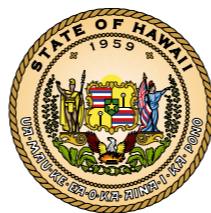


# Strategic Plan 2011-2018

*2012 Update*



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

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## INTRODUCTION

### Superintendent's Message *Our Students: Helping Today's Students Navigate Tomorrow's World*



"What does the 21st century student need to know and be able to do?" In Hawai'i and across the world, we are in the midst of an enormous transformation. In the past, the rate of change was much slower from generation to generation; today, in the 21st century, the rate of change is driven by constantly evolving technology, the rapid creation and proliferation of information, new social and environmental challenges, and a new knowledge-based economy. **By 2018, Hawai'i will rank 10th in the nation in jobs requiring postsecondary degrees.** Students need an entirely new level of academic skills and a strong sense of self and connection to their community to succeed and contribute to a better society. **And Hawai'i students know this: 89 percent of students plan to go**

**to college, according to the last Student Exit Survey.** To successfully guide students toward their goals, educators and leaders in the Hawaii State Department of Education (DOE) need support, training, and new approaches to teaching. We need to work together with families, communities, and partners in new ways as well. Fortunately, while the world around us is requiring such rapid change, in Hawai'i we have enduring values, traditions, and relationships that can help us—and our students—chart the right course.

### ***Our Future, Our Promise: Building a Bright Future for Our Students and Our State***

Ultimately, Hawai'i's public school system will measure its success by the success of its students. Our goals for staff and system success develop an important foundation for our primary goal of student success. This Strategic Plan proposes to take advantage of a unique window of opportunity to build on what we have, to change what we must, and to work together in new ways in order to support students. And we must take these actions if our state is to have a bright future.



Through technology, we have more information than ever before about what every individual student needs in order to reach his or her full potential—and how we can help them. And as never before, we have the opportunity to ensure ALL students can achieve and that different learning styles and educational approaches are understood, honored, and addressed. We know that we must support teachers, leaders, and staff with the “adaptive leadership” needed to work hand-in-hand with the community to build 21st century schools, classrooms, and learning opportunities.

We share our challenges with the rest of the nation: no one has a clear road map to revolutionize education. In Hawai'i, the way forward is through working together—students, families, teachers, leaders, staff, and community partners from every sector. We have an opportunity to model the skills of collaboration, complex and creative thinking, effective communication and self-directed learning that have formed the backbone of our student General Learner Outcomes for more than 15 years.

Thank you for being on this journey with us—we know it is not easy; we know there is nothing more important or worthwhile. We are building the future for our students and our state, and how we strive together today will determine the options and opportunities available for the young people of our islands for generations to come.

Kathryn S. Matayoshi  
*Superintendent of Education*



## 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.

## Our Vision

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

## Our Core Values

Hawai'i seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawai'i's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawai'i's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.

2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawai'i provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. **CONNECTION TO COMMUNITY, FAMILY, AND 'ĀINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawai'i students value these connections and become stewards to help make our world a better place.

## Our Beliefs

This 2012 Strategic Plan Update is built upon what we know are the keys to ensuring that all students can reach their fullest potential and attain their aspirations in the 21st century:

- Students do better when they come to school ready to learn, from the first day of kindergarten to the last day of senior year. Parents, caregivers, extended 'ohana, and community can provide crucial support and guidance to help students focus on and enhance their learning.

- All students need depth of knowledge that grows from a solid academic foundation in the core subjects of reading, math, science, and social studies.
- All students need breadth of knowledge and character development—a broad-based curriculum and development of the General Learner Outcomes\* (GLOs) that result in joy in learning, respect for others, and lifelong spirit of inquiry.
- All students—from advanced to struggling—need support, resources, and diverse teaching methods in order to reach their fullest academic potential.
- We need to provide our teachers and school leaders with support and information—including professional development, mentorship, learning communities, and helpful real-time data—so they can excel in meeting the new demands of their professions.
- When teachers and school leaders work in teams, with all the resources and tools at their disposal, they are better able to understand and meet the individual learning needs of their students.
- We need to work together throughout the state to provide the resources to build 21st century school facilities with technology and equipment that ensure students are not left behind.

## \*General Learner Outcomes (GLOs)

The DOE's student GLOs, which have stood the test of time for nearly two decades, demonstrate caring and ethical behavior and are even more crucial in today's world:

- **Self-directed Learner:** the ability to be responsible for one's own learning
- **Community Contributor:** the understanding that it is essential for human beings to work together
- **Complex Thinker:** the ability to demonstrate critical thinking and problem solving
- **Quality Producer:** the ability to recognize and produce quality performance and quality products
- **Effective Communicator:** the ability to communicate effectively
- **Effective User of Technology:** the ability to use a variety of technologies effectively



# Our Strengths and Opportunities

## ***Building on Key Strengths and Successes:***

- Hawai‘i has maintained high academic expectations of its students. Hawai‘i was one of only five states to receive an “A” grade for having academic standards “at or close to the world-class level,” according to a Harvard Study reported in Education Next. The Hawai‘i Content and Performance Standards and Hawai‘i State Assessment set high expectations and a solid foundation to focus relentlessly on ensuring every child can reach these expectations as we transition to fully implementing the national Common Core State Standards (CCSS).
- Hawai‘i’s transition to the national CCSS will be aided by the fact that our state standards were already high. Hawai‘i helped to create the national CCSS, and is the only state to have a representative on both the math and English language arts validation panels.
- Hawai‘i is the only state to have equity in school funding: A report by the Center for American Progress found that “so far no state has emulated Hawai‘i’s effort to ensure that education dollars truly follow the child.” Our funding structure helps us use resources in innovative ways to achieve our goals.
- Race to the Top Phases 1 and 2—Hawai‘i was one of only 12 national winners of federal grant funds from the U.S. Department of Education. These funds support the work outlined in this Strategic Plan.

- A new, appointed Hawai‘i State Board of Education (BOE) is working with the DOE to align efforts behind a single Strategic Plan and its targets.
- Unprecedented public-private partnerships, including significant foundation funding and community-based efforts, are providing support for students and communities.

## ***New Tools and Resources to Help Us Achieve Success:***

Higher high school graduation standards ensure that students complete high school ready for success in college and career (see page 28 for background information on the state’s College- and Career-Ready Agenda).

- We have new and better ways of identifying students’ needs and helping all students achieve. Hawai‘i has a



uniquely strong statewide longitudinal data system that will keep improving in its ability to provide data to teachers, school leaders, families, and community members so we can more effectively support struggling students.

- Data for School Improvement (DSI): New and better technology-based tools to provide teachers and schools with feedback about student progress within a critical window of time—so teachers and schools have the information (formative assessment data) they need. With formative assessments, teachers can tell how students are doing throughout the year, adjust their instruction and plan early with students and families when additional support is needed.
- High-quality induction, mentoring, and professional development programs for teachers and principals: We have established specific strategies for strengthening and expanding staff support, and increasing the number of highly effective teachers and leaders in our schools.
- Statewide Common Core Curriculum: For the first time, the DOE will be able to provide needed continuity for vulnerable students who move to different schools or experience high teacher turnover. The DOE can, also for the first time, develop and provide consistent, targeted teacher training, support, and professional development.





# Our Goals and Strategies

We have three statewide goals: Student Success, Staff Success, and Successful Systems of Support. Student Success is our primary goal, and is both the pinnacle and the driver of our efforts to ensure Staff Success and Successful Systems of Support. Our three goals each align with a BOE committee, to help ensure alignment in policy and practice.



