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# GOAL 1 STUDENT SUCCESS

All students demonstrate they are on a path toward success in college, career, and citizenship.

**OBJECTIVE 1: EMPOWERED.** All students are empowered in their learning to set and achieve their aspirations for the future.

*K-12 learning opportunities expand students' horizons through a range of topics, solutions, and possibilities for their education and their future. Students' personalized plans, including career, postsecondary, and training goals, are informed by learning opportunities throughout the K-12 continuum. Students are engaged and motivated because learning is relevant and builds on their strengths. Students' voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to family and community.*

**1a.** Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our islands and the world.

**1b.** Ensure that high school graduates demonstrate the General Learner Outcomes (GLOs) and have the abilities, habits, and knowledge to set and achieve their short-term and long-term career, community, and postsecondary education goals. Students can identify the training, certificate, apprenticeship, and/or college degree requirements for their career and community passions, and are equipped with the knowledge and skills to set and achieve their goals.

**1c.** Throughout their K-12 education experience, students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed. Students have access to high-quality career and college counseling, mentorship opportunities, internships and advanced courses (e.g., Early College) to support their long-term success.

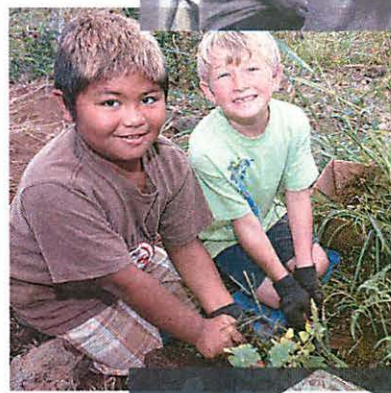
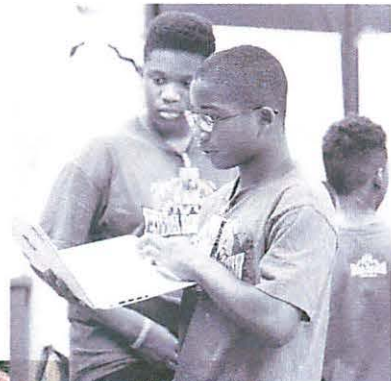
**OBJECTIVE 2: WHOLE CHILD.** All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

*Students' physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students' well-being and health increase their readiness to learn. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.*

**2a.** Provide students with learning environments that are caring, safe, and supportive of high-quality learning.

**2b.** Address students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.

**2c.** Cultivate a community and school culture where attendance is valued, encouraged, and supported. Extend this culture of attendance to the home; encourage families to plan for family vacations, travel, and other events during school breaks, holidays and other non-student days.



**OBJECTIVE 3: WELL-ROUNDED.** All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic subject areas. In response to long-standing federal accountability law, our schools' curriculum and instruction too often focused narrowly on reading and mathematics. Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry..." (BOE Policy E-105). The federal Every Student Succeeds Act requires standardized testing. In addition to federally required tests, schools may choose to assess students to inform planning for learning by teachers, schools and policymakers, and to validate and report students' academic progress to students, their families, lawmakers and the community. This Strategic Plan does not mandate additional testing, and schools should select additional assessments for their value to learning and school improvement in consultation with stakeholders.

- 3a. Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.
- 3b. Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community.

**OBJECTIVE 4: PREPARED AND RESILIENT.** All students transition successfully throughout their educational experiences.

Students who feel connected to school are more likely to engage and to learn. Students' transitions between schools — whether advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness to school. Intentional planning to support students' transitions can make the critical difference for student success.

- 4a. Identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future.
- 4b. Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total well-being.
- 4c. Create innovative learning options to earn a high school diploma.
- 4d. Support students who are transitioning between grade levels or transferring to a new school.
- 4e. Ensure that every high school graduate or completer has an identified next step after high school aligned with their future aspirations.

## GOAL 2 STAFF SUCCESS

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

**OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT.** Develop and grow employees to support student success and continuous improvement.

Education is a "people business." Research, student feedback, and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students' families. Our greatest investment and primary strategy to retain teachers is supporting teachers' professional and collegial practice including coaching and mentoring so that they are successful in the classroom with their students. When teachers excel, students thrive.

- 1a. Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community.
- 1b. Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English learners.
- 1c. Strengthen the teacher, principal and educational leader development pipeline to support shared and effective leadership at all levels.
- 1d. Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).



**OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT.** Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.

*Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts our ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, especially special education teachers, schools must endeavor to ensure that the most vulnerable students are taught by a highly qualified teacher.*

- 2a.** Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf and hard-of-hearing, Hawaiian language, multilingual).
- 2b.** Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.

**OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE.** Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

*Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early on in education as a profession, and support from higher education institutions and community organizations to promote the teaching profession. There will be an emphasis on developing partnerships that result in more Hawai'i-connected educators, as locally connected teachers are more likely to be retained.*

- 3a.** Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and middle and high schools' career pathways programs to develop future teachers.
- 3b.** Partner with appropriate organizations to develop programs to fill gaps in preparing a full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).
- 3c.** Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.



## GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT

*The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.*

**OBJECTIVE 1: INNOVATION.** Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

*Meeting the challenges of our students, communities, and world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawai'i public schools will foster innovation and the expansion of existing public school "Bright Spots," which includes learning from charter schools that were established as innovation labs. Supporting innovation includes making changes based on lessons learned, and providing opportunities for risk taking that are balanced by awareness of the impacts of failure for our students and boundaries of law and collective bargaining agreements.*

- 1a.** Identify and scale local public education "Bright Spots" through statewide professional networks to best support Strategic Plan objectives and statewide strategic initiatives.
- 1b.** Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, recognition).

**OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES.** Secure adequate resources to support school and community-based plans for student success.

*Analyses of Hawai'i's school funding repeatedly find that resources are distributed equitably but are inadequate for quality public schools. Public education funding has not maintained pace with inflation and has endured budget cuts and restrictions that have required education leaders to maximize available resources and make difficult choices. Additional funds and partnerships are needed to achieve the goals of this Strategic Plan for all schools and every student.*

- 2a.** Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).
- 2b.** Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, partnerships, etc.).
- 2c.** Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding in weighted student formula, charter schools' per-pupil funding).

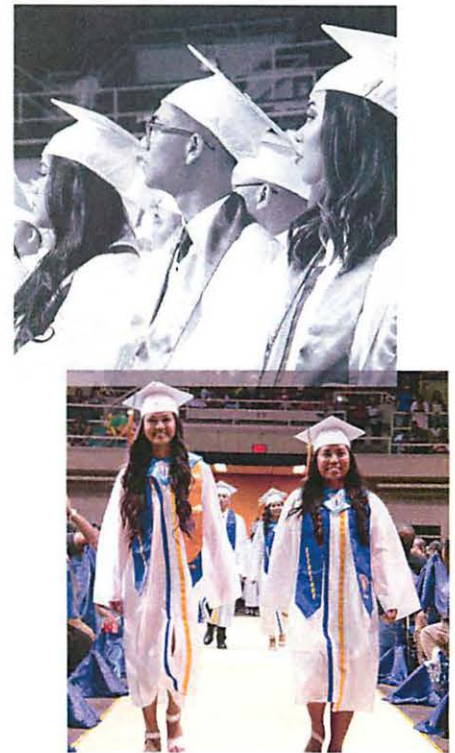
**OBJECTIVE 3: EFFICIENT AND TRANSPARENT SUPPORTS.** Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

*Public education's human, social, community, and financial resources must support student learning. State office operational supports will be efficient and transparent to provide a high level of service and accountability.*

- 3a.** Enhance support for development, implementation, and reporting of schools' Academic and Financial Plans and expenditures.
- 3b.** Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success.
- 3c.** Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.
- 3d.** Strengthen culture of continuous improvement to provide efficient transactions and operations.
- 3e.** Continue to improve communication to promote understanding and engagement of stakeholders.

### BRIGHT SPOTS

A Bright Spot is a best practice within Hawai'i's public schools that is successfully closing the achievement gap and improving student outcomes. School-based and Complex Area leadership teams share Bright Spots and visit each others' schools to learn how to expand these effective practices.



## IX. Implementation

The Strategic Plan influences the educational opportunities and outcomes for all public school students. While local and national goals are shared by schools statewide, there is flexibility in how schools and Complex Areas will develop their implementation plans to meet these goals and objectives because each community has different strengths, challenges, priorities and resources.

Successful implementation of the Strategic Plan requires sound decision making and information sharing throughout the entire organization with particular emphasis on the three main levels of decision making and responsibility within the DOE: school, Complex and state office. Implementation within this “tri-level” structure enables schools, Complexes and state offices to better meet the education

needs of unique learners and communities across the state. Leaders at each of these levels make long term (strategic), short term (tactical) and daily (operational) decisions regularly. These decisions should be in overall alignment with BOE and DOE policies, this Strategic Plan, and state and federal laws and regulations.

