

Department of Education

STRATEGIC PLAN

July 1, 2011 - June 30, 2018

A photograph of a school campus. In the foreground, a paved walkway leads towards a large, modern school building. A group of students, some wearing green shirts, are walking along the path. There are several young trees planted in the courtyard area. The sky is blue with some light clouds.

Transforming
Hawaii's Public
Schools



**The Honorable Neil Abercrombie
Governor, State of Hawaii**

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Introduction - Superintendent's Message

All across the United States, education is taking center stage. The charge by President Barack Obama to reform our public schools is a national mandate and a call to action. Thus, systemic change and related decision-making and actions must be part of our strategic planning process in building a world-class education system to ensure that all students demonstrate readiness for college, career, and citizenship in a global society.

We are at a pivotal point in preparing Hawaii's future workforce, and business and civic leaders. Previous DOE strategic plans have set the course for the Department's work over a three-year period. As we move forward, however, our new 2011-2018 Strategic Plan will serve as a living document over a seven-year period. It will be consulted frequently and modified as needed. With the ever-changing political and economic climate, the longer time horizon allows us the flexibility we need to achieve our three overarching goals:

- (1) Assure all students graduate college- and career-ready through effective use of standards-based education;
- (2) Ensure and sustain a rich environment and culture for life-long learners; and
- (3) Continuously improve the effectiveness, efficiency, and responsiveness of the educational system.

The three goals focus on strengthening our foundation and build upon the work completed to date. At our foundation is the goal of improving student achievement. Notably, the *Literacy for Learning Guiding Principles* have been integrated into our strategies. In addition to supports for students, the second goal has been broadened to specify professional development for employees. And, the third goal improves our focus while reducing the number of state measures and yet maintaining meaningful outcomes.

The Department's capacity to change is only limited by our reluctance to acknowledge our shortcomings and fears. As Superintendent, I will be working closely with assistant superintendents and complex area superintendents to improve communication and participatory leadership with school administrators and educators to ensure that the goals and measures delineated in this document are being carried out in our schools and classrooms throughout the state.

The 2011-2018 Strategic Plan is comprehensive and achievable. It represents systemic change that is realistic and doable. It is a huge undertaking that will compel students, educators, staff, parents, legislators, policy makers, and community shareholders to acknowledge and embrace our shared responsibility for public education and to collaboratively work with each other to transform Hawaii's public schools so that every student is successful—academically, socially, and emotionally.

Hawaii's graduates must be equipped with the requisite skills to compete globally for entry into college and for jobs. Therefore, the speed by which change occurs in our educational system will directly affect the future economic outlook of our state and nation. It is imperative that we accelerate our efforts to attain a world-class education system. For the sake of Hawaii's children, we must—and we will.

A handwritten signature in black ink, appearing to read 'Kathryn S. Matayoshi'.

Kathryn S. Matayoshi
Superintendent



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Overview

Goal 1: ASSURE ALL STUDENTS GRADUATE COLLEGE- AND CAREER-READY THROUGH EFFECTIVE USE OF STANDARDS-BASED EDUCATION

- Guiding Principle 1 – Assessment of and for learning drives instruction
- Guiding Principle 2 – Evidence-based instructional strategies

Objectives:

- a. Utilize formative assessments, including Data for School Improvement, to drive instruction.
- b. Improve schools and system through use of Longitudinal Data System dashboards.
- c. Use high-quality standards, curriculum, and materials.
- d. Expand opportunities for rigorous Career and Technical Education programs of study within the pathways.

Goal 2: ENSURE AND SUSTAIN A RICH ENVIRONMENT AND CULTURE FOR LIFE-LONG LEARNERS

- Guiding Principle 4 – Instructional leadership and professional learning
- Guiding Principle 6 – School, home, and community partnerships

Objectives:

- a. Increase personalization with appropriate and timely supports.
- b. Ensure quality professional development, including PDE3.
- c. Improve performance through a quality performance evaluation process.