Our goals help us prepare students for success in college, careers, and citizenship in the 21st century by ensuring that throughout our statewide system we have consistently high expectations for all students, teachers, leaders, and staff. Meeting high expectations requires having a high level of customized and responsive support, and we are building the

resources needed to promote excellence and lifelong learning for students and adults alike. We are working together to strengthen our tools and capacity around using data and assessment to guide improvement. At all levels of the DOE, we are working to improve communication, improve our facilities and infrastructure, and build a culture that reflects DOE Core Values.

Within the DOE's three overarching goals, our specific strategies and targets during the next six years focus our efforts on:

- **Promoting academic excellence:** Implementing a single K-12 curriculum with clear standards, and developing multiple measures of success so that rather than “teach to the test” we offer a well-balanced curriculum that gives students a breadth of knowledge and experience.
- **Promoting and rewarding excellent teaching:** Helping our existing teachers become the best in the country through tailored professional development and support. Improving our recruiting, induction, and mentoring efforts so that we can continue to attract, prepare, and retain the best teachers.
- **Providing better data, information, and tools at the classroom, school, and Complex Area levels:** Helping teachers and principals understand, assess, and communicate about student engagement and academic progress throughout the year. This includes new tools

such as nationally validated assessments to help students and teachers with college- and career-preparedness, and “early warning data” to help with timely supports.

- Ensuring safe schools: Tracking student safety and ensuring schools consistently establish and implement the policies, values-based programs, and character development that lead to positive learning environments and good citizenship.
- Improving our communication internally and externally so that we can all work together in support of Student Success: Improving communication includes reaching out to our families, communities, and businesses; building stronger partnerships to support student learning; and promoting learning opportunities beyond the classroom.

Our principles for instruction and assessment are a promising path to improving student achievement and supporting teachers and leaders. They help build consistency and quality into our statewide system. We will also work toward building flexibility into state policy to allow students to earn course credits upon demonstration of mastery, so students advance when they are truly ready and educators are better able to customize their classroom instruction to meet the needs of all students.

## Our Targets

The specific targets in this Strategic Plan Update are indicators of success that we can all monitor together. They are the long-term results we strive for, and a way to assess how our efforts add up over time. Additionally, the DOE worked with Hawai'i P-20 Partnerships for Education to ensure that our targets align and support the statewide education system from preschool to graduate school.

We know the targets in this Strategic Plan Update are the right targets—even though in some cases we will need to develop new tools to get the data we need to track and monitor progress. During the first year of implementation for this Strategic Plan Update (School Year 2012-13), we have built in the time and resources to collect data tools to measure ongoing progress. This Strategic Plan is a living document, the starting point of our work together, and a reflection of our ongoing commitment to continuous improvement.







## 1A Objective

***All students are engaged and ready to learn***

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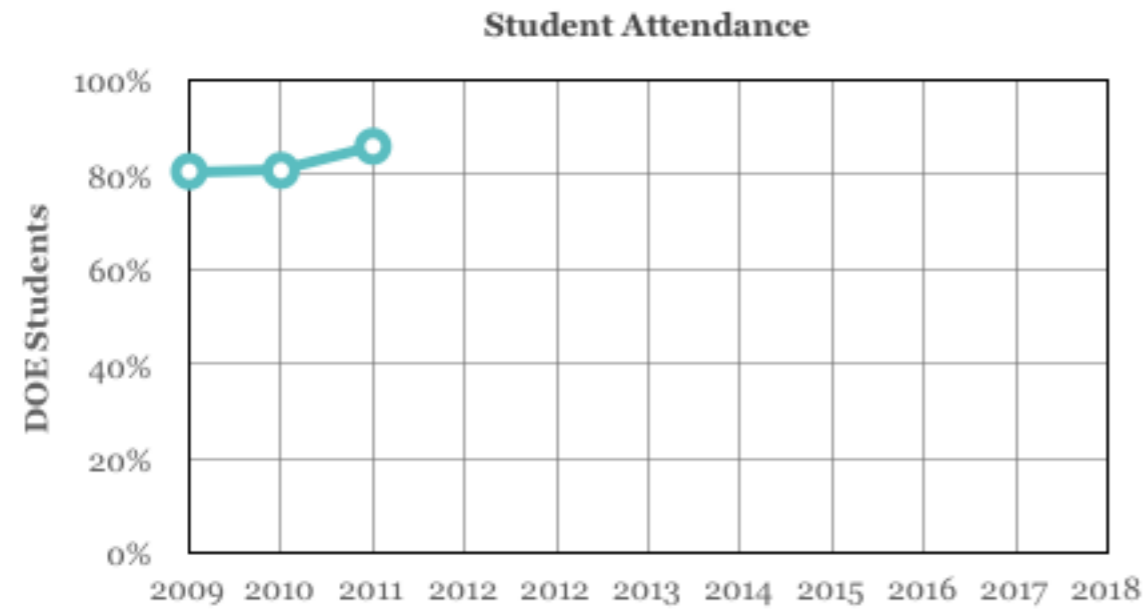
## 1A Strategies

- I. Incorporate interdisciplinary curriculum based on the Common Core State Standards into classroom instructional practices.
- II. Tailor instruction to students by assessing and responding to individual needs [including working collaboratively along educational continuum (P-20) to assess kindergarten readiness and college readiness]
- III. Provide school-led programs that develop the character and values needed for ethical behavior, student safety and positive learning environments

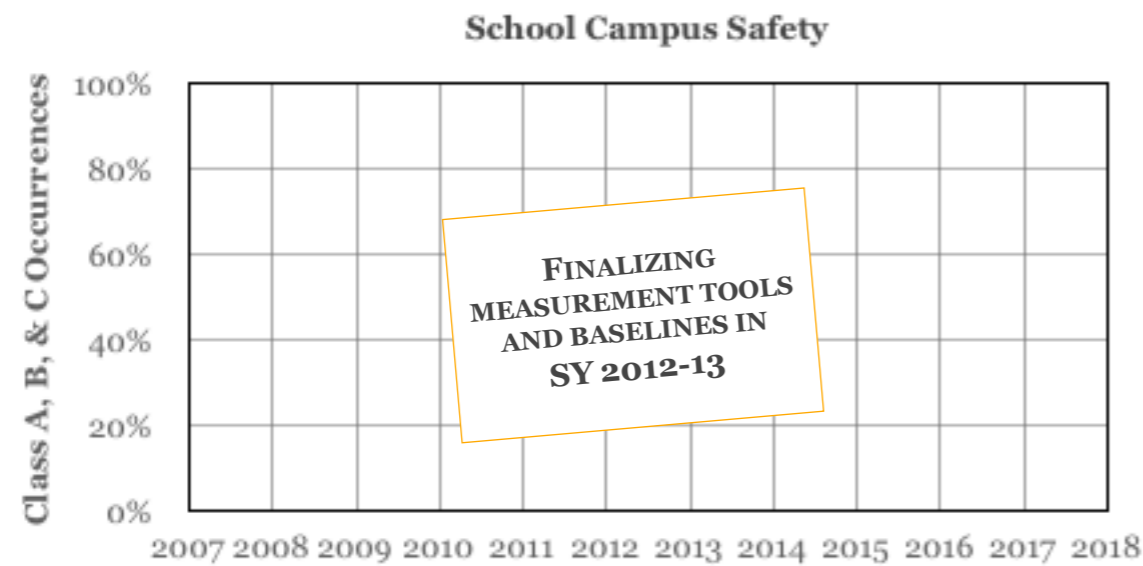
All DOE students demonstrate they are on a path toward success in college, career and citizenship.