This updated Strategic Plan strikes a new balance between maintaining shared expectations for all schools and students, and supporting diverse approaches and community-based objectives. Schools, classrooms, Complex Areas and communities have diverse perspectives about how to define, measure and achieve success. As schools and Complex Areas determine how best to align their implementation and Academic and Financial plans

to the updated Strategic Plan, they will be addressing statewide expectations represented in this Strategic Plan while prioritizing actions and strategies that are meaningful to their students, school, and community. This Strategic Plan increases flexibility in the priorities for school-level implementation to address local strengths, aspirations, assets and needs.

The BOE adoption and approval of this plan will require schools, Complex Areas and state offices to immediately begin key discussions, decisions and implementation plans aligned to this Strategic Plan. Parents, caregivers, community organizations and other education stakeholders and partners are encouraged to participate at each level and support implementation efforts in their local school and Complex Area.

### SCHOOL LEVEL

The Principal leads the school's effort to develop an Academic and Financial Plan that aligns to the state Strategic Plan based on the strengths and needs of their students and community. Each school's plans are reviewed by its School Community Council and approved by the Complex Area Superintendent. Public charter schools' plans are approved by their local governing board within the context of each school's performance contract, which is approved by the Hawai'i State Public Charter School Commission. School budgets are primarily funded by the state legislature and allocated based on each school's student enrollment. DOE schools' budgets are further allocated on student characteristics of needs, based on a Weighted Student Formula, as legislatively required by Act 51, Reinventing Education Act of Hawai'i (2004).

### COMPLEX AREA LEVEL

Complex Area implementation plans ensure that resources are allocated appropriately within the region. The Complex Area Superintendent provides direct support and oversight for school-level implementation. Many Complexes' schools share common objectives and strategies to provide a seamless experience for students and ensure smooth transitions between the grade levels and between schools when students transfer among schools within a Complex.

### STATE LEVEL

There will be statewide implementation plans for efficient and transparent operations of our public schools, and for key statewide strategic initiatives to close the achievement gap and to ensure equity and excellence for our students. The state office coordinates statewide professional learning networks, “Bright Spot” best practices sharing, and innovative partnerships to advance statewide strategic initiatives. Examples of these initiatives include:

### Well-Rounded Education

Well-rounded, standards-based education should be engaging and relevant to students and build on their strengths. Statewide training, clear standards in all content areas, learning networks, assessments, and resources will focus on helping students develop the rigorous skills and joy for learning that will serve them throughout their lives.

### Inclusive Practices

Experience and research show that inclusive practices are best for high-needs students. Students that are most severely impacted by our achievement gap, including those receiving special education services and English learners, deserve high-quality education within the regular classroom setting. Statewide training and support will be provided for inclusion in classrooms that is balanced with specialized supports.

### K-12 Career Readiness Pathways

K-12 career pathway programs can increase student engagement and support long-term student success through real-world learning opportunities and empowering students to achieve their aspirations. The DOE will be launching a career readiness initiative between business, higher education, and state agencies to improve K-12 career pathways statewide and increase the career and college readiness of high school graduates.

### Leadership Institute

DOE leadership practices throughout the education system will support Strategic Plan objectives at school, Complex Area, and state office levels. This includes state-led induction and mentoring, ongoing professional development, and administrator certification to identify and cultivate leaders — teachers and administrators — who support shared responsibility for instruction. Complex Area and school leadership development will include a special focus on isolated, rural locations and designing education career pathways for middle and high school students.

Proactive planning to support student transitions between grade levels makes a critical difference in student success. The DOE will provide data and supports to identify and address student strengths and challenges early and implement holistic best practices at key transition points in a student's educational journey (kindergarten, middle school, high school, and graduation). This includes identifying policies and practices that support innovative ways to earn a high school diploma.

### Transitions

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## X. Statewide Indicators for Equity and Excellence

To measure progress on the Strategic Plan, the BOE and DOE commit to regular reporting on key statewide success indicators and ensure students achieve the BOE's Vision of a Hawai'i Public School Graduate (Policy 102-15). We strive to increase our graduation rate to 90 percent by 2025. We also strive to ensure that the high school diploma is meaningful and represents career, college, and community readiness as embodied by academic standards and General Learner Outcomes, and to contribute to our state's "55 by '25" goal of more working age adults having a 2- or 4-year college degree.

Data on statewide indicators will be reported regularly to the BOE and the public on a "dashboard" to monitor progress toward equity and excellence. Information for each indicator on Status, Progress, and Equity will be reported at least annually. The data will be analyzed and reported for different groups of students and schools to ensure equity in outcomes and so we can direct our efforts and resources effectively.

