



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

December 6, 2016

TO: The Honorable Lance A. Mizumoto
Chairperson, Board of Education

FROM:  Kathryn S. Matayoshi
Superintendent

SUBJECT: **Board Action on Review and Extension of 2011-2018 Department and Board
Joint Strategic Plan: Final Version**

1. RECOMMENDATION

The Department of Education (Department) recommends that the Board of Education (Board) adopt the final version of the DOE & BOE Strategic Plan 2017-2020 (Appendix A).

2. RECOMMENDED EFFECTIVE DATE

The Department recommends that the Strategic Plan be effective upon approval.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

N/A

4. DISCUSSION (if different from the effective date)

a. Conditions leading to the recommendation:

On January 19, 2016, the Board unanimously approved a motion to review and extend the 2011-2018 Joint Department of Education and Board of Education Strategic Plan and to present the plan to the Board no later than the December 6, 2016 Board meeting.

The Department, together with the Board, has led an extensive and transparent process to review and extend the Strategic Plan over the past year to identify priorities for public education and focus on supporting success for every student. The proposed final version of the plan takes into account input from students, educators, parents, and community members across the state, feedback from the Board, Department Leadership and the Governor, and is in alignment with the Governor's Education Blueprint.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

The updated plan places a heavy emphasis on closing the achievement gap to achieve equity and excellence so that the needs of every child are addressed in support of student success.

b. Previous action of the Board on the same or similar matter

- July 3, 2012: Board approved 2012 update to the 2011-18 Strategic Plan. This was the first time in recent memory that the Board and Department shared a strategic plan. Previous Department strategic plans were developed by the Department and presented to the Board as an information item, and the elected Board had its own plan.
- January 19, 2016: Board unanimously approved the plan and timeline to review and extend the Joint Department of Education and Board of Education Strategic Plan, including a presentation to the Board for a final plan not later than December 6, 2016.
- Department leadership provided monthly updates to the Board on plans and progress of the review and extension process:
 1. February 16: Superintendent's Report
 2. March 1: Discussion Item at General Business Meeting (GBM)
 3. March 15: Discussion Item at General Business Meeting (GBM)
 4. April 19: Discussion Item at General Business Meeting (GBM)
 5. May 17: Discussion Item at General Business Meeting (GBM)
 6. June 21: Discussion Item at General Business Meeting (GBM)
 7. July 19: Discussion Item at General Business Meeting (GBM)
 8. August 16: Discussion Item at General Business Meeting (GBM)
 9. September 20: Discussion Item at Human Resources Committee, Finance and Infrastructure Committee, and General Business Meeting (GBM)
 10. October 18: Discussion Item at General Business Meeting (GBM)
 11. November 15: Discussion Item at General Business Meeting (GBM)

Additionally, the 2016 Board community meetings, required by law (HRS 302A-1106.5) and Board by-laws (Section 6.4), were held jointly by the Board and Department to engage the community in discussing strategic plan objectives:

Hawaii Island

- August 3: Kanu O Ka Aina (Waimea)
- September 7: Hilo District Annex

Kauai

- September 14: Chiefess Kamakahelei Middle School

Maui

- August 8: Baldwin High School

Oahu

- August 22: Kailua High School
- August 31: Manoa Public Library
- September 8: Aiea Public Library
- September 15: Waianae Public Library

Additionally, a community meeting was held on Molokai on September 19 at Kaunakakai Elementary School on the same subject which was hosted by the Department since Board members were not available to attend.

Throughout the process, the Board has received extensive testimony providing comments on the updates, feedback from Board of Education community meetings hosted by Board members, and survey input through the public comment period on the October draft of the Strategic Plan in addition to reports on input collected by the Department. Summaries of feedback from the BOE members, surveys and public comment period were reported to the Board and are posted on the Department website: <http://bit.ly/DOEBOEstratplan>. This engagement was significantly more extensive than in prior years; for example in preparing the 2008-11 strategic plan, the Department conducted 10 focus groups of educators.

Additionally, the Governor hosted three Saturday meetings (October 1, October 22, and November 26) with the Board, Superintendent and his Every Student Succeeds Act (ESSA) Team to discuss and ensure alignment between the Strategic Plan and the Governor's Education Blueprint.

c. Other policies affected

In implementing the Strategic Plan, policies may need to be developed or revised to better support implementation. However the proposed plan does not conflict with any policies and in fact aligns to and supports existing Board policy including E-3, Nā Hopena A'o, and 102-15, a Vision of a Hawaii Public School Graduate.

Implementation plans will be aligned to Strategic Plan priorities. These include the Department's budget requests for operations and capital improvements, state consolidated plan for federal Every Student Succeeds Act funds, schools' Academic and Financial Plans, complex area plans, and state office implementation plans.

d. Arguments in support of the recommendation

The proposed Strategic Plan updates the objectives and indicators of its predecessor to reflect progress, lessons learned, research, and changes in needs and opportunities since 2012. The plan identifies priorities for the next three years with a focus on closing gaps to achieve equity and excellence for all of our students. The plan proposes a new balance between shared expectations and direction with flexibility for school and community-level implementation. Once approved, the plan will provide focus for the actions of the Department, Hawaii's public schools (including charter schools), the Board's oversight of public education, and public, government, private sector and community engagement with the Department, with schools, and with students.

The timing of the Board's approval has significant impact.

- Budget: The Board has already approved the biennium budget request to the Governor, and the Department is preparing to justify our request to the legislature based on Strategic Plan priorities.
- Schools' Plans: Schools are planning for next school year. In anticipation of the February teacher transfer period (which is collectively bargained), schools are already developing financial and staffing plans in anticipation of their

priorities for the coming year and carrying out consultation with their School Community Councils and faculty to engage their stakeholders and also to meet mandates of the law and collective bargaining. Schools are anxiously anticipating guidance and templates for their Academic Plans, aligned with Strategic Plan priorities, which are scheduled to be released no later than January 17. They are eager for revised guidance and templates that provide the additional flexibility of the new plan.

- Every Student Succeeds Act: Finally, on November 28, the U.S. Department of Education issued ESSA regulations on state plans which included an April 3 deadline for submission of state plans following a series of review and comment periods required by the federal law (i.e., 30 days for public comment, 30 days for the Governor to review and sign the state's plan). Developing our state ESSA plan to focus on Hawaii's priorities rather than organizing the plan around federal compliance requires that we have an agreed upon set of priorities and goals which are embodied in the updated Strategic Plan.

