources needed to advocate for and implement the strategies.

**Timeline:** November 2010 to develop the Math & Science Action Plan.

**Results:** An intentional plan and realistic timetable for improving achievement in math and science will be developed by November 2010.

**B. Take a lead role in facilitating the implementation of a Math & Science Action Plan, including tracking the state's performance.**

- Use the Math & Science Action Plan as a starting point to identify what additional strategies and resources may be needed.
- Use K-12 math and science performance achievement targets from the Washington Education Reform Plan, including international benchmarks, and begin monitoring Washington students' performance, competitive position, and continuous improvement against other states and countries.
- Advocate to the Legislature for new funding to support the Math & Science Action Plan.

**Timeline:** 2011-2014

**Results:**

- SBE will monitor its students' performance against these Education Reform Plan targets and international benchmarks.
- Funding plan to support the Math & Science Action Plan will be developed by 2012.

**C. Increase high school students' knowledge of science by strengthening high school graduation requirements.**

- Increase high school science graduation requirements from two to three credits by the class of 2018.
- Determine funding implications for adding a third credit and a second lab in science.
- Align with the HECB in requiring three science credits for four-year college admissions requirements.
- Review OSPI work on developing and implementing an end of course assessment for biology.

**Timeline:** 2010-15

**Results:**

- Rule change to add third credit in science will be made for Class of 2018; will be aligned with the HECB by 2011.
- Funding will be requested as phase-in for new graduation requirements by 2013-15 biennium.

**GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE PRE K-12 TEACHER WORKFORCE IN THE NATION.**

**A. Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.**

- Identify incentives that result in an increase of placement of highly effective teachers in the lowest performing and rural schools.

- Advocate to the QEC to make a new teacher compensation model a high priority action.

**Timeline:** 2010-14

**Results:**

- QEC will adopt new teacher compensation model in 2012.
- The number of highly effective teachers in the lowest performing and rural schools will increase by 2014.

**B. Review state and local efforts to improve quality teaching and educational leadership.**

- Collaborate with OSPI and PESB to secure Legislative funding for new teacher assistance support by 2013.
- Support the QEC and Legislative action to restore and increase Local Improvement Days (LID) funding for five professional days by 2015; SBE will then no longer be required to grant districts waivers to reduce their days of student instruction.

**Timeline:** 2010-18

**Results:**

- Funding for new teacher induction program will be secured for FY 2013, three LID days will be funded by 2013, five LID days by 2015, and ten LID days by 2018.
- Board will discontinue 180 day waivers by 2013.

**C. Enhance Partnerships with OSPI and the PESB.**

- Form strategic alliances to assess and promote policies and incentives for teacher and leader quality in areas of mutual interest, such as:
  - New teacher and principal evaluation models.
  - Definitions of highly qualified teachers.
  - Reduction in out of endorsement teaching.
  - Alternate route to becoming teachers or principals.
  - Increasing the number of teachers from diverse race/ethnic backgrounds.
  - Increasing the pipeline of teachers in shortage and high need areas.
  - Advocate for teachers to have demonstrated pedagogy and content learning in cultural competencies and second language acquisition.

**Timeline:** 2010-14

**Results:** Aligned policies for teacher and leader quality that will improve student performance will be developed.

## SBE Strategic Plan Alignment

### *Alignment with the Washington State Education Reform Plan*

The State Education Reform Plan’s vision is that “All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship.” The Plan identifies four key goals for Washington.

SBE’s four-year Strategic Plan is aligned with these four goals in the following manner:

#### Goal Alignment and Cross-Walk

State Education Reform Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success.	<b>GOAL 2. Objective B.</b> Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3rd grade.
2. Be competitive in math and science nationally and internationally.	<p><b>GOAL 4. Objective A.</b> Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math &amp; Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.</p> <p><b>GOAL 4. Objective B.</b> Take a lead role in facilitating the implementation of the Math &amp; Science Action Plan, including tracking the state’s performance.</p> <p><b>GOAL 4. Objective C.</b> Increase high school students’ knowledge of science by strengthening high school graduation requirements.</p>
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps.	<p><b>GOAL 2. Objective A.</b> Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.</p> <p><b>GOAL 5. Objective A.</b> Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.</p>
4. Graduate able to succeed in college, training, and careers.	<p><b>GOAL 3. Objective A.</b> Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.</p> <p><b>GOAL 3. Objective B.</b> Create a statewide advocacy strategy to increase post-secondary attainment.</p> <p><b>GOAL 3. Objective C.</b> Provide policy leadership for examining the role of middle school preparation for high school success.</p>