# 1A Targets

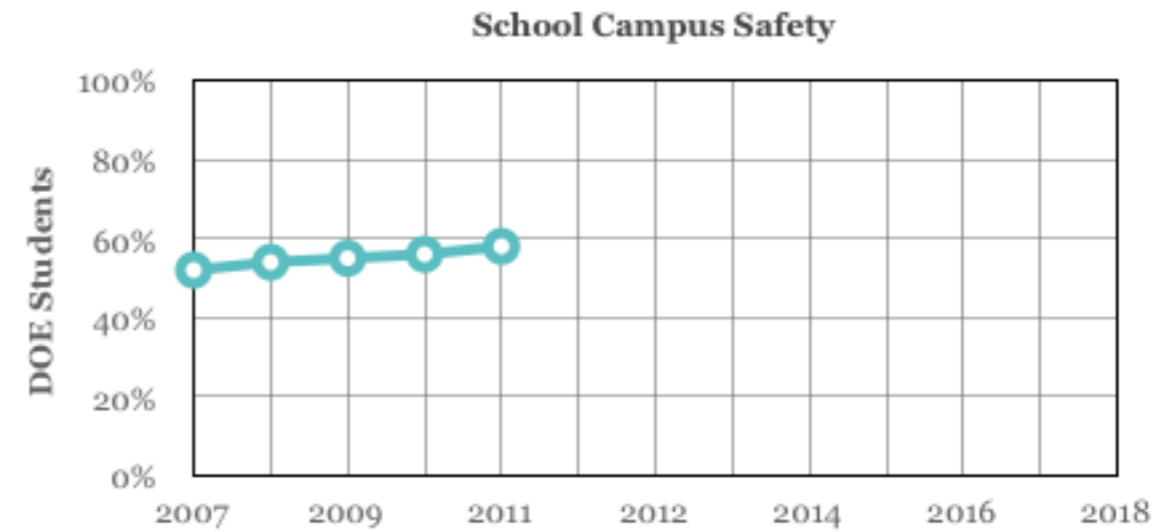
I. Increase the percentage of students who attend school regularly



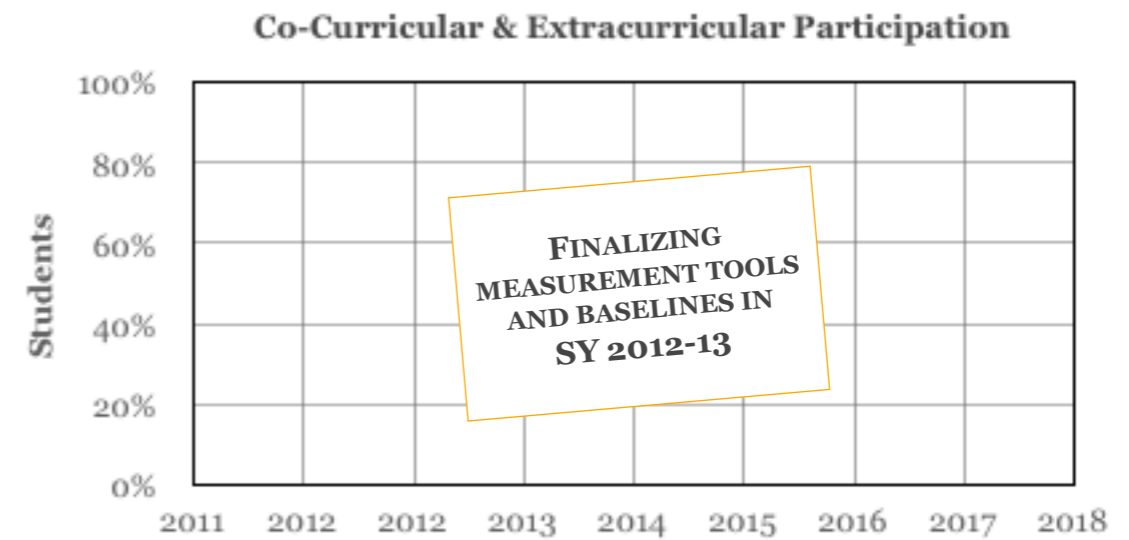
II. Increase student safety on school campuses by decreasing the number of student misconduct occurrences (class A, B, and C occurrences)



III. Increase the percentage of students who feel safe in school and believe that the school environment is nurturing, orderly, and conducive to learning [measured by percentage of students whose composite rating on “School Safety and Well-Being” on School Quality Survey (SQS) is positive]



IV. Increase the percentage of students participating in co-curricular and extracurricular activities





## 1B Objective

***All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.***

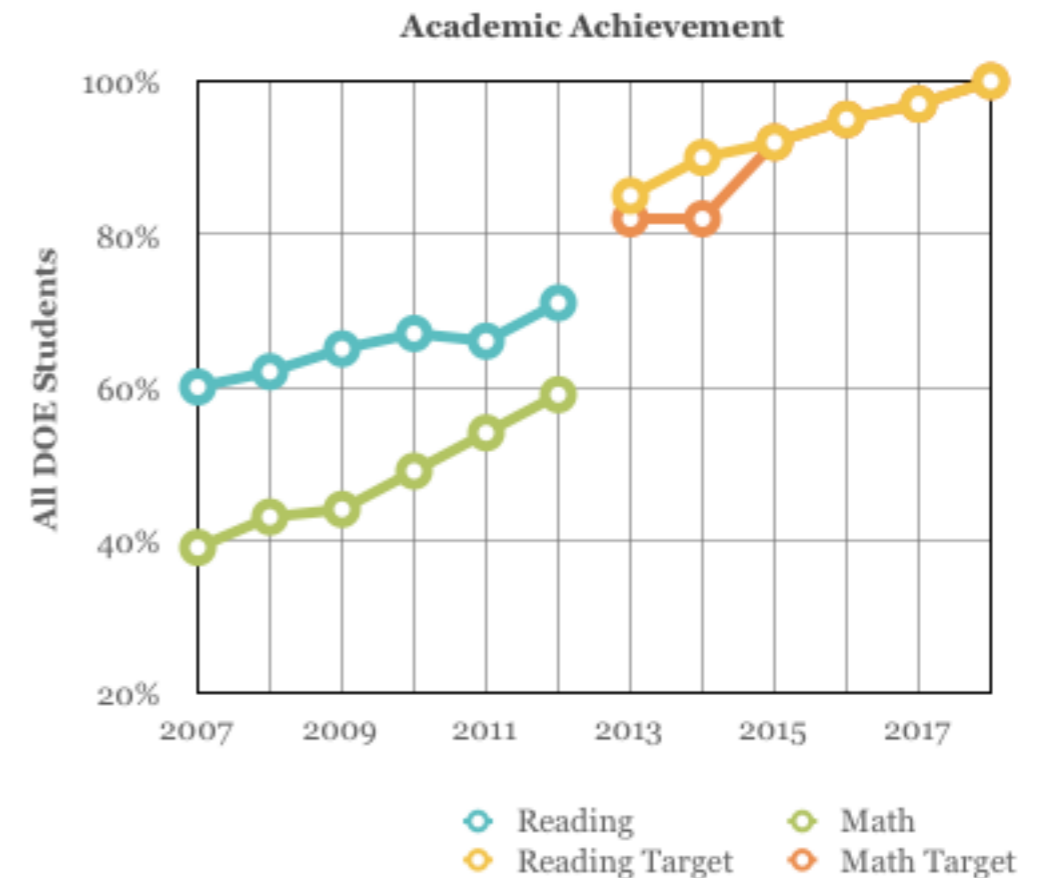
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## 1B Strategies