This Strategic Plan update supports our public schools by identifying priorities for the next steps for student success and focuses staff and systems of support on achieving student success objectives. The plan has a streamlined set of progress measures: 12 indicators of overall progress (vs. 39 in 2012 update) and 3-year targets for improvement on each indicator. The plan has an explicit focus on closing the achievement gap by calling out inclusion as a focus, including an indicator and target for inclusion, and committing to reporting all indicators by student characteristics to review the extent to which student "subgroups" have equitable opportunities and outcomes. The 3-year targets were set to be ambitious for students but realistic about what could be reached in the next three years; target levels were set following analysis of our data, consideration of national benchmarks for comparison and different methodologies for target setting, consultation with staff, consultation with the Hawaii P-20 Council, and review by Board members and Complex Area Superintendents (see Appendix C for more details). The plan is also more explicitly grounded in the strengths of our place; the plan incorporates Nā Hopena A'o (Board Policy E-3).

The proposed update is also inclusive of charter schools. The plan strikes a balance between our kuleana for all students in our public schools (including the Board's constitutional responsibility to "formulate statewide educational policy," Hawaii State Constitution Article X) and respecting the autonomy of our conversion and start up charter schools. Charter school stakeholders have expressed their appreciation at being acknowledged and included within the strategic planning process and the proposed plan.

Finally, the proposed plan is the outcome of an extensive process of consultation and engagement with stakeholders. The process followed design principles of innovation including understanding diverse views of stakeholders and multiple rounds of "rapid prototyping" by sharing preliminary then successive drafts of the plan for discussion and feedback. Significantly, the process included perspective of students who represented a range of engagement in their education. Students provided feedback through a day-long design thinking workshop with Adult Friends for Youth and Oceanit, focus groups, surveys, and the Hawaii State Student Council. Engagement of other stakeholders included:

- Phase I community engagement on student success: 108 focus groups and 1,429 online surveys
- Phase II community engagement: 9 BOE/DOE community meetings and surveys on drafts of Goals 2 and 3 (1,144 responses)
- Public comment on full draft (More than 3,000 views of the draft, 100+ respondents providing comment, and feedback via Board testimony)
- Governor with Board and ESSA Team
- Governor's ESSA Team
- Governor's Education Summit
- Teacher Leader Work Group
- DOE leaders (Complex Area principals' meetings, Deputy's Principals' Roundtable, Secondary Principals' Forum, Educational Leadership Institute, Complex Area Superintendents' meetings, State Office Directors)
- Hawaii P-20 Council
- Community organizations to discuss drafts including Special Education Advisory Council, charter schools conference, Native Hawaiian Education Council, Kamehameha Schools, and Early Learning Advisory Board
- Interviews with key stakeholders including Board of Education members and legislators
- Review of surveys and focus groups about education issues including, Hawaii State Teachers Association, Educational Institute of Hawaii, Educational Leadership Institute, Complex Area Support Team, ACT, Hawaii Elementary and Middle School Administrators and Hawaii Association of Secondary School Administrators.

Approving the plan respects the process and timeline that was approved by the board and shared with the community as part of their engagement.

e. Arguments against the recommendation

Opponents of the Strategic Plan may be interested in taking more time for additional opportunities for feedback, revise the plan to take a new direction, or to expand the scope of the Strategic Plan.

During the 9-month long process of community engagement, stakeholders shared diverse viewpoints and much feedback. All feedback was considered, and most of the feedback was summarized, reported and posted publicly. Points of view that were shared were diverse, so the plan identifies priorities but not every perspective. Opponents of the Strategic Plan may be concerned that particular issues were not addressed specifically. Also, many concerns raised were about ensuring successful execution of the plan or the need to be more prescriptive in how a school would achieve the goals and objectives; these are concerns that will be considered during implementation.

The Strategic Plan review and extension process took into account all feedback on issues, subgroups, and suggestions for implementation. The final plan works to balance detailed enough descriptions of the strategies that should be employed under the new plan while providing enough flexibility in the language that Complex Areas and schools are empowered to make their own plans to achieve the Strategic Plan goals and objectives in ways that address their unique context. Additionally, the

plan explicitly addresses ***all*** students repeatedly throughout the document. The intent is that the plan applies to all students across all subgroups, which includes English learners, students receiving special education services, economically disadvantaged students and major ethnic groups.

Opponents of the Strategic Plan may be concerned that the targets for the Strategic Plan indicators are either too ambitious or not ambitious enough. To set each three-year target for the statewide indicators, historical trends, national data, and top performers were considered. Attention was given to set targets that were both *ambitious and achievable*. A variety of methodologies were considered, and the Department was advised by the Hawaii P-20 Council and the Board in setting the targets.

Some opponents would like a more dramatically different direction in the Strategic Plan. The Board's charge to the Department was to review and extend the plan, maintaining the mission, vision, and goal structure of the 2012 update while revising objectives and priorities to guide future actions. A new mission, vision and radical departure from the 2012 update would require a different process and would be more appropriate upon the conclusion of this plan. 2020 presents an exciting new opportunity to consider an overhaul of the mission and vision, including how the Governor's vision in the (draft) Blueprint could replace the current Board and Department vision which were adopted in 2012 and are memorialized in Board Policy E-2.

Finally, as reflected in testimony on November 15, 2016 some people have requested that the plan address a wider scope than the Department's kuleana to include early learning, public libraries and the Hawaii Teacher Standards Board. The Executive Office on Early Learning, Hawaii Public Library System, and Hawaii Teacher Standards Board (HTSB) are affiliated with the Department and Board and their actions certainly impact and/or support public education. The proposed plan counts on partnerships with these organizations (Goal 3, Objective 2b, and Goal 2, Objective 3 specifically with the HTSB). The State Librarian and HTSB Executive Director have previously stated their support for working with the Board and Department to implement the Strategic Plan. While important partners, these other areas that have been identified are outside the statutory and financial responsibility of the K-12 public education system and have not been included in the proposed plan.

- f. Other agencies or departments of the State of Hawaii involved in the action

The Governor convened three half or full day meetings of the Board, his ESSA team leaders and Superintendent to discuss the Strategic Plan and his Blueprint for Education (October 1, October 22, and November 26). Also, the Governor's Office was involved via the Board and Department's engagement with the ESSA Team via monthly ESSA Team reports, Department's presentations and discussions at ESSA Team meetings (May 14 and August 20), and Department's participation in the Governor's Education Summit (July 9).