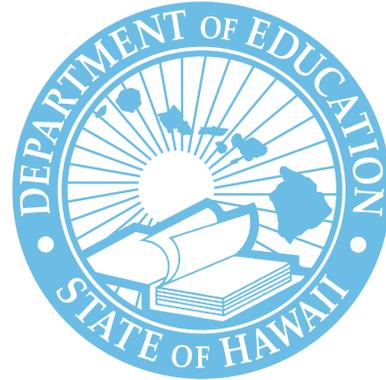
Goal 3: CONTINUOUSLY IMPROVE THE EFFECTIVENESS, EFFICIENCY, AND RESPONSIVENESS OF THE EDUCATIONAL SYSTEM

- Guiding Principle 3 – Aligned policies and resources across school, complex area, and state levels
- Guiding Principle 5 – Accountability

Objectives:

- a. Use effective external and internal communication.
- b. Standardize practices based on data and research.

Our Future, Our Vision...



VISION

All public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers.

BELIEFS

All Department of Education employees' decisions and actions will be:

- Centered on students;
- Focused on learning;
- Driven by data, research, and results;
- Committed to high standards of excellence; and
- Nurtured by a culture of professionalism and integrity.

GENERAL LEARNER OUTCOMES (GLOs)

All public school students and employees are:

- Self-directed Learners;
- Community Contributors;
- Complex Thinkers;
- Quality Producers;
- Effective Communicators; and
- Effective and Ethical Users of Technology.

Student Priorities

The 2011-2018 Strategic Plan embraces three student-oriented priorities:

Achievement – Ensure each student achieves proficiency on the Hawaii Content and Performance Standards as measured by the Hawaii State Assessment.

Safety and Well-Being – Promote each student’s physical, emotional, and social well-being in a secure and supportive environment.

Civic Responsibility – Guide each student’s growth as an informed and concerned citizen who actively contributes to the well being of others, society, and the environment.

Hawaii Content and Performance Standards

The Hawaii Content and Performance Standards areas are:

*Language Arts
*Mathematics
Science

Social Studies
Career and Life Skills
Fine Arts

Health
Physical Education
World Languages

The content standards identify important ideas, concepts, issues, and skills to be learned.

**Common Core State Standards were adopted by the Board of Education on June 17, 2010.*

Literacy for Learning Guiding Principles

- Assessment of and for learning drives instruction;
- Evidence-based instructional practices;
- Aligned policies and resources at school, complex area and state levels;
- Instructional leadership and professional learning;
- Accountability; and
- School, home and community partnerships.

Goal 1: ASSURE ALL STUDENTS GRADUATE COLLEGE- AND CAREER-READY THROUGH EFFECTIVE USE OF STANDARDS-BASED EDUCATION

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- Expand opportunities for rigorous Career and Technical Education programs of study within the pathways.

STATE MEASURES

**BASELINES
(SY 2009-10)**

**ANNUAL BENCHMARKS
(SY 2011-12)**

<p>1.1 Percentage of students attaining proficiency by grade level on statewide assessments in: Reading, Mathematics, and Science.</p>	Reading		Reading	
	Grade 3	69%	Grade 3	75%
	Grade 4	63%	Grade 4	75%
	Grade 5	64%	Grade 5	75%
	Grade 6	60%	Grade 6	75%
	Grade 7	73%	Grade 7	75%
	Grade 8	72%	Grade 8	75%
	Grade 10	71%	Grade 10	75%
	Mathematics		Mathematics	
	Grade 3	58%	Grade 3	64%
	Grade 4	50%	Grade 4	64%
	Grade 5	47%	Grade 5	64%
	Grade 6	50%	Grade 6	64%
	Grade 7	52%	Grade 7	64%
	Grade 8	44%	Grade 8	64%
	Grade 10	38%	Grade 10	64%
	Science		Science	
	Grade 4	49%	Grade 4	64%
	Grade 8*	N/A	Grade 8	TBD
	Grade 10	27%	Grade 10	64%
* Baseline SY 2010-11				

STATE MEASURES

BASELINES
(SY 2009-10)

ANNUAL BENCHMARKS
(SY 2011-12)

1.3 Teachers' use of formative assessments to drive instruction, including Data for School Improvement, for targeted grade levels and content areas.