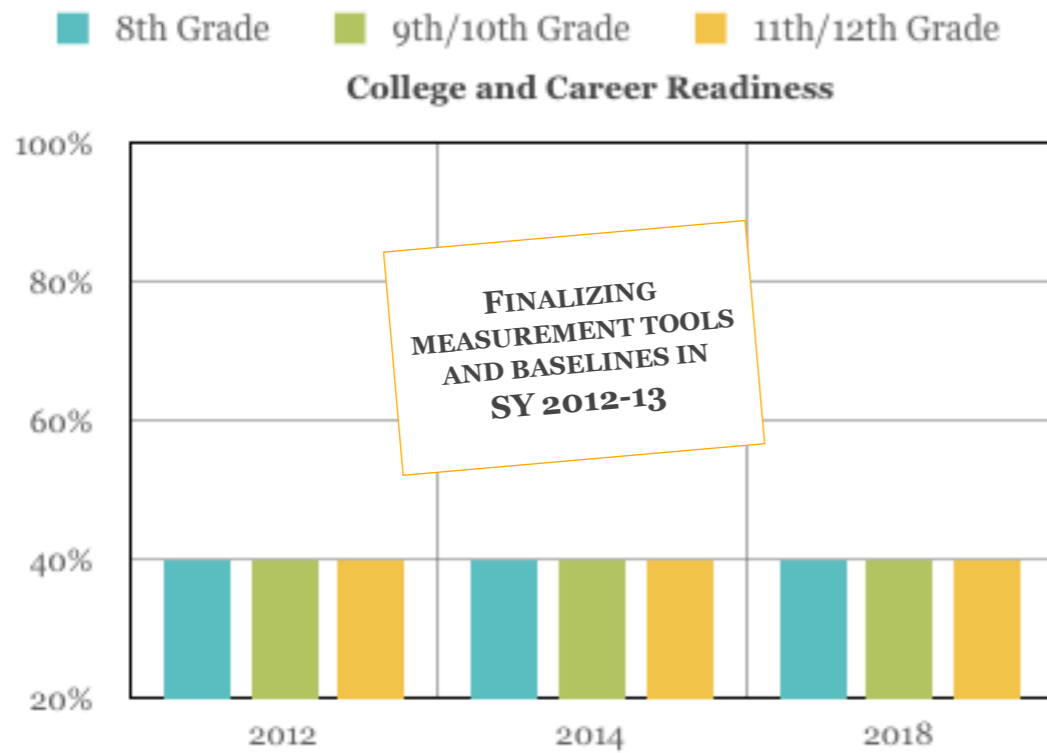
- I. Implement statewide K-12 curriculum, instruction, and assessments that are well-balanced and aligned with the Common Core State Standards
- II. Use data, feedback, and school data teams at every school to improve student achievement
- III. Establish academic review teams at each school and Complex to improve and align instruction and professional development in support of student achievement
- IV. Provide student support and differentiated interventions based on “early warning” data for all students
- V. Implement proficiency-based advancement of students based on applicable standards of academic achievement, character development, and socio-emotional progress

## 1B Targets

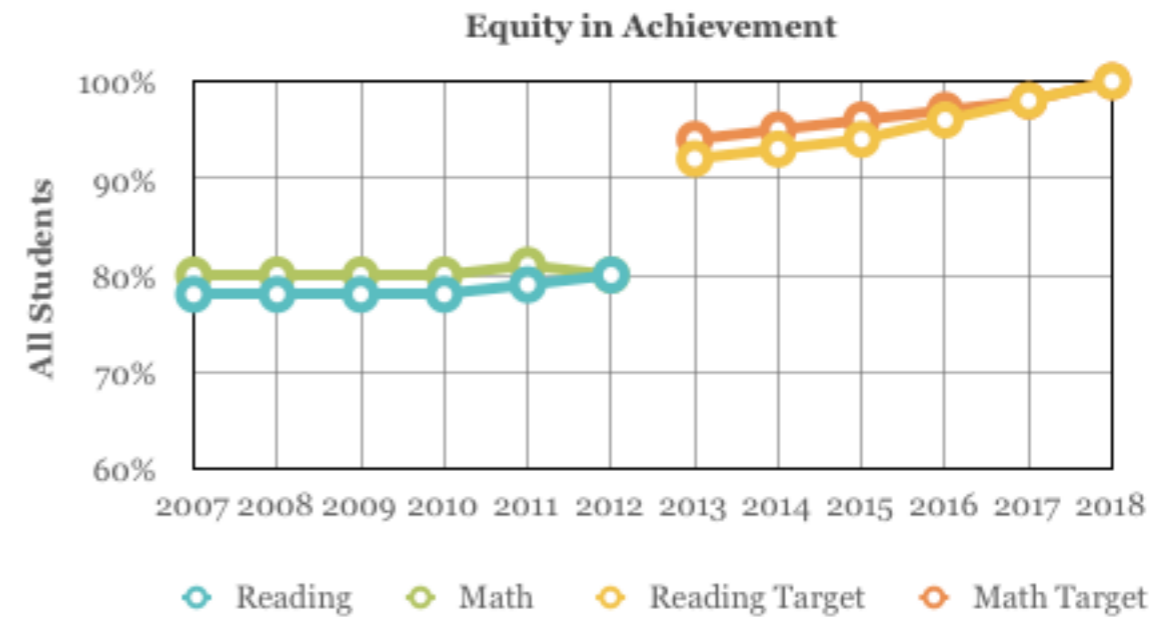
- I. Academic Achievement: Increase percentage of students scoring “proficient” in reading and mathematics on Hawaii State Assessment (switch to Smarter Balanced Assessments beginning 2014).