State agency leaders or representatives also participated in different stakeholder discussions (e.g. Department of Labor and Industrial Relations Director, University of Hawaii).

- g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

See section 2.e.

- h. Educational implications

The Strategic Plan will focus the efforts and resources of the entire public school system for the next three years. At state office, complex and school levels, we expect alignment to achieve the strategic plan objectives, based on each community's strengths, assets, opportunities and needs:

Goal 3, Objective 2c: Maximize allocation of resources toward strategic uses to advance equity and excellence.

Goal 3, Objective 3a: Enhance supports for development, implementation and reporting of Academic and Financial Plans and expenditures.

Schools and Complex Areas will develop and implement Academic and Financial plans for school improvement. The plan templates and guidance will be aligned with Strategic Plan objectives, and schools and complexes will identify areas of focus, action, and resources to address student and school needs to accomplish goals, as measured by statewide indicators in the strategic plan and community-specific indicators identified in their school and complex area plans. We anticipate that many schools will focus on professional development to support student success goals by improving curriculum, instruction, assessment and pedagogy through inclusive practices to address students' different learning and social-emotional needs, interdisciplinary lessons, and relevant learning which may include project-based or 'aina-based learning. Schools will also need to partner with families and community organizations to address barriers to student attendance which may include family education, transportation, and physical or mental health concerns and to address other support for students.

The Department's state offices will organize statewide strategic initiatives to close gaps to achieve equity and excellence for all of our students. Examples of these initiatives are included in the plan, such as inclusive classroom practices for special education and high needs students, implementation of K-12 career readiness pathways, and leadership development. State offices will also facilitate learning networks to support school and complex implementation of locally prioritized strategies, such as Next Generation Science Standards, new teacher induction and mentoring, and Common Core State Standards. State offices will also provide support for infrastructure for statewide and inter-agency partnerships such as Hawaii Keiki to enhance school health services and Hawaii P-20's Data Exchange Partnership with the University of Hawaii to make timely data available to schools for decision making.

A concerted and focused effort will be needed to achieve the nine statewide student-focused Strategic Plan targets. For example, reaching our targets for students receiving special education services to be included in general education classrooms

and students demonstrating academic proficiency on statewide assessments are necessary to ensure that we are achieving equity and excellence for all students.

The purpose of updating the Strategic Plan and subsequent implementation efforts is to have a significant and positive educational impact on students. The desired result is a high quality education for every child so that they are educated, healthy and joyful learners who contribute positively to our community and the global society.

i. Facilities implications

Our commitment to Student Success drives our facilities needs.

Goal 1, Objective 2a: Provide students with learning environments that are caring, safe, and supportive of high-quality learning.

Given trends of current resources appropriated for public education facilities and the current facilities needs¹, we are challenged to ensure ideal learning environments for all students statewide. We must be creative in thinking about our educational pedagogy and strategies to consider innovative options for learning that approaches facilities different while maximizing current allocation of resources (Goal 3, Objective 2c) and securing adequate funding to support education (Goal 3, Objective 2a). However, the Strategic Plan does specifically address the need for efficient and transparent supports which include facilities:

Goal 3, Objective 3c: Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.

Goal 3, Objective 3d: Strengthen culture of continuous improvement to provide efficient transactions and operations.

The proposed Strategic Plan includes an indicator of “Capital Improvement Projects Repair and Maintenance Backlog.” The plan proposes a 3-year target of reducing the R&M backlog from \$279 million (current) to \$239 million, given a \$90 million increase in R&M annually. Additionally, reducing the backlog to maintain current facilities must be accompanied by efforts to build new and state-of-the-art facilities to meet changing demographics and support innovative learning.

j. Financial implications

Additional financial resources will enable and accelerate changes that support student learning. Thus, the Strategic Plan specifies the need to secure adequate and expanded resources as well as maximize use of currently available resources (Goal 3, Objective 2).

Thus new funding will be sought and current resources will be analyzed and reallocated to support strategic actions. The Board-approved biennium budget request already addresses some of the strategic priorities anticipated at the time of budget preparation.

¹ The Department and Board approved Capital Improvements Project budget request for FY2018 is \$705 million and estimated to be \$3.6 billion over the next six years.

Further discussion about the amount and allocation of resources will be needed to achieve Strategic Plan targets based on funds appropriated and received. In some cases, innovation to address strategies priorities does not require additional funding, but it does in other cases – such as reducing the repair and maintenance backlog.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KSM:TOC:csg

c: Office of Strategy, Innovation and Performance

Attachments:

Appendix A – Proposed Strategic Plan, 2017-2020

Appendix B – Executive Summary of Strategic Plan, 2017-2020

Appendix C – Target Setting Worksheet

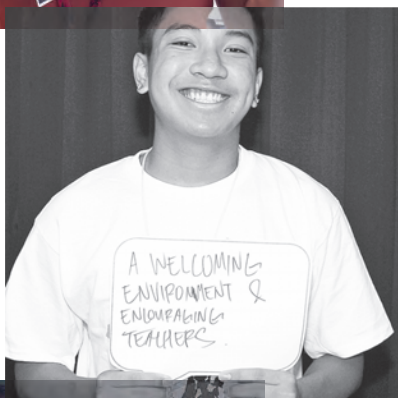
Strategic Plan

2017-2020



Hawai'i's students are educated,
healthy, and joyful lifelong learners
who contribute positively to our
community and global society.

Superintendent's Message



Our Strategic Plan centers on the students who entrust their education and their futures to the State's public schools. When the Department of Education (DOE) and Board of Education (BOE) embarked on their first ever joint Strategic Plan in 2012, we anchored the plan to our primary goal of Student Success. We came together this year to review our progress, reflect on lessons learned, and make necessary changes to achieve our ambitious goals for all of our students. We began with input from our students. How do they define "success," and how can we best support them? We are inspired by the hundreds of students who shared their ideas at focus groups, participated in design thinking workshops, took online surveys and submitted photos and stories. Their aspirations and hopes are the backbone for the significant shifts and ambitious goals in this Strategic Plan.

The DOE and BOE worked with partners to expand our student focus groups into a statewide listening tour with educators, parents, community members, and peer organizations. People gave generously of their time and helped us find common ground for a community-based definition of Student Success that includes:

- ✓ Giving back to the community, environment, and world;
- ✓ Discovering and pursuing their passions so they can reach their full potential;
- ✓ Demonstrating strong academic and life skills (General Learner Outcomes), and showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts;
- ✓ Being prepared for life after high school, including setting clear goals and developing short-term and long-term engagement in learning;
- ✓ Exhibiting strength, confidence, and resilience in their everyday lives, and being generally healthy and happy; and
- ✓ Gaining a strong sense of cultural understanding and appreciation for Hawai'i.