Reading

Grade 3	73%
Grade 4	77%
Grade 5	78%
Grade 6	65%
Grade 7	47%
Grade 8	43%
Grade 10	23%

Mathematics

Grade 3	73%
Grade 4	77%
Grade 5	78%
Grade 6	67%
Grade 7	51%
Grade 8	45%
Grade 10	34%

Increase each level to 100%.

Reading

Grade 3	100%
Grade 4	100%
Grade 5	100%
Grade 6	100%
Grade 7	100%
Grade 8	100%
Grade 10	100%

Mathematics

Grade 3	100%
Grade 4	100%
Grade 5	100%
Grade 6	100%
Grade 7	100%
Grade 8	100%
Grade 10	100%

Goal 2: ENSURE AND SUSTAIN A RICH ENVIRONMENT AND CULTURE FOR LIFE-LONG LEARNERS

- Guiding Principle 4 – Instructional leadership and professional learning
- Guiding Principle 6 – School, home, and community partnerships

Objectives:

- Increase personalization with appropriate and timely supports.
- Ensure quality professional development, including PDE3.
- Improve performance through a quality performance evaluation process.

STATE MEASURES

**BASELINES
(SY 2009-10)**

**ANNUAL BENCHMARKS
(SY 2011-12)**

<p>2.1 Percentage of ninth-grade students retained.</p> <p>2.2 Achievement gap for the Native Hawaiian and disadvantaged subgroups in Reading and Mathematics.</p> <p>2.3 Percentage of classes taught by highly-qualified and highly-effective teachers.*</p> <p>* Highly-qualified teacher data will be reported until highly-effective teacher data are available.</p>	<p>Ninth-grade 12%</p> <p>Reading Disadvantaged 21.3% Native Hawaiian 13.3%</p> <p>Mathematics Disadvantaged 20.8% Native Hawaiian 15.2%</p> <p>Highly Qualified State overall 80% Elementary 95% Secondary 76%</p>	<p>Decrease each category by 2 percentage point each year.</p> <p>Ninth-grade 10%</p> <p>Decrease each category by 1 percentage point each year.</p> <p>Reading Disadvantaged 20.3% Native Hawaiian 12.3%</p> <p>Mathematics Disadvantaged 19.8% Native Hawaiian 14.2%</p> <p>State overall 100% Elementary 100% Secondary 100%</p>
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STATE MEASURES

BASELINES
(SY 2009-10)

ANNUAL BENCHMARKS
(SY 2011-12)

<p>2.4 Percentage of students reporting that they feel safe at their school by school type (elementary, middle/intermediate, high).</p> <p>2.5 Percentage of elementary and secondary students receiving a “usually” or “consistently” rating on all General Learner Outcomes, Hawaii’s indicators of 21st century skills, at the end of the school year.</p>	<table border="0"> <tr> <td>Elementary</td> <td>75%</td> </tr> <tr> <td>Middle/Intermediate</td> <td>55%</td> </tr> <tr> <td>High</td> <td>48%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Elementary*</td> <td>55%</td> </tr> <tr> <td>Secondary**</td> <td>N/A</td> </tr> <tr> <td colspan="2">* report card marks</td> </tr> <tr> <td colspan="2">** senior project ratings</td> </tr> </table>	Elementary	75%	Middle/Intermediate	55%	High	48%			Elementary*	55%	Secondary**	N/A	* report card marks		** senior project ratings		<p>Increase each level by 5 percentage points each year.</p> <table border="0"> <tr> <td>Elementary</td> <td>80%</td> </tr> <tr> <td>Middle/Intermediate</td> <td>60%</td> </tr> <tr> <td>High</td> <td>53%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2">Increase each level by 4 percentage points each year.</td> </tr> <tr> <td>Elementary</td> <td>59%</td> </tr> <tr> <td>Secondary</td> <td>TBD</td> </tr> </table>	Elementary	80%	Middle/Intermediate	60%	High	53%			Increase each level by 4 percentage points each year.		Elementary	59%	Secondary	TBD
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Goal 3: CONTINUOUSLY IMPROVE THE EFFECTIVENESS, EFFICIENCY, AND RESPONSIVENESS OF THE EDUCATIONAL SYSTEM