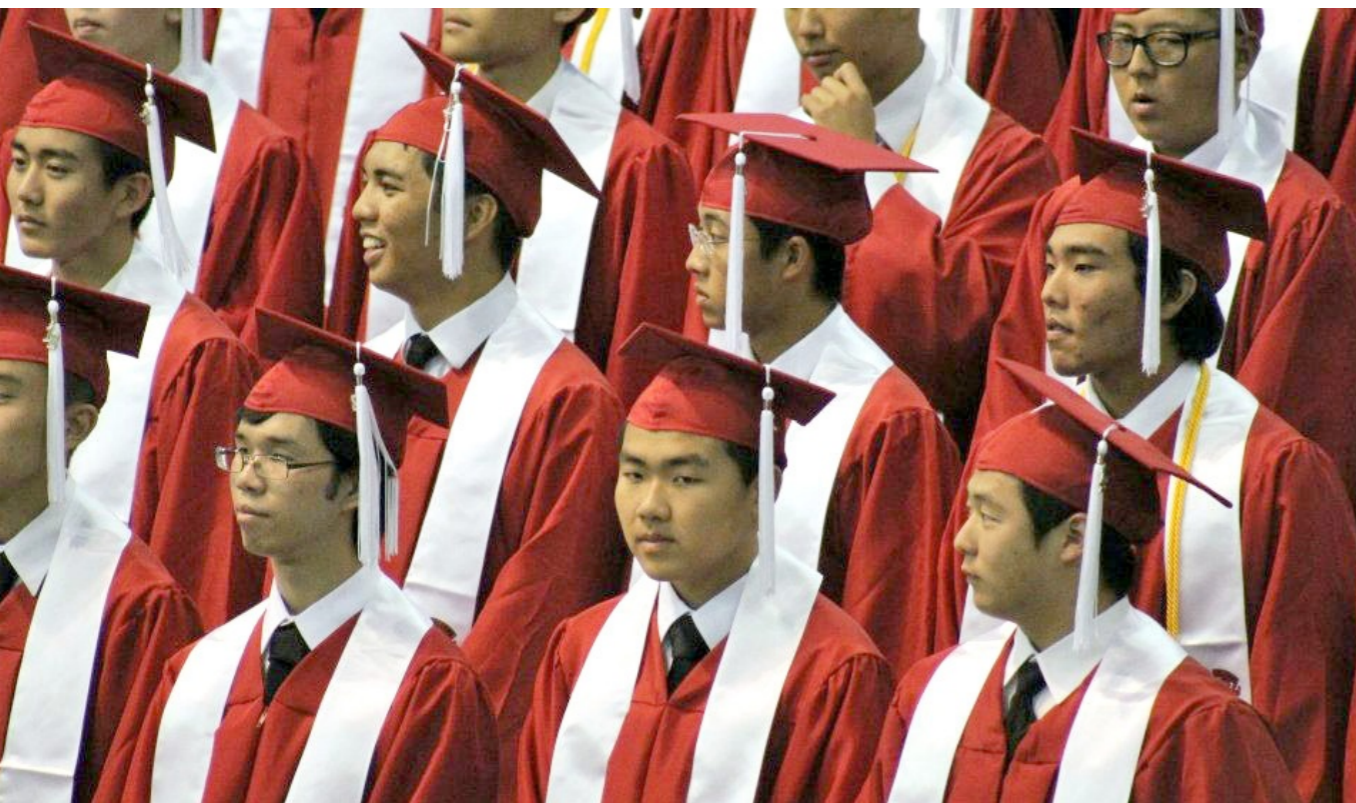
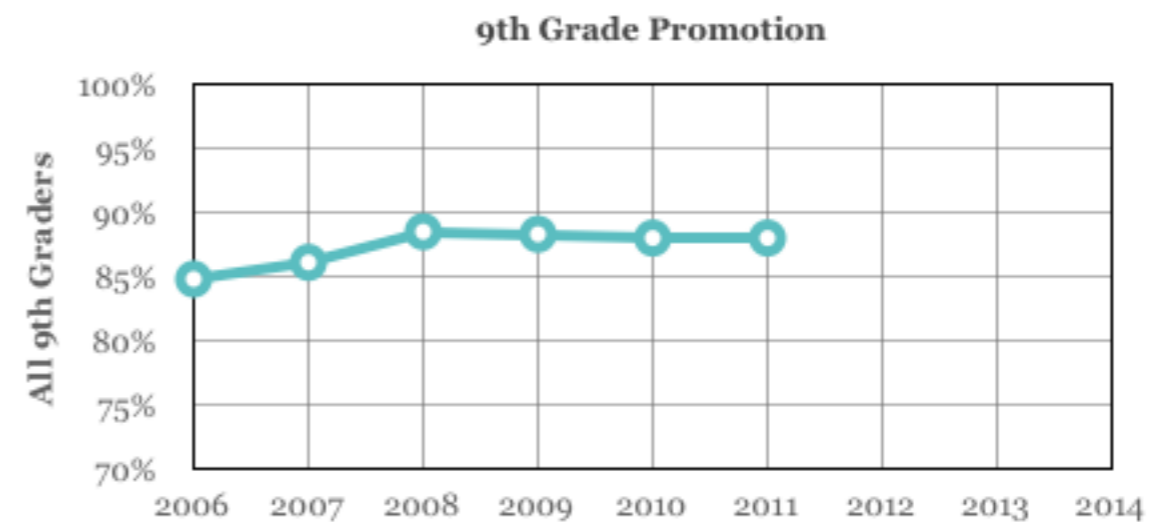
II. College and Career Readiness: Increase percentage of DOE students meeting cut scores on a nationally validated suite of assessments from 8th through 11th grade, with a 12th grade option.



III. Equity in Achievement: Increase proficiency of the lowest achieving student groups so that the percentage difference in test scores between highest and lowest achieving student groups is eliminated.