We are heartened by how much these community priorities align with growing initiatives and investments within the DOE and public education in Hawai'i. A new statewide career readiness initiative for strengthened career pathways complements the DOE's college and community readiness partnerships. The establishment of the DOE's Office of Hawaiian Education and BOE's adoption of Nā Hopena A'o in 2015 support all of us in applying the Hawaiian values and knowledge that will make us better leaders, learners, and community contributors. The hard work of our teachers, leaders, and staff in carrying out the 2012 Strategic Plan resulted in an infrastructure to support teaching and learning that did not exist statewide previously. Now we can build on that solid foundation to support community-led pathways in this Strategic Plan toward success for all students in our public schools.

Our students have high hopes for their future, and they deserve every support we can give them. The future of our special island home depends on them—and all of us, together—to go beyond what we believed was possible. Mahalo nui loa for supporting the future of Hawai'i's keiki and our island home.

KATHRYN MATAYOSHI
Superintendent

Strategic Plan session, Hawai'i Education Summit, July 2016. Pictured near left: Supt. Kathryn Matayoshi with her predecessor, Supt. Patricia Hamamoto.



I. About the Strategic Plan

Every student, school, and community is unique with its own strengths, aspirations, assets, and challenges, but the Strategic Plan describes shared objectives for equity and excellence for every child across Hawai'i's nearly 300 public schools, including our public charter schools.

The Strategic Plan provides a common foundation of expectations and supports for *all students in Hawai'i's public schools*. Many schools will aspire to achieve all of the Strategic Plan's Student Success objectives while some schools may already meet these objectives and will focus on further advancing success for all of their students and sharing their learning with others.

The Strategic Plan is a compact between the BOE, DOE and community about the state's goals for public education and the support and

investment necessary to achieve the goals. It will inform implementation plans within DOE state offices, Complexes and schools, education budget requests to the legislature, state office initiatives, Complex Area supports, and community partnerships. The plan will also inform the Hawai'i State Public Charter School Commission and public charter schools by providing reports about schools' progress, supporting priorities for federal programs, impacting legislative funding for schools, and providing policy direction from the BOE.

The Strategic Plan will also guide planning to leverage any new flexibility in the federal Every Student Succeeds Act (ESSA), which President Barack Obama signed into law in December 2015. ESSA is the education law that replaces No Child Left Behind and pro-

vides many of the federal requirements for K-12 education.

In April 2016, Governor David Ige convened an "ESSA Team" to create an aspirational Governor's Education Blueprint. The combined efforts of the Governor, BOE, and DOE provided unprecedented opportunities for public conversation about education in 2016.

Multiple rounds of meetings held throughout the state by both the BOE and Governor's ESSA Team engaged thousands of residents in discussions. BOE and DOE meetings focused on developing a near-term Strategic Plan for K-12 education that aligns with the Governor's Education Blueprint, which is long-range and addresses education broadly including early childhood, higher education and workforce development.

II. Our Journey

Our belief in the ability and potential of each and every child in our public schools led the BOE and DOE to set clear statewide standards linked to high expectations for all students. In a rapidly changing world, we cannot know what our entering kindergarteners will one day dream of achieving when they graduate from high school or the opportunities and challenges that they will address as they grow into leadership locally and globally. Our job is to equip these students with the knowledge and capabilities to succeed at their chosen path in life.

The establishment of the first joint DOE/BOE Strategic Plan in 2012 built upon reforms we began 10 years ago in response to critical challenges: Hawai'i's student achievement lagged nationally, and students who struggled to meet proficiency in core subjects were unable to progress successfully through their K-12 journey. Too many of our high school graduates were not meeting the entry requirements for workforce, college, apprenticeship programs, or military service options. We focused our efforts on ensuring students had the skills, values, and supports necessary

for their next steps in life.

To best support students' goals in 2012, we implemented comprehensive statewide supports. We focused on rigorous standards-based instruction and ensuring the quality of the high school diploma. We continued to invest heavily in collecting, reporting and supporting use of transparent, real-time data so we could better understand and mobilize around students' needs and progress. We established statewide teacher induction and mentoring, and focused professional development and feedback on improving teachers' professional

practice. These initiatives provided a common foundation for educators to support students—including a common language and high expectations for teachers’ professional practice and student learning. With this new infrastructure in place, and a great deal of hard work on the part of educators, students, families, and key community partners, Hawai‘i was one of two states that led the nation in overall gains in national math and reading proficiency over 10 years.¹

Building on an improved foundation in math and reading, a statewide “P-20” effort—from early childhood education through life-long learning—has helped us work with early education and higher education partners to increase students’ career, college, and community readiness. Advanced course-taking and

early college programs in which high school students earn college credit have both increased substantially.

Lastly, as we look to the future, we know that part of the legacy of our special island home is to support the community relationships, culture, values, and sense of place that enables students to thrive. Since the launch of the 2012 Strategic Plan, the BOE passed policies establishing the Office of Community Engagement and the Office of Hawaiian Education (OHE). These new offices are a crucial component to support all students becoming career, college, and community ready.

With clear goals, Hawai‘i can be a national leader in education by mobilizing the incredible strengths of our diverse communities behind the high standards our students deserve.

2011-2015

30%

Increase in the number of students taking Advanced Placement exams.

28%

Increase in the number of students passing Advanced Placement exams.

43%

Increase in Early College program enrollment to earn University of Hawai‘i credits.



Students, education leaders and Polynesian Voyaging Society crewmembers aboard the Hikianalia at the Marine Education Training Center, Honolulu.

III. Equity and Excellence: The Next Leg of Our Journey

Over the past 10 years, Hawai‘i has achieved steady progress in students’ educational outcomes—whether measuring academic achievement or college enrollment. We are inspired by the growth to date; however, our students are not succeeding equally, and we see persistent gaps in achievement between students. Supporting positive outcomes for all of our students from this point on will require the DOE, charter schools, state agencies, and family and community stakeholders to come together in new ways, and we have therefore made significant changes in this updated and extended Strategic Plan. Since the Great Re-

cession, a historic shift has occurred in our state. Despite an improving economy and low state unemployment, many families continue to struggle financially — more than 50 percent of Hawai‘i’s public school students are now economically “high needs.” Other high-needs students include English learners and students receiving special education services. In total, 57 percent of students were high needs in 2015. We must also consider the needs of students in ethnic groups that are historically underrepresented in career, college, and community success metrics. Hawai‘i, like many states across the country, continues to

struggle with an “achievement gap” that separates the engagement and achievement of high-needs students from that of their non-high-needs peers.