- Guiding Principle 3 – Aligned policies and resources across school, complex area, and state levels
- Guiding Principle 5 – Accountability

Objectives:

- Use effective external and internal communication.
- Standardize practices based on data and research.

STATE MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS (SY 2011-12)
<p>3.1 Percentage of middle/intermediate and high schools receiving 6-year accreditation or 6-year accreditation with 3-year review status.</p>	<p>Middle/Intermediate 57% High 29%</p>	<p>Increase each level by 5 percentage points each year. Middle/Intermediate 62% High 34%</p>
<p>3.2 Percentage of parents reporting that they are satisfied with their school by school type (elementary, middle/intermediate, high).</p>	<p>Elementary 75% Middle/Intermediate 66% High 59% Multi-level 57%</p>	<p>Increase each level by 4 percentage points each year. Elementary 79% Middle/Intermediate 70% High 63% Multi-level 61%</p>
<p>3.3 Percentage of principals, complex area superintendents, and state office educational officers who agree that the system has improved over the past school year.</p>	<p>Principals* N/A Complex area superintendents* N/A State office educational officers* N/A * Baseline July 2011</p>	<p>Increase each category by TBD percentage points each year. Principals TBD Complex area superintendents TBD State office educational officers TBD</p>
<p>3.4 Number participating in the program for 4-year-old students.</p>	<p>4-year-old students N/A</p>	<p>4-year-old students TBD</p>

Glossary

Academic and Financial Plan (A/FP): An annual school plan that is designed to improve performance. The A/FP is based on the Department of Education's Strategic Plan and the school's strategic plan. It documents school goals, priorities, programs, activities, and the funds designated to accomplish them.

Accreditation: Accreditation is a continual process of assessment, planning, implementing, monitoring, and reassessment. The process is guided and assisted by self-study, visit, and follow-up. A term of accreditation is the period of time that best reflects the degree to which 1) the school is a trustworthy institution; and 2) the school is implementing an improvement process that will improve student learning. Visiting committees make the recommendation for a term based upon the Western Association of Schools and Colleges/Department of Education criteria.

Career-Ready: In the vision of a public school graduate, graduates possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society.

Citizenship-Ready: As a member of society, the individual contributes positively to the behaviors, duties, obligations and functions as a member of the society with moral and ethical integrity.

Classes Taught by Highly Qualified Teachers: The percentage of core academic subject classes that are taught by teachers licensed in that academic subject as defined by federal regulations.

College-Ready: The individual has attained the prerequisite coursework, credits and requirements for acceptance into college without need for remediation upon entrance.

Complex: Consists of a comprehensive high school and the middle/intermediate and elementary schools within its attendance boundary.

Complex Area: Administrative unit made up of two or more complexes that are administered by a Complex Area Superintendent.

Data for School Improvement System: The Department's tool to facilitate the use and management of formative assessment data to drive instruction.

Disadvantaged: Students whose family income qualifies them for the Free and Reduced Cost Lunch Program.

ELL: English language learner

Evidence-Based Instruction: Evidence-based instructional practices involve using scientifically-based research to guide educational decisions regarding teaching and learning approaches, strategies, and interventions.