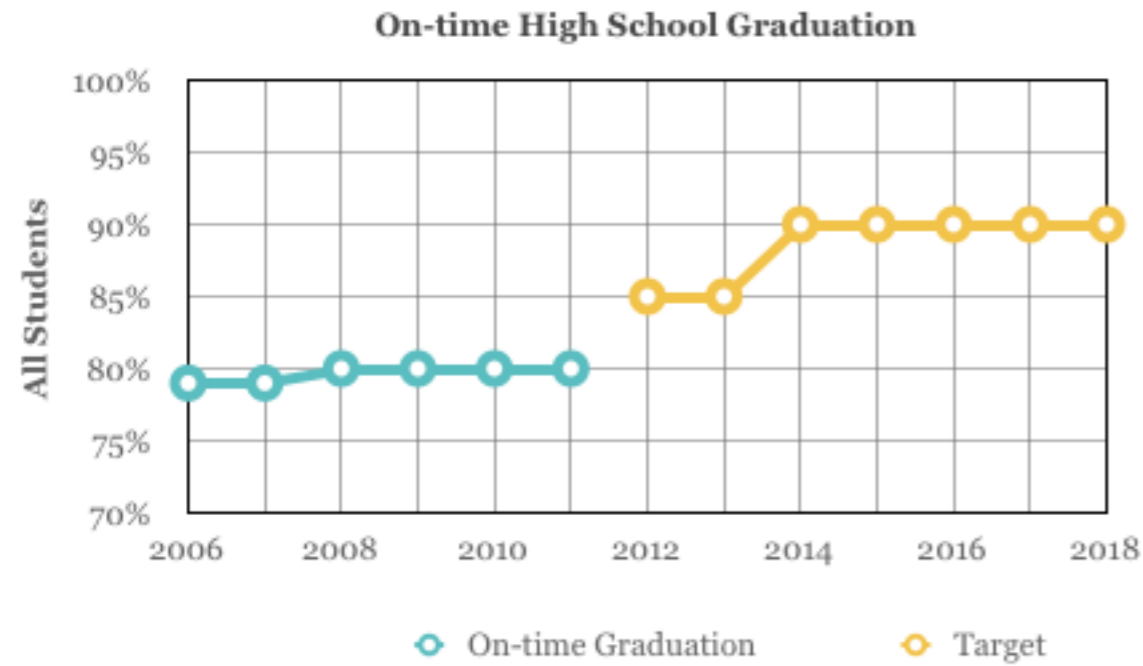


IV. Increase percentage of students that advance from 9th grade to 10th grade (9th grade promotion rate).

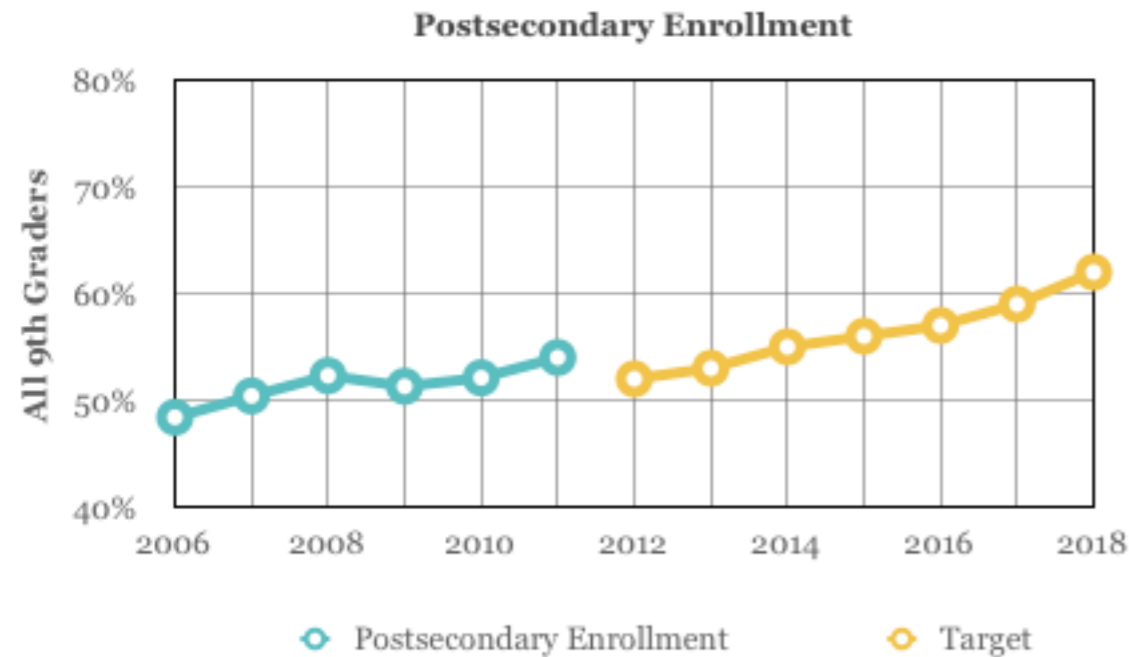




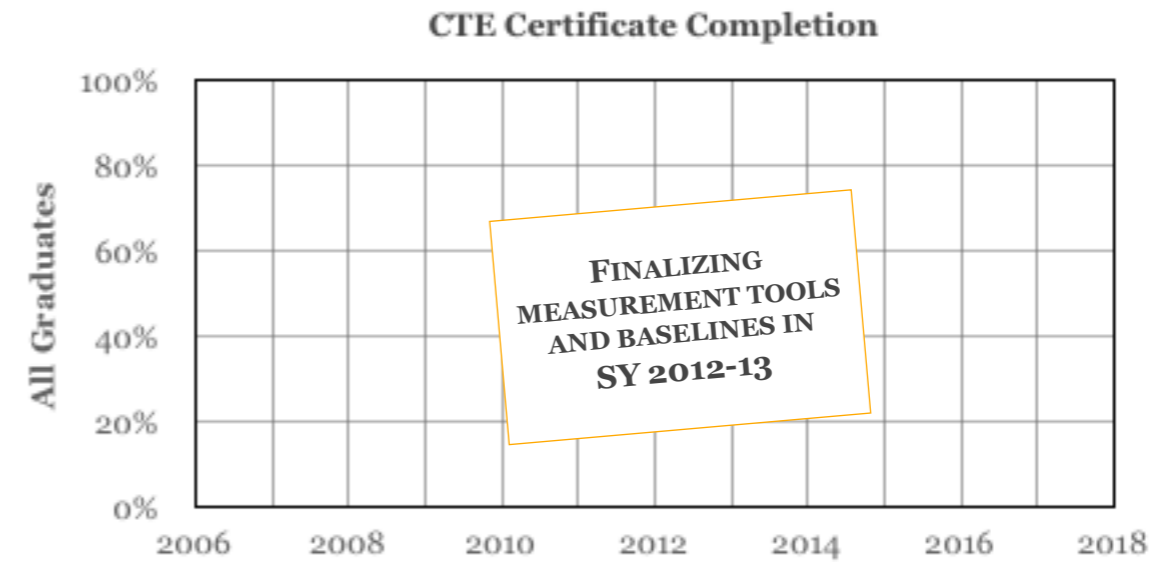
- V. Increase the percentage of students that graduate on time (4-year adjusted cohort graduation rate).



- VI. Increase the percentage of students that enroll directly in postsecondary education (2-year and 4-year colleges, vocational, and technical schools).



- VII. Increase the percentage of graduates who complete a training program and/or earn a certificate recognized by employers.



## 1C Objective

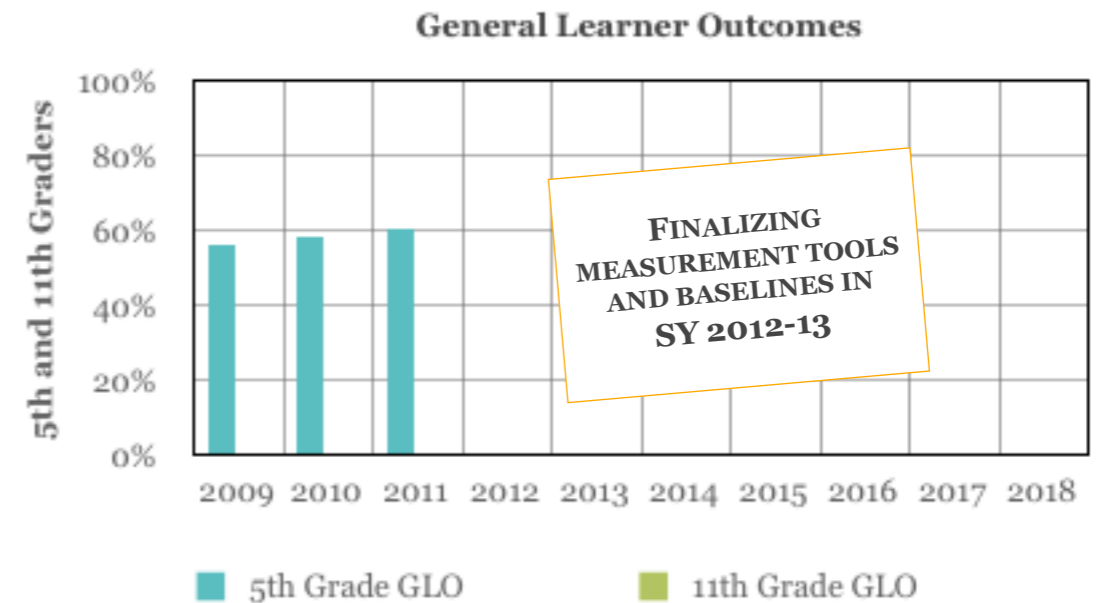
***Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.***