As we reviewed the Strategic Plan during the 2016 update with students, educators, and other key members of our community, we focused on building upon our strengthened foundation to close the achievement gap and attain *equity and excellence for all students*. Our commitment to transparency in reporting student data and establishment of new data tools and partnerships has helped us understand the scope and scale of our achievement gap, and made us

[1] The United States Chamber of Commerce Foundation, *Laggards to Leaders: How Three States Found Their Way Forward*, (Washington D.C., 2015)

national leaders in moving beyond federal categories of high-needs students to create a candid local picture in the best interest of our students and islands. During the first years of the Strategic Plan, implementation of our strategic priorities helped us increase teachers' and leaders' skills and knowledge to make data-informed decisions in the best interest of students. This work will now continue to be complemented by new real-time data resources, focused professional development for classroom, school, and regional strategies to address every student's needs and close the achievement gap to attain equity and excellence. This also requires partnerships with families and the community for student needs that extend beyond the classroom.

The impact of the Strategic Plan depends on the effectiveness of implementation and the extent to which students benefit from our aligned efforts to provide high-quality education and key supports. Schools are supported by 15 Complex Areas that include their regional K-12 schools and by DOE state offices. The BOE and DOE will focus state office re-

IV. Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

V. Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

sources on transparent and efficient supports for statewide operations and on key statewide strategic initiatives to close the achievement gap and support equity and excellence in student outcomes. Statewide strategic initiatives will work in concert with the updated objectives for our three main goals of Student Success, Staff Success, and Successful Systems of

Support to ensure all students and schools can demonstrate proficiency in critical building blocks of learning. We must be steadfast in our mission to develop our keiki so that each student and each graduate is prepared to succeed in their post-high school pursuits of careers, postsecondary education and training, and contributing to our community.

VI. Nā Hopena A'o

We believe that our special island home prepares us to lead globally. Our unique values, sense of place, and strong community relationships are increasingly important here and around the world.

In 2015, the BOE approved policy E-3, Nā Hopena A'o, or HĀ, to help advance our mission: "HĀ is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawai'i. The DOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total well-being and Hawai'i ("BREATH") in ourselves, students, and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community."

HĀ is being implemented in the DOE through a three-year action plan (2016-2018) developed and led by the Office of Hawaiian Education. Other partner organizations are also adopting HĀ. To learn more about implementing HĀ and OHE, please visit bit.ly/NaHopenaAo.



VII. Student Goals and Aspirations

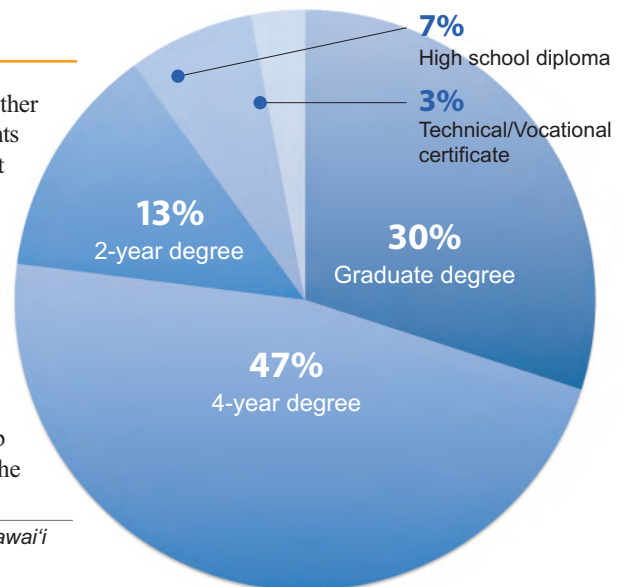
BOE policy 102-15 establishes a Vision of a Hawai'i Public School Graduate that states all graduates will:

- 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 postsecondary education and/or careers.

Recent statewide surveys of public school students' aspirations show that 93 percent of all high school juniors hope to pursue additional education or certification sometime

after high school. We must work together with all stakeholders to provide students with the tools and knowledge that allow them to reach their goals and access opportunities. The same rigorous foundation of academic skills, General Learner Outcomes and other "life skills" are needed for a full range of postsecondary aspirations, whether students are pursuing industry certifications, a college degree, military training, on-the-job training, a trade apprenticeship, or the launch of their own enterprise.

SOURCE: ACT Aspirations Survey, Hawai'i public student respondents, 2014-2016



VIII. Goals and Objectives for Achieving Student Aspirations



The three primary goals of the 2012 Strategic Plan continue to serve as an organizing framework: Student Success, Staff Success, and Successful Systems of Support. As we work together to fulfill the community mandate for supporting Student Success, we know that closing our state's achievement gap and achieving equity for all students will require expanded financial and community resources for teachers and lenders. The Strategic Plan objectives under each goal are intended to set a common direction statewide for schools and community partners. These objectives will be implemented in a tailored and customized approach through school- and Complex-level implementation plans, which address existing school and community strengths and challenges.

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.

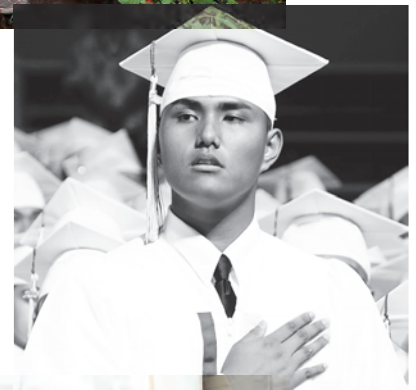
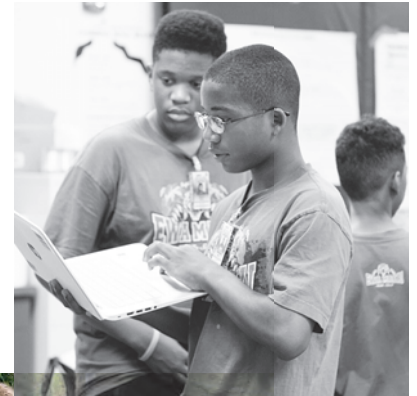
OBJECTIVE 2: WHOLE CHILD. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

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.



