

**Board Action on Superintendent's Evaluation for the 2018-2019 School Year: Superintendent's Priorities**

**Superintendent's SY19 Priorities Based on Five Board Priorities  
Pending Adoption June 21, 2018**

<b>Priority Areas</b>	<b>Board Priorities (Adopted June 7, 2018)</b>	<b>Superintendent Priorities</b>
<b>A. Equity and Access</b>	Ensuring that the appropriate policies, structures and resources are in place to guarantee the advancement of access and support structures that allow all students to engage in learning through the core curriculum design. This priority references special education and English language learners in particular, but does not preclude issues like civil rights and Title IX.	<p>Advance our mission of equitable access to quality education for all students:</p> <ul style="list-style-type: none"> <li>● Provide equitable access to advanced placement and early college courses across all of our high schools aligned with school design models, higher education partnerships, and pathway designs.</li> <li>● 100% of schools will have a documented academic and financial school plan that includes academic, financial, capacity building, and gap closing goals and measures.</li> <li>● A minimum of 25% of our portfolio of schools will have a documented and Superintendent approved school design plan based on the new HIDOE school design matrix.</li> <li>● A ten year Title IX Athletics Plan will be documented for board approval and utilized for legislative funding requests.</li> <li>● Chapter 41 HAR and related sections of Chapter 19 HAR will be updated, vetted by community and approved by the Board for adoption and implementation.</li> </ul>
<b>B. Safe Learning Environments that Support Students Well Being</b>	Ensuring that the appropriate policies, structures and resources are in place so learning environments that support students' emotional and physical well-being can be cultivated. This includes things that range from physical facilities to policies that prohibit bullying and discrimination or support physical and mental health to addressing and preparing for natural and man-made disasters. A truly safe	<p>Grounded in our core values of Na Hopena A'o, a positive, productive, supportive and collaborative learning environment will be advanced:</p> <ul style="list-style-type: none"> <li>● HIDOE Student Voice strategy will be integrated into all HIDOE conferences, curriculum committees, Task Force study work, school-based Academic and Financial Plans, and board policy reviews and development.</li> </ul>

	<p>learning environment that supports student’s well-being is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism.</p>	<ul style="list-style-type: none"> <li>● The HIDOE will develop and adopt a statewide safety plan.</li> <li>● 100% of schools will implement an anti-bullying app for safe reporting of incidents.</li> <li>● A culturally informed, targeted strategy plan will be developed to reduce chronic absenteeism, focused on the regions with the highest rates of student absences</li> </ul>
<p><b>C. Student Centered School Design</b></p>	<p>Ensuring that the appropriate policies, structures and resources are in place to support schools designed to engage students in a rigorous and innovative curriculum supported by a purposely designed learning environment with applied learning practices that are aligned to college and careers. Design includes every aspect of a school: physical facilities, school models, themes, resources, partners (families, communities, and organizations), school day schedule, pedagogical approaches, allocation of teacher collaboration time, technology, governance, and organizational structure.</p>	<p>The HIDOE is committed to adopting an innovations approach to teaching and learning through its diverse school portfolio offerings where students have voice in curriculum, teachers engage through collaboration models in creating and sharing impactful instructional designs, and schools with community are hubs of design innovation for student engagement and personalization.</p> <ul style="list-style-type: none"> <li>● Utilizing the newly adopted computer science standards as a model, design a tri-level curriculum framework that promotes creativity, sharing of practices and multiple design implementation options that support K-12 complex area designs.</li> <li>● Create a multi-disciplinary, creativity-based early literacy (K-3) system and articulate a K-readiness standard aligned with EOEL, Head Start, and all public/private PK providers.</li> <li>● Develop a system-wide biliteracy goal with a multi-year plan to ensure an elementary through high school experience aligned to our biliteracy policy.</li> <li>● Establish for each CSI school a curriculum and instructional framework that promotes best practices in core content areas and creativity in meeting the unique needs and aspirations of their students.</li> <li>● Articulate detailed implementation plans with outcome expectations for special education and English language supports as informed by Task Force recommendations.</li> </ul>

<p><b>D. Staff Professional Development, Recruitment and Retention</b></p>	<p>Ensuring that the appropriate policies, structures and resources are in place to allow for the establishment of a dynamic learning community designed to continuously develop staff capacity to lead the work that results in high student achievement and the development of clear leadership pathways, supports and incentives that attract and retain talent.</p>	<p>The HIDOE is a learning organization that has adopted a talent management approach to capacity building and an empowerment approach to professional development.</p> <ul style="list-style-type: none"> <li>● Shift, at minimum, half of our federal Title II funds to the complex level to encourage more school-specific professional development planning.</li> <li>● Adopt and implement a five-year teacher recruitment and retention plan in partnership with TECC.</li> <li>● Establish a Troops to Teacher program.</li> <li>● Establish a guaranteed induction and mentoring program for beginning teachers.</li> <li>● Initiate a teacher collaboration model that supports creativity, sharing, and design thinking that advances our rigorous instructional design approach (focus on computer science in SY19 as a starting point for conceptualization).</li> </ul>
<p><b>E. Communication and Engagement</b></p>	<p>Ensuring that the appropriate policies, structures and resources are in place so the Department and Board thoughtfully and intentionally engage with students, staff, families, and community stakeholders in two-way communications that will help to inform decision-making and priority setting and improve transparency and access to information.</p>	<p>The HIDOE will begin to transition from the current strategic plan to the next visionary ten year plan, 2020-2030, with planning intersections in alignment with the Charter Commission’s strategic plan and Kamehameha Schools’ 2020-2030 strategic planning process.</p> <ul style="list-style-type: none"> <li>● Adopt a two-year communications plan that transitions the HIDOE from the current strategic plan to the next ten year strategy plan for 2020-2030.</li> <li>● Implement the first annual Superintendent’s State of the Schools event, hosted externally.</li> <li>● Engage four parent focus groups on special education services.</li> <li>● Create the ten year strategic plan development process.</li> <li>● Expand information and best practice sharing through each Assistant Superintendent.</li> </ul>