## 1C Strategies

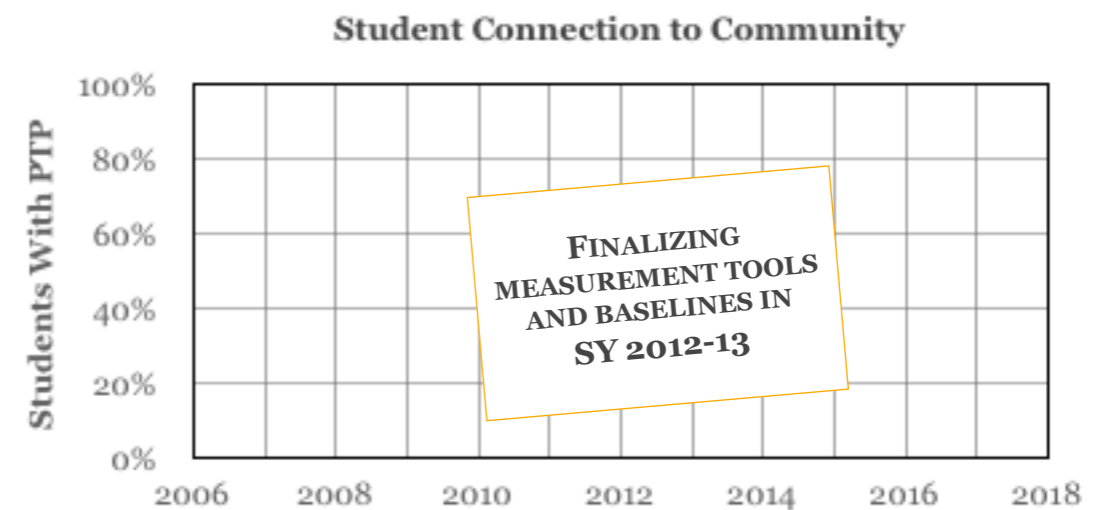
- I. Partner with community organizations, libraries, and businesses that provide learning and service opportunities that utilize the resources of the communities and places where students live and attend school
- II. Work with agencies and families to coordinate wraparound services that address non-school factors that impede student success
- III. Support high schools to ensure each student has a Personal Transition Plan with a community of support to guide students' achievement of the plan
- IV. Strengthen family-school partnerships based on shared accountability, goals/priorities, responsibilities and contributions, where families are engaged in meaningful and culturally respectful ways to support student success

## 1C Targets

- I. Lifelong learning, character, and citizenship: Increase percentage of 5th and 11th graders consistently demonstrating GLOs [5th grade: score of 3 or higher on each GLO. 11th grade: Rubric and baseline TBD]

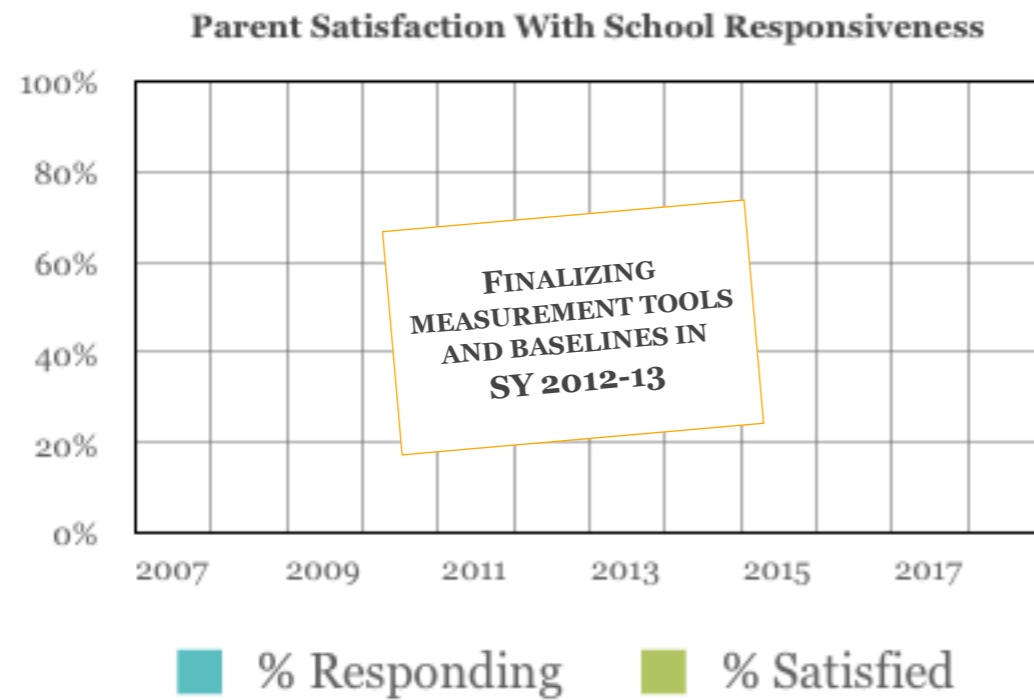


- II. Student connection to community: Each student has a Personal Transition Plan with an adult to guide and support students' achievement of the plan