## **SBE's Objectives to Complete and Implement the Education Reform Plan**

**GOAL 1. Objective A.** Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain Legislative approval.

**GOAL 1. Objective B.** Take a lead role in implementing the State Education Reform Plan and RTTT grant, if awarded.

**GOAL 2. Objective C.** Monitor student achievement data and communicate progress on the State Education Reform Plan.

### ***SBE Plan Alignment with Various Components of Education System***

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



**STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014**  
**Strategic Roles Framework**

**SBE Roles Definitions**

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system.
- **System oversight:** monitoring the education system by overseeing its operation and performance.
- **Advocacy:** persuading for a particular issue or idea.
- **Communication:** providing information to help a common understanding.
- **Convening and facilitating:** bringing parties together for discussion and collaboration.



**GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> <li>Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain legislative approval.</li> </ul>					
<ul style="list-style-type: none"> <li>Conduct broad stakeholder outreach to build understanding, obtain meaningful input, and achieve buy-in of the Plan.</li> </ul>			☑		☑
<ul style="list-style-type: none"> <li>Together with the Governor, OSPI, and PESB develop an actionable work plan for the Reform Plan's implementation, delineating clear roles and responsibilities.</li> </ul>			☑		☑
<ul style="list-style-type: none"> <li>Take a lead role in implementing the State Education Reform Plan and Race to the Top Grant, if awarded.</li> </ul>					
<ul style="list-style-type: none"> <li>Adopt the State Education Reform Plan's performance targets as SBE's performance improvement goals.</li> </ul>	☑	☑			
<ul style="list-style-type: none"> <li>Help create and implement a system to track the State's performance in implementing the Education Reform Plan's work plan.</li> </ul>		☑			
<ul style="list-style-type: none"> <li>Advocate to the QEC and the legislature for a phased funding plan to support Education Reform Plan priorities.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Catalyze educational governance reform in Washington.</li> </ul>					
<ul style="list-style-type: none"> <li>Communicate the current state of Washington's education system, including developing a systems map that creates a visual picture of inter-relationships and how the system operates.</li> </ul>				☑	
<ul style="list-style-type: none"> <li>Engage stakeholders in an examination of the state's educational governance system and make recommendations.</li> </ul>			☑		☑
<ul style="list-style-type: none"> <li>Seek stakeholder agreement to develop a process and obtain funding to conduct a comprehensive system assessment.</li> </ul>			☑		☑
<ul style="list-style-type: none"> <li>Collaborate with agencies and stakeholders to develop a legislative proposal that will streamline the system, making it more effective and clarifying roles and responsibilities.</li> </ul>	☑				☑

**GOAL 2: COLLABORATE WITH OSPI AND LOCAL SCHOOL DISTRICTS TO CLOSE THE ACADEMIC ACHIEVEMENT GAP FOR UNDERPERFORMING STUDENTS.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> <li><b>Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Assist in oversight of State Education Reform Plan goals and measurable objectives.</li> </ul>		☑			
<ul style="list-style-type: none"> <li>Implement the Required Action process for lowest achieving schools.</li> </ul>	☑				
<ul style="list-style-type: none"> <li>Create recognition awards for schools that close the achievement gap and showcase best practices.</li> </ul>	☑			☑	☑
<ul style="list-style-type: none"> <li>Revise the school improvement plan rules (and add district improvement plan) to address research-based strategies to close achievement gap and build meaningful family engagement.</li> </ul>	☑				
<ul style="list-style-type: none"> <li>Develop and recommend to the legislature state models that complement federal models for required and voluntary action for the bottom 5 percent of lowest achieving schools.</li> </ul>	☑	☑			
<ul style="list-style-type: none"> <li><b>Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3<sup>rd</sup> grade.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Advocate to the legislature for funding of all-day Kindergarten and reduced class size.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Support strategies to maximize childrens' potential for learning, including establishment of intervention mechanisms for children that are struggling.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Advocate for high family engagement and the importance of parents' roles as their children's first teachers.</li> </ul>			☑		
<ul style="list-style-type: none"> <li><b>Monitor student achievement data and communicate progress on the State Education Reform Plan.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Communicate current data on the state of the academic achievement gap using the Washington Language Proficiency Test (WLPT2) data.</li> </ul>		☑		☑	
<ul style="list-style-type: none"> <li><b>Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Make space at Board meetings and conduct outreach to parents and students that are grappling with achievement.</li> </ul>			☑	☑	☑

**GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON’S STUDENT ENROLLMENT AND SUCCESS IN POST-SECONDARY EDUCATION.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> <li><b>Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Revise the Core 24 Framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.</li> </ul>	☑		☑		
<ul style="list-style-type: none"> <li>Advocate for funding system investments including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; and curriculum, materials, and additional applied learning opportunities.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to create opportunities for world language proficiency assessment to earn high school credit.</li> </ul>	☑		☑	☑	☑
<ul style="list-style-type: none"> <li><b>Create a statewide advocacy strategy to increase post-secondary attainment.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Advocate for the new national Common Core Standards for math and English language arts, and an aligned national assessment.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Form strategic alliances with groups, including building trades, the commissions, Workforce Training and Education Coordinating Board, EDCs, the HECB, and the State Board for Community and Technical Colleges (SBCTC) to inform students, parents, and business and community leaders about the importance of obtaining postsecondary education to have the skills necessary to earn a living wage.</li> </ul>			☑	☑	☑
<ul style="list-style-type: none"> <li>Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.</li> </ul>	☑				☑
<ul style="list-style-type: none"> <li><b>Provide policy leadership for examining the role of middle school preparation for high school success.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Seek authority to institute the High School and Beyond Plan in middle school.</li> </ul>	☑				
<ul style="list-style-type: none"> <li>Convene an advisory group to study and make recommendations for ways to increase the number of middle school students who are</li> </ul>					☑

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
prepared for high school.					
<ul style="list-style-type: none"> <li>• <b>Assist in oversight of online learning programs.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Examine policy issues related to the oversight of online learning for high school credits, and criteria for online private school approval with OSPI.</li> </ul>		☑			

**GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
<ul style="list-style-type: none"> <li>Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math &amp; Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.</li> </ul>				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Research effective strategies within Washington and in other states that have seen improvements in achievement.</li> </ul>				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Identify and convene stakeholders to prioritize key state strategies and recommend benchmark goals for improving achievement.</li> </ul>					<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Provide system oversight through review of annual progress to identify what's working, and communicate results broadly.</li> </ul>	<input checked="" type="checkbox"/>				
<ul style="list-style-type: none"> <li>Identify the resources needed to advocate for and implement the strategies.</li> </ul>			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Take a lead role in implementing a Math &amp; Science Action Plan, including tracking the state's performance.</li> </ul>					
<ul style="list-style-type: none"> <li>Use the Math &amp; Science Action Plan as a starting point to identify what additional strategies and resources may be needed.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> <li>Use K-12 math and science performance achievement targets, including international benchmarks, and begin monitoring Washington students' performance, competitive position, and continuous improvement against other states and countries.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> <li>Advocate to the legislature for new funding to support the Math &amp; Science Action Plan.</li> </ul>				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Increase high school students' knowledge of science by strengthening high school graduation requirements.</li> </ul>					
<ul style="list-style-type: none"> <li>Increase high school science graduation requirements from two to three credits by the class of 2018.</li> </ul>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Determine funding implications for adding a third credit and a second lab in science.</li> </ul>	<input checked="" type="checkbox"/>				
<ul style="list-style-type: none"> <li>Align with the Higher Education Coordinating Board (HECB) in requiring three science credits for four-year college admissions requirements.</li> </ul>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Review OSPI work on developing and implementing an end of course assessment for biology.</li> </ul>		<input checked="" type="checkbox"/>			

**GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE PRE K-12 TEACHER WORKFORCE IN THE NATION.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
<ul style="list-style-type: none"> <li>• <b>Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Identify incentives that result in an increase of placement of highly effective teachers in the lowest performing and rural schools.</li> </ul>	☑		☑		
<ul style="list-style-type: none"> <li>• Advocate to the QEC to make a new teacher compensation model a high priority action.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>• <b>Review state and local efforts to improve quality teaching and educational leadership.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Collaborate with OSPI and PESB to secure legislative funding for new teacher induction support by 2013.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>• Support the QEC and legislative action to restore and increase Local Improvement Days (LID) funding for five professional days by 2015; SBE will then no longer be required to grant districts waivers to reduce their days of student instruction.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>• <b>Enhance Partnerships with OSPI and the PESB.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Form strategic alliances to assess and promote policies and incentives for teacher and leader quality in areas of mutual interest, such as:               <ul style="list-style-type: none"> <li>○ New teacher and principal evaluation models.</li> <li>○ Definitions of highly qualified teachers.</li> <li>○ Reduction in out of endorsement teaching.</li> <li>○ Alternate route to becoming teachers or principals.</li> <li>○ Increasing the number of teachers from diverse race/ethnic backgrounds.</li> <li>○ Increasing the pipeline of teachers in shortage and high need areas.</li> <li>○ Advocate for teachers to have demonstrated pedagogy and content learning in cultural competencies and second language acquisition.</li> </ul> </li> </ul>		☑	☑		