Formative Assessment: Assessments used during the process of a unit or course to gauge student progress, monitor achievement of benchmarks, and adjust instruction according to students' needs.

General Learner Outcomes (GLO):

GLOs are the over-arching goals of standards-based learning for all students in all grade levels. Observable behaviors, which are demonstrated in daily classroom activities, are evidence of GLOs. Student effort, work habits, and behavior are important, and they must be evaluated separately from academic performance in the content areas (in accordance with Board of Education Policy 4501: Assessing/Grading Student Performance).

Community Contributor: A community contributor adapts to changing priorities, uses interpersonal and problem-solving skills to achieve goals, and acts responsibly with interests of the larger community in mind.

Complex Thinker: A complex thinker reasons effectively, and makes judgments and decisions based on sound information and problem-solving.

Effective Communicator: An effective communicator knows how to be an active listener, responds constructively to different ideas and values, and works effectively with people from a range of social and cultural backgrounds to create new ideas and increase the quality of outcomes.

Effective and Ethical User of Technology: An effective and ethical user of technology skillfully determines the appropriate technology for any task and understands the fundamental legal and ethical issues affecting information technologies.

Self-Directed Learner: A self-directed learner manages goals and time, works independently, and demonstrates a commitment to learning as a life-long process.

Quality Producer: A quality producer manages projects meeting goals within timelines and produces accountable results.

Highly Effective Teacher: Effective teachers facilitate, at a minimum, one year's worth of learning growth for their students.

Highly Qualified Teacher: A teacher who holds at least a bachelor's degree, has obtained full State certification, and has demonstrated knowledge in the core academic subjects he or she teaches is designated HQT.

Longitudinal Data System: A system that allows authorized users to view student data at both aggregate and individual levels over time in order for users to conduct analyses.

PDE3: A professional development website hosting courses and workshops for employees.

Proficiency: Students tested in applicable grades who score in the "Meets Proficiency" and "Exceeds Proficiency" categories are deemed to be proficient on the Hawaii State Reading and Mathematics Assessments.

Graduation On-Time: High school students who complete high school within four years of their ninth-grade entry date are deemed to have graduated on time.

SPED: Special education

Standards-Based: Curriculum and instruction aligned to the Hawaii Content and Performance Standards.

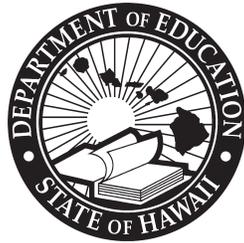
SY: School year

Strategic Plan Implementation Framework

The Department of Education reports planning, implementation, progress, and outcomes data. Each school, complex area, and state office bases its long-term and short-term plans on the goals and priority strategies in the 2011-2018 Department of Education Strategic Plan. Progress and results on outcomes and annual benchmarks are reported according to the Implementation Framework below.

	School	Complex Area	State Office
Strategic Plan 2011-2018	Strategic Plan 2011-2018	Strategic Plan 2011-2018	Strategic Plan 2011-2018
Multi-year Plans	School Strategic Plan	Complex Area Strategic Plan	State Office Strategic Plan
Annual Plans	Academic and Financial Plans (A/FP)	Indexed Complex Area Allocation (ICAA)	State Office Strategic Operational Plan
Accountability for Outcomes	Review of A/FP by principal and School Community Council (SCC) Financial review by principal and SCC Trend Report – school level School Quality Survey Superintendent’s Evaluation by the Board of Education	Annual evaluations by Superintendent Trend Report – complex level Tri-level Leadership Survey Superintendent’s Evaluation by the Board of Education	Superintendent’s Annual Report DOE Financial Report DOE Program and Fiscal Evaluations Federal Peer Reviews Consolidated State Performance Report Trend Report – state level School Quality Survey Tri-level Leadership Survey Balanced Scorecard Superintendent’s Evaluation by the Board of Education

photos:
Ewa Makai Middle
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Ewa Beach, Hawaii 96706



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