Statewide indicators represent the overall health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent diverse measures of success valued by our state's nearly 300 schools. Schools can address their unique approach to indicators through their Academic and Financial Plans and charter school contracts.

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### STATEWIDE STUDENT SUCCESS INDICATORS

	2016 BASE	2020 TARGET
<b>1. CHRONIC ABSENTEEISM.</b> <i>Percentage of students who are absent for 15 or more days during the school year. Student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. Students need to be in school to achieve and grow. The habit of "showing up" is an important life skill.</i>	15%	9%
<b>2. SCHOOL CLIMATE.</b> <i>Percentage of students reporting positive school climate as measured by the safety dimension of the School Quality Survey. Feedback during the Strategic Plan review identified school climate as key for student success.</i>	73%	79%
<b>3. INCLUSION RATE.</b> <i>Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day. Inclusion is a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes.</i>	37%	51%
<b>4. THIRD GRADE LITERACY.</b> <i>Percentage of 3rd graders demonstrating reading of "At or Near" or "Above" grade-level expectation on Smarter Balanced Assessment. Reading at grade level by 3rd grade is a critical milestone of student success because literacy is a foundation for future learning.</i>	65%	76%
<b>5. NINTH GRADE ON-TRACK.</b> <i>Percentage of first-time 9th graders promoted to 10th grade on-time. Transitioning successfully into high school is a critical milestone—students who are on-track in 9th grade are more likely to graduate.</i>	90%	94%
<b>6. ACADEMIC ACHIEVEMENT.</b> <i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy (ELA), Mathematics, and Science. Our assessments are designed to measure progress toward college and career readiness.</i>	<b>ELA</b> 51% <b>MATH</b> 42% <b>SCIENCE</b> 43%	<b>61%</b> <b>54%</b> <b>64%</b>
<b>7. ACHIEVEMENT GAP.</b> <i>Difference in meeting achievement standard between high-needs students (e.g., economic disadvantage, special needs, English Learners) and non-high-needs students. Statewide assessments measure performance of different student subgroups to reflect whether we have equity in student outcomes.</i>	<b>ELA</b> 32% <b>MATH</b> 35%	<b>TBA*</b> <b>TBA*</b>
<b>8. HIGH SCHOOL GRADUATION.</b> <i>On-time rate based on federal methodology for Adjusted Cohort Graduation Rate of students for earning a diploma within four years. A high school diploma represents rigorous standards of learning and the vision of a Hawai'i public school graduate.</i>	82%	86%
<b>9. CAREER &amp; TECHNICAL EDUCATION CONCENTRATOR.</b> <i>Percentage of 12th graders who complete a CTE Program of Study, which provides opportunities to learn/apply academic and technical skills and knowledge within a career pathway.</i>	38%	50%
<b>10. COLLEGE-GOING GRADUATES.</b> <i>Percentage of high school completers enrolled in postsecondary institutions nationwide (vocational or trade schools, 2- or 4-year colleges) in the fall following graduation. Enrollment in postsecondary education to attain a certification, degree or other career training means a greater likelihood of employment, higher earnings, and health.</i>	56%	62%
<b>11. TEACHER POSITIONS FILLED.</b> <i>Percentage filled as of August 1 each year. Teachers are our greatest investment in the quality of our students' education. We commit to filling positions with qualified teachers so that each school year begins with classrooms fully staffed, including hard-to-fill positions (e.g., special education, English learners).</i>	96%	98%
<b>12. TEACHER RETENTION.</b> <i>Percentage of teachers retained after five years. Continuing employment of qualified and effective teachers results in benefits to students as teachers gain experience and expertise, reduces recruitment expenditures.</i>	52%	60%
<b>13. REPAIR &amp; MAINTENANCE BACKLOG.</b> <i>Dollar amount in list of unfunded or deferred major R&amp;M projects. School facilities' needs in the R&amp;M backlog include infrastructure rehabilitation and structural improvements, among others. Must be accompanied by efforts to build new, state-of-the-art facilities to meet changing demographics and support innovative learning.</i>	\$279M	\$239M
<b>14. FAMILY AND COMMUNITY ENGAGEMENT.</b> <i>Indicator added as an amendment during discussion at the Board of Education Dec. 6, 2016 General Business Meeting (GBM). Metric to be determined with discussion at the Board's Student Achievement Committee (SAC).</i>	TBA*	TBA*

\* indicator added at BOE GBM 12/6/16 metrics to be reviewed at SAC