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 the federal No Child Left Behind Act's test-based school accountability, 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... (that) inspire(s) and meet(s) the needs, interests, and abilities of all students" (BOE Policy E-105). This includes assessments 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.

- 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 that students can 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).
- 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.** Increase consistency of all students having a caring teacher who provides quality instruction that meets their needs and enables them to progress toward becoming ready for career, college, and community. 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.

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.

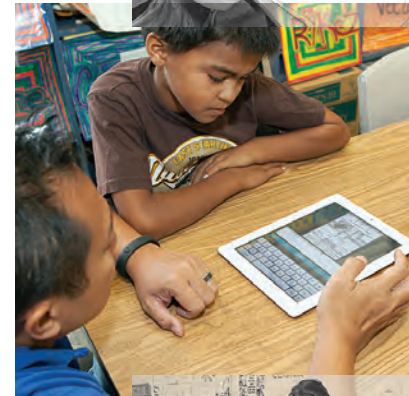
OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE. Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

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.

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.



- 3d.** Strengthen culture of continuous improvement to provide efficient transactions and operations.
- 3e.** Continue to improve communication to promote understanding and engagement of stakeholders.

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 iden-

tify 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.

Transitions

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.

X. Statewide Indicators for Equity and Excellence

To measure progress on the Strategic Plan, the BOE and DOE commit to regular reporting on 12 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, which would make our on-time graduation rate one of the highest in the nation. 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. This also contributes to our state's "55 by '25" goal of more working age

adults having a 2- or 4-year college degree to meet the forecasted needs of our economy.

Data on statewide indicators will be reported regularly to the BOE and the public on a "dashboard" to monitor progress toward equity and excellence; additionally, the data will be analyzed and reported for different groups of students and schools to ensure equity in outcomes. An equity analysis will focus on high-needs student groups as well as students in regions that have faced historical challenges with access (e.g., more remote rural schools). Information for each indicator on Status, Progress, and Equity will be reported at least annually. To fulfill

our commitment to equity and excellence, we will examine each indicator to identify the achievement gaps between high-needs students and non-high-needs students 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.

STUDENT SUCCESS INDICATORS — 2016 BASELINE AND 2020 TARGET

1. CHRONIC ABSENTEEISM. *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 benefit from educational opportunities. The habit of "showing up" is an important life skill.

BASELINE: 15% TARGET: 13%

2. SCHOOL CLIMATE. *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 positive school climate as a highly valued support for student success.

BASELINE: 73% TARGET: 79%

3. INCLUSION RATE. *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 advances in students' attendance, achievement, referral rates and postsecondary outcomes.

BASELINE: 37% TARGET: 51%

4. THIRD GRADE LITERACY. *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.

BASELINE: 65% TARGET: 76%

5. NINTH GRADE ON-TRACK. *Percentage of first-time 9th graders promoted to 10th*

grade on-time. Transitioning successfully into high school, as represented by promotion from 9th to 10th grade on-time, is a critical milestone—students who are on-track in 9th grade are more likely to graduate.

BASELINE: 90% TARGET: 94%

6. ACADEMIC ACHIEVEMENT. *Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science.* Our assessments are designed to measure progress and provide information about the extent to which students are on path toward college and career readiness.

ELA: BASE: 51% TARGET: 61%

MATH: BASE: 42% TARGET: 54%

SCIENCE: BASE: 43% TARGET: 64%

7. HIGH SCHOOL GRADUATION. *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.

BASELINE: 82% TARGET: 86%

8. CAREER & TECHNICAL EDUCATION CONCENTRATOR. *Percentage of 12th graders who complete a CTE Program of Study.* CTE Concentrators have completed a program of study that provides opportunities for learning and applying academic and technical skills and knowledge within a career pathway.

BASELINE: 38% TARGET: 50%

9. COLLEGE-GOING GRADUATES. *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 training that prepares students to pursue a career represents a key post-high outcome for K-12 education—those with a postsecondary credential are more likely to be employed, have higher earnings, and be healthier.

BASELINE: 56% TARGET: 62%

10. TEACHER POSITIONS FILLED. *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.

BASELINE: 96% TARGET: 98%

11. TEACHER RETENTION. *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, and reduces expenditures of recruitment resources.

BASELINE: 52% TARGET: 60%

12. REPAIR & MAINTENANCE BACKLOG. *Dollar amount in list of unfunded or deferred major R&M projects.* School facilities' needs in the Capital Improvement Projects R&M backlog include infrastructure, hazardous material removal, health & safety, and structural improvements associated with existing facilities. Reducing the backlog must be accompanied by efforts to build new and state-of-the-art facilities to meet changing demographics and support innovative learning.

BASELINE: \$279M TARGET: \$239M

BUILDING ON OUR FOUNDATION TO SUPPORT EQUITY & EXCELLENCE

The significant shifts in this updated and extended Strategic Plan support a broader definition of Student Success. Our aim is to **close the achievement gap and ensure equity and excellence** by providing targeted support and leveraging the strong foundation and innovative “Bright Spots” that exist in our public education system.

2017-2020		ACHIEVING OUR NEXT LEVEL OF SUCCESS	
Central focus on equity and excellence so all students can succeed. Leverage data tools to identify and close the gaps in achievement, staffing, and systems of support.	Empower students through relevant, rigorous learning opportunities that support preparation for career, college, and community goals.	Support well-rounded education that expands emphasis beyond reading and mathematics.	Focus on Hawaii-specific values, sense of place, and local outcomes that prepare students for local and global leadership.
2012-2018		FOUNDATION ESTABLISHED IN THE LAST UPDATE	
Rigorous academic standards set to prepare graduates for future opportunities in a rapidly changing environment.	Data tools and training provided for real-time information on student growth and learning.	Statewide Common Core curriculum piloted and implemented throughout public schools.	Strengthened infrastructure for teacher and administrator professional development and statewide induction, mentoring, and training.

IMPLEMENTATION

Hawai‘i can be a national leader in education by mobilizing the strengths of our diverse communities behind the high standards for equity and excellence that our students deserve. Implementation of the Strategic Plan requires mutual support and aligned planning within the **three main levels of DOE decision making and responsibility: school, Complex Area, and state office**, and information and best practice sharing between the DOE and public charter schools.