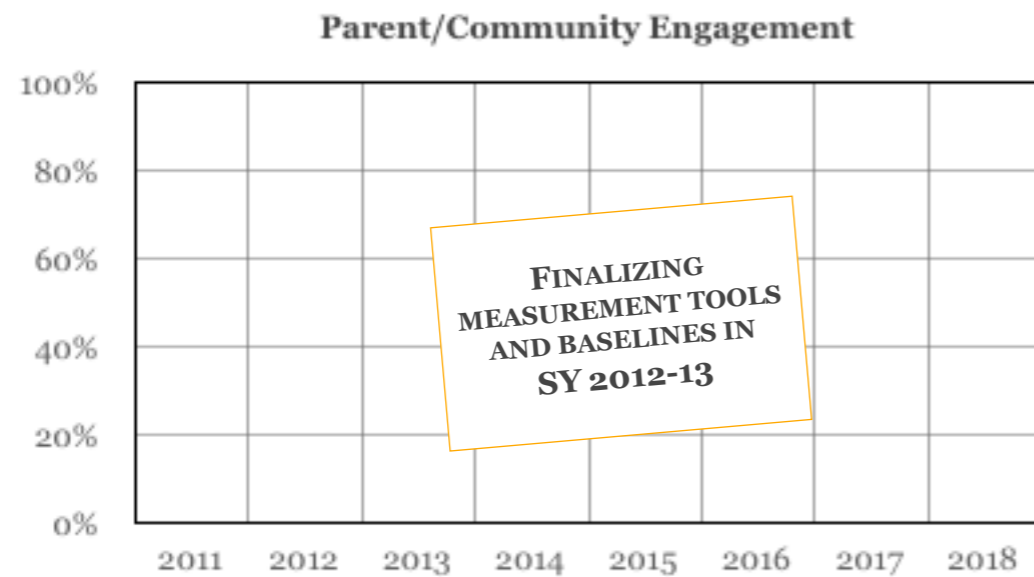




III. Parent satisfaction with school responsiveness



IV. Engagement level of parent and community stakeholders





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

### 2A Objective

***The DOE effectively recruits, retains, and recognizes high-performing employees.***

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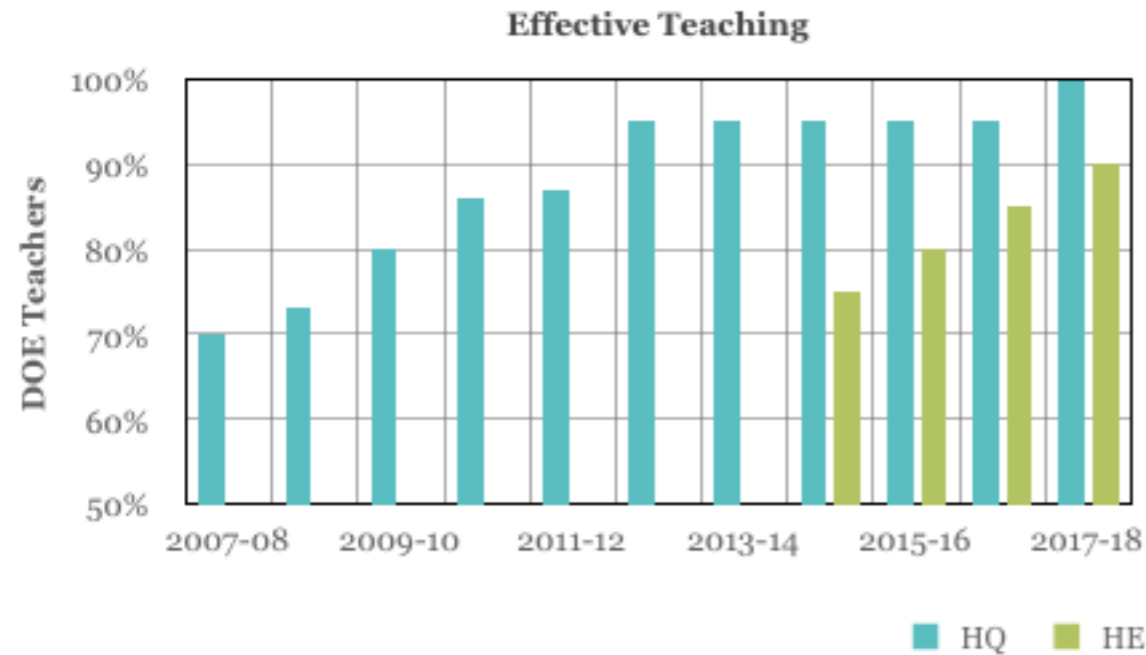
### 2A Strategies

- I. Revise recruiting policies, practices, and procedures to improve the quantity and quality of DOE job applicants
- II. Develop alternative certification paths for teachers and administrators
- III. Develop programs that recognize and reward deserving employees based on their contribution to student achievement
- IV. Fully implement beginning teacher induction and mentoring standards
- V. Provide effective orientation programs for all non-certificated and classified personnel and supervisory training for all new supervisors

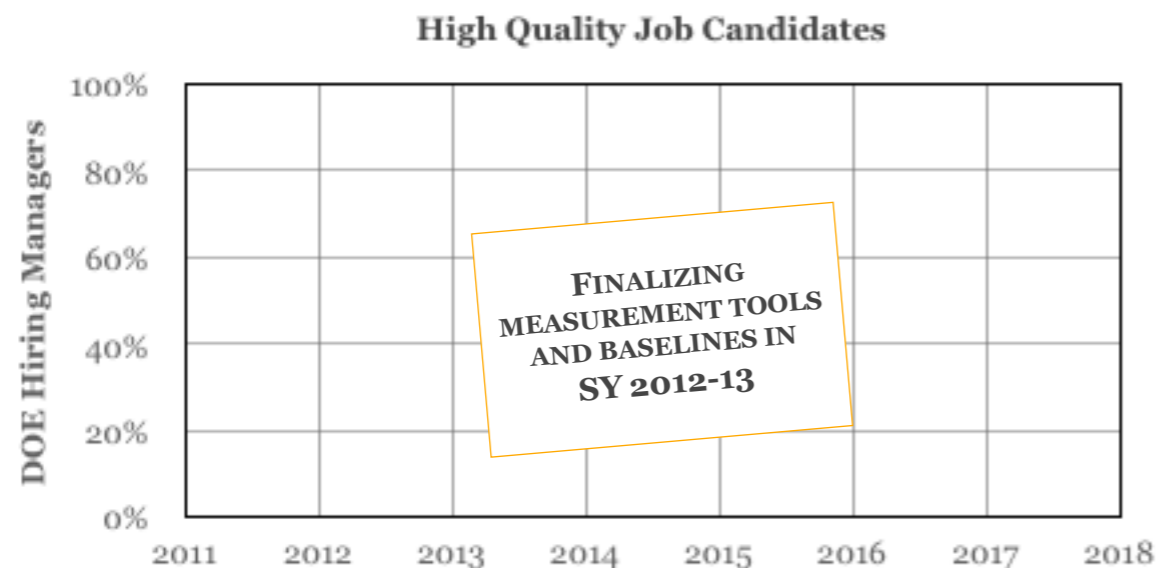


## 2A Targets

- I. Effective teaching: Increase percentage of highly qualified teachers, and increase percentage of teachers rated as “highly effective” beginning in 2014



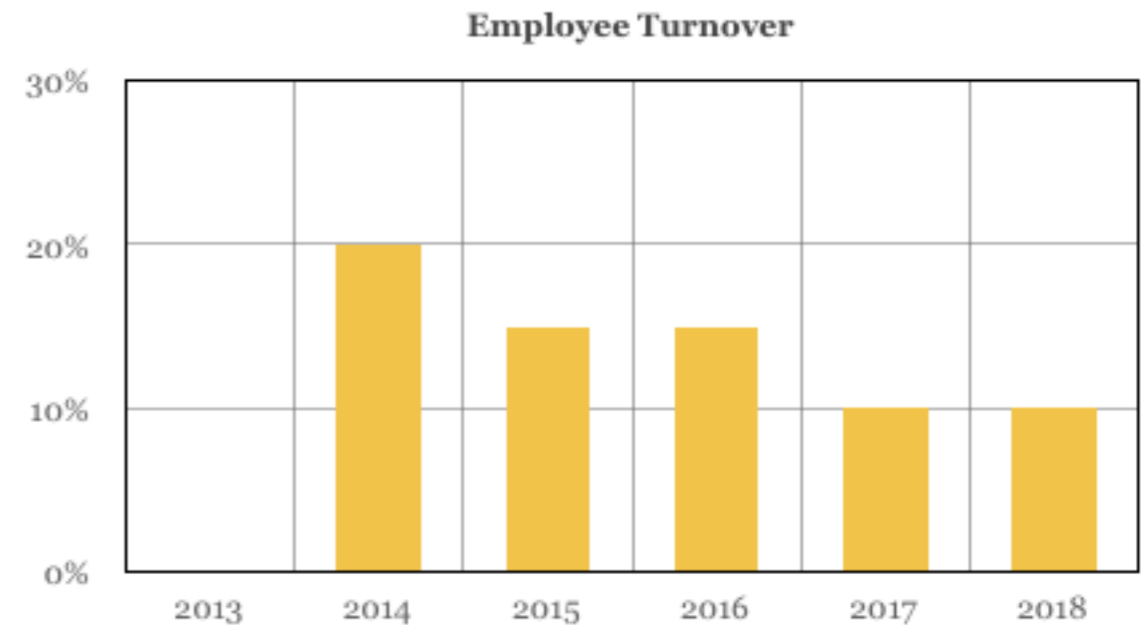
- II. Increase percentage of hiring managers reporting they had a candidate pool that allowed them to hire a quality candidate appropriate for position



- III. Training and support: 100% of new teachers receive induction and mentoring support, and 100% of new non-certificated employees receive effective orientation training by 2015



- IV. Reduce voluntary employee turnover (Measure TBD and will include data on retention of teaching faculty and administrative employees)



## 2B Objective

***Training and professional development for all DOE employees supports student learning and school improvement.***

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## 2B Strategies

- I. Provide all teachers with evaluation and feedback based on student growth and teaching practice that guide professional development opportunities designed to support student achievement and learning
- II. Provide all administrators with information and feedback based on student growth and school effectiveness that guide performance improvement opportunities designed to support student achievement and school improvement
- III. Develop the new Professional Development Management System (PDMS) to manage professional development activities across the DOE

## 2B Targets

- I. 100% of teachers receive rating on performance evaluation and establish improvement plan by 2014





