To advance the goals of the Strategic Plan, the HIDOE team will engage in targeted work around 3 high impact strategies.
School Design

The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers.

### Conditions for Success
- Community engagement
- Monitor data dashboards
- 21st C school facilities
- Clarity of funding needs
- PD organized by priorities
- Align legislative priorities
- Internal communications plan

### Taskforce
- Special Education
- English Language Services

### Budget Modeling Priorities
- School design grants
- PK funding
- Spec Ed fund utilization
- ELL funding needs

### Talent Management
- Adopt Talent Mngmt approach
- Aspirant CAS program

### High Leverage Action Items

1. Define school empowerment & accountability structure; embed into leadership training.

2. Map school design models by complex area; identify model schools; overlay economic development opp.

3. Define career pathways; advance C2C partnership; expand ECE/AP/CTE; leverage community engagement.


5. Create five-year technology plan to support school models and system efficiencies.

6. Evaluate and define special education program approach and EL program approach.

7. Define and deliver quality college and career pathway counseling and transition advising supports.

8. Identify, support and restructure low performing schools using shared empowerment (CSI & TSI).

9. Create PK expansion plan; focus on low SES areas; identify multiple models for early readiness.

10. Develop three-year leadership dev plan; focus on school models, student voice, comm. engagement, innovation.
Students’ perspectives and aspirations are highly valued in the classroom, school, and community, and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders’ decisions are informed by student input.

### Conditions for Success
- Student voice - core value
- Inquiry & advocacy learned in the classroom
- HA framework
- Self-directed learner environment

### Work Groups
- Hawai‘i State Student Council
- School-based student leaders

### Budget Modeling Priorities
- Student Leadership Dev Prog

### Talent Management
- Embed student voice training in leadership dev modules

### High Leverage Action Items

1. Create opportunities for students to engage in design thinking collaboratives.
2. Hold an annual student led design thinking model exhibition; academic showcases.
3. Engage student councils in identifying ways to integrate Na Hopena A’o into student led actions.
4. Include student presentations at annual Leadership Symposia to help focus on student impact.
5. Include student input on statewide Social-Emotional-Learning (SEL) framework implementation.
6. Increase student choice in the classroom/school - courses, assignments, projects, co-curriculum.
7. Engage students in peer feedback processes for student learning.
8. Increase applied learning opportunities in the school and community; encourage creativity and innovation.
9. Fund opportunities for students to tell our great public education story by highlighting their authentic work.
10. Structure opportunities for students to bring their community languages and culture into school.
Teacher Collaboration

Teachers continuously team to evaluate practice, design learning collaboratives, discuss student progress, identify community opportunities, and to mitigate challenges through change processes focused on highly effective, student-centered practices that improve the schools and raise student achievement.

### High Leverage Action Items

<table>
<thead>
<tr>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Document how schools are currently creating time for collaboration for curriculum development.</td>
</tr>
<tr>
<td>2. Create a teacher externship program aligned with C2C; learn about workplace and industry changes.</td>
</tr>
<tr>
<td>3. Identify best practices for teaching ELs; provide training; set statewide expectations.</td>
</tr>
<tr>
<td>4. Identify quality models of co-teaching and inclusion practices from our own Hawai‘i schools.</td>
</tr>
<tr>
<td>5. Prioritize professional growth to opportunities for learning about highly effective/engaging school models.</td>
</tr>
<tr>
<td>6. Identify/share the school models that diversify teacher leadership roles at the school level.</td>
</tr>
<tr>
<td>7. Develop/expand communities of practice around critical, timely issues with teachers, leaders, staff, comm.</td>
</tr>
<tr>
<td>8. Develop a tech. approach to advance collaboration practices around data, best practices, and planning.</td>
</tr>
<tr>
<td>9. Create public/private partnership for teacher housing in targeted high need areas for teacher retention.</td>
</tr>
<tr>
<td>10. Support teacher-community collaboration practices; identify best practices in community engagement.</td>
</tr>
</tbody>
</table>

### Conditions for Success

- Data teams
- Timely access to data
- Shared documents
- Collaboration time
- Within day planning time

### Taskforce

- Recruitment/retention
- Talent Management

### Budget Modeling Priorities

- Competitive national grants
- Differential pay/gap-closure
- Teacher housing

### Talent Management

- National Board Certified
- Teacher leader models
- Community collaboratives