SHARED KULEANA TO ACHIEVE EQUITY AND EXCELLENCE FOR ALL STUDENTS			
DOE SCHOOLS	15 COMPLEX AREAS	STATE OFFICES & DEPTS	PUBLIC CHARTER SCHOOLS
Schools are responsible for 3-Year Academic and Financial Plans. These implementation plans are linked to the Strategic Plan but schools prioritize improvement efforts and resources to address unique needs and opportunities for students and communities.	Implementation plans for Complex Areas support schools’ Academic and Financial Plans, and regional K-12 alignment to statewide resources for implementing Strategic Plan objectives and achieving targets.	State-level implementation plans for transparent, efficient operations of our public schools and for statewide strategic initiatives support closing the achievement gap and ensuring equity and excellence.	Contracts overseen by the Hawai‘i Public Charter School Commission and strategic plans established by local governing boards include strategies toward improving student and school outcomes, including meeting Strategic Plan targets.

STATEWIDE STRATEGIC INITIATIVES

DOE state office strategic initiatives will advance specific Strategic Plan objectives to ensure all students and schools can achieve equity and excellence. The DOE state office will provide training, clear standards, professional learning networks, innovative Bright Spot best practice sharing, and other resources to support statewide strategic initiatives such as:

Well-rounded education for all students	Inclusive classroom practices for special education and high-needs students	Implementation of K-12 career readiness pathways	Leadership Institute for statewide training, leadership pipelines, induction and mentoring	Supportive student transitions between grade levels and schools
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ABOUT THE 2017-2020 DOE/BOE STRATEGIC PLAN UPDATE & EXTENSION

The DOE and BOE are committed to continuous improvement and will assess progress to identify needed changes in strategies and resource allocations based on lessons learned and changing state, federal, and community conditions. Thousands of students, educators, community members, and key stakeholders participated in the Strategic Plan update and extension process in 2016:

2,573 SURVEY RESPONSES	117 FOCUS GROUPS & COMMUNITY MTGS	STUDENT INPUT: DESIGN THINKING, SURVEY, GROUPS	SOCIAL MEDIA REACH OF OVER 100,000	PRINCIPAL, TEACHER-LEADER & STATE MTGS
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A Commitment to Equity and Excellence

We believe in the unique strengths and potential of each and every child in our public schools. To fulfill our commitment to each student, Hawai‘i’s public schools will achieve equity and excellence, so that all students can successfully discover and embark upon their chosen path in life. State offices, Complex Areas, and schools—DOE and charters—will apply their resources to ensure that all students have equal opportunity for a high-quality education. This education, integrated with our uniquely Hawaiian values and sense of place, will equip students for local and global leadership and the ambitious community, career, and college goals of their choice. Our students have high hopes for their future and by working together, all of us—including families, communities, state leaders, businesses, and partner organizations—can support the future of Hawai‘i’s keiki and our island home.

HAWAI‘I STATE DEPARTMENT OF EDUCATION & BOARD OF EDUCATION

Strategic Plan

2017-2020

EXECUTIVE SUMMARY



Our Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Nā Hopena A’o

We believe that our special island home prepares us to lead globally. Our unique values, sense of place, and strong community are all increasingly important here and around the world. In 2015, the Board of Education approved policy E-3, Nā Hopena A’o, or HĀ, to help advance our mission. The policy states, “HĀ is a framework of outcomes that reflects the Department of Education’s core values and beliefs in action throughout the public educational system of Hawai’i. The DOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total well-being and Hawai’i (“BREATH”) in ourselves, students, and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai’i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.”

HĀ reinforces and strengthens the existing DOE General Learner Outcomes (GLOs) for students:

- ✓ Self-directed Learner
 - ✓ Community Contributor
 - ✓ Complex Thinker
- ✓ Quality Producer
 - ✓ Effective Communicator
 - ✓ Effective & Ethical User of Technology

Strategic Plan

The governing document for the public education system in Hawai’i provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence for each student. Learn more about the Strategic Plan and view the full document at bit.ly/DOEBOEstratplan.



Student Goals & Aspirations

Community engagement for the Strategic Plan review and update process included thousands of students, families, community members, and organizations. This input created a great deal of common ground for an updated understanding of Student Success, which is defined as:

- ✓ Giving back to the community, environment, and world;
 - ✓ Discovering and pursuing their passions so they can reach their full potential;
 - ✓ Demonstrating strong academic and life skills (GLOs), and showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts;
- ✓ Being prepared for life after high school, including setting clear goals and developing short-term & long-term engagement in learning;
 - ✓ Exhibiting strength, confidence, and resilience in their everyday lives, and being generally healthy and happy;
 - ✓ Gaining a strong sense of cultural understanding and appreciation for Hawai’i.

Community input also helped to identify priority supports for Student Success. Testimony and surveys from students helped us to better understand the student goals and aspirations that form the backbone of BOE Policy 102-15, which establishes that Hawai’i public school graduates will: (1) Realize their individual goals and aspirations; (2) Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society; (3) Exercise the rights and responsibilities of citizenship; and (4) Pursue post-secondary education and/or careers. The updated Strategic Plan objectives in this document aim to support Student Success more holistically to advance the DOE/BOE mission and vision, Nā Hopena A’o outcomes, and vision of a high school graduate.

To do this... ... learners must...	GOAL 1: Student Success <i>All students demonstrate they are on a path toward success in college, career, and citizenship.</i>			
	1 Be Empowered by Learning	2 Be Addressed as a Whole Child	3 Have a Well-Rounded Education Experience	4 Be Prepared and Resilient
To achieve this, we must...	1a. Increase student engagement & empowerment through relevant, rigorous learning opportunities that incorporate student voice.	2a. Provide students with learning environments that are caring, safe, and supportive of high-quality learning.	3a. Provide students of all backgrounds, ages and needs with a challenging and quality standards-based education in all subject areas.	4a. Identify and address student strengths and challenges early so that students transition into early elementary grades ready to learn and with a cognitive foundation for reading.
	1b. Ensure that graduates demonstrate the General Learner Outcomes and have the abilities, habits, and knowledge to set and achieve their aspirations.	2b. Address students' physical, mental, and social-emotional health through school programs and partnerships with families, community organizations, and agencies that support students' well-being.	3b. Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward success in college, career, and community.	4b. Support students' transition in adolescence (gr. 5-10) through school practices, counseling, and research-based experiences that advance total well-being.
And we must have these critical supports...	1c. Ensure students have access to high-quality career and college counseling, mentorships, internships and advanced courses (e.g., Early College) to support their long-term success.	2c. Cultivate a school environment where attendance is valued, encouraged, and supported.		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.
	GOAL 2: Staff Success <i>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.</i>		GOAL 3: Successful Systems of Support <i>The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.</i>	
	1 FOCUSED PROFESSIONAL DEVELOPMENT 2 TIMELY RECRUITMENT & PLACEMENT 3 EXPANDED PROFESSIONAL PIPELINE		1 INNOVATION & BRIGHT SPOTS 2 ADEQUATE & EXPANDED RESOURCES 3 EFFICIENT & TRANSPARENT SUPPORTS	

We will gauge our progress by looking at...	STATEWIDE INDICATORS FOR EQUITY & EXCELLENCE				
	CHRONIC ABSENTEEISM	3 RD GRADE LITERACY 9 TH GRADE ON-TRACK	ACADEMIC ACHIEVEMENT	COLLEGE-GOING GRADUATES	5-YEAR TEACHER RETENTION
	SCHOOL CLIMATE	CAREER & TECHNICAL EDUCATION CONCENTRATORS	HIGH SCHOOL GRADUATION RATE	TEACHER POSITIONS FILLED	REPAIR & MAINTENANCE BACKLOG
	INCLUSION RATE				

APPENDIX C - TARGET SETTING WORKSHEET

Hawai'i State Department of Education and Board of Education Strategic Plan 2017-2020

Statewide Indicators for Equity and Excellence

Indicator	Description of Measure	Baseline (2016)	Target (2020)	Target Basis	Equity Baseline (2016) <i>Identifying opportunity or achievement gaps</i>																		
Goal 1: Student Success																							
Chronic Absenteeism	Percentage of students who are absent for 15 or more days during the school year.	15%	13%	➤ Target based on 2013-14 national rate (13%) ➤ Best state: Florida (4.5%, 2013-14) ➤ HI schools with lowest rate: 2% (Mililani Ike ES, Nimitz ES and Wilson ES, 2016)	➤ English Learners: 20% ➤ Students receiving special education services: 24% ➤ Economic disadvantage: 20%																		
School Climate	Percentage of students reporting positive school climate as measured by the Safety Dimension of the School Quality Survey	73%	79%	➤ Target is current level of top Hawaii public schools (Top quartile, 2016)																			
Inclusion Rate	Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day.	37%	51%	➤ Target would result in majority of students receiving special education services in an inclusive learning environment within three years																			
Third Grade Literacy	Percentage of 3 rd graders demonstrating reading of “At or Near” or “Above” grade-level expectation on Smarter Balanced Assessment	65%	76%	➤ Target is current level of higher performing Hawaii public schools (Top quartile, 2016) ➤ HI school with highest level of students reading at grade level expectations: 98% (Momilani ES, 2016)	➤ English Learners: 20% ➤ Students receiving special education services: 23% ➤ Economic disadvantage: 56%																		
Ninth Grade On-Track	Percentage of first time 9 th graders promoted to 10 th grade on-time	90%	94%	➤ Target is current level of higher performing HIDOE public schools (Top quartile, 2016) ➤ HI school with highest promotion rate: 100% (Lanai High and Elem, 2016)																			
Academic Achievement Scores	Percentage of students meeting achievement standard on State Assessments in English Language Arts/Literacy (ELA), Mathematics, and Science	ELA: 51% Math: 42% Science: 43%	ELA: 61% Math: 54% Science: 64%	➤ Target is current level of higher performing HIDOE public schools (Top quartile, 2016) ➤ HI schools with highest achievement rates (2016): ELA: 91% met achievement standard (Kaelepulu ES, 2016) Math: 84% met achievement standard (Waikiki ES and Momilani ES, 2016) Science: 100% proficient (Kaelepulu ES, 2016)	English Learners: <table><tr><td>ELA</td><td>21%</td></tr><tr><td>Math</td><td>22%</td></tr><tr><td>Science</td><td>19%</td></tr></table> Students receiving special education services: <table><tr><td>ELA</td><td>14%</td></tr><tr><td>Math</td><td>12%</td></tr><tr><td>Science</td><td>15%</td></tr></table> Economic disadvantage: <table><tr><td>ELA</td><td>39%</td></tr><tr><td>Math</td><td>31%</td></tr><tr><td>Science</td><td>32%</td></tr></table>	ELA	21%	Math	22%	Science	19%	ELA	14%	Math	12%	Science	15%	ELA	39%	Math	31%	Science	32%
ELA	21%																						
Math	22%																						
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Science	15%																						
ELA	39%																						
Math	31%																						
Science	32%																						
High School Graduation	On-time Graduation Rate (Federal methodology for Adjusted Cohort Graduation Rate for earning a diploma within four years)	82%	86%	➤ Target based on longitudinal data and progress toward meeting best state's grad rate of 91% (Iowa, 2014) ➤ Highest HI grad rate: 96% (Moanalua HS, 2016)	➤ English Learners: 46% ➤ Students receiving special education services: 61% ➤ Economic disadvantage: 76%																		
Career & Technical Education Concentrators	Percentage of 12th graders who complete a CTE Program of Study (Best measure currently available statewide for students being workforce ready)	38%	50%	➤ Target based on acceleration in longitudinal trend. Assumes emphasis on CTE concentrators from career readiness initiative ➤ HI school with highest rate of CTE concentrators: Kapaa HS and Hana High and Elem 69%, (2016)	➤ Economic disadvantage: 35%																		
College-Going Rate	Percentage of high school completers enrolled in postsecondary institutions nation-wide – vocational or trade schools, 2- or 4-year colleges (Fall following graduation)	56%	62%	➤ Benchmark is national median (2008) which is consistent with HI's longitudinal trend ➤ State with highest rate: 79% (Mississippi, 2010) ➤ School with highest HI rate: 88% (University Laboratory School, 2015)																			

Hawai'i State Department of Education and Board of Education Strategic Plan 2017-2020

Statewide Indicators for Equity and Excellence

Goal 2: Staff Success					
Teacher Positions Filled	Percentage of teacher positions filled as of August 1 each year	96%	98%	➤ Exceeding recent historical high rate of most vacancies filled (2013)	➤ Students receiving special education services: 93%
5-Year Teacher Retention	Percentage of new teachers retained 5 years after their initial hire	52%	60%	➤ Returning to rate of most teachers retained (2010 cohort)	
Goal 3: Successful Systems of Support					
School Facilities Capital Improvement Program Repair and Maintenance Backlog	Total \$ amount for list of unfunded or deferred major repair and maintenance projects	\$279 M (with increase of approx. \$90 M annually)	\$239M backlog	➤ Longitudinal trend in reduction of CIP R&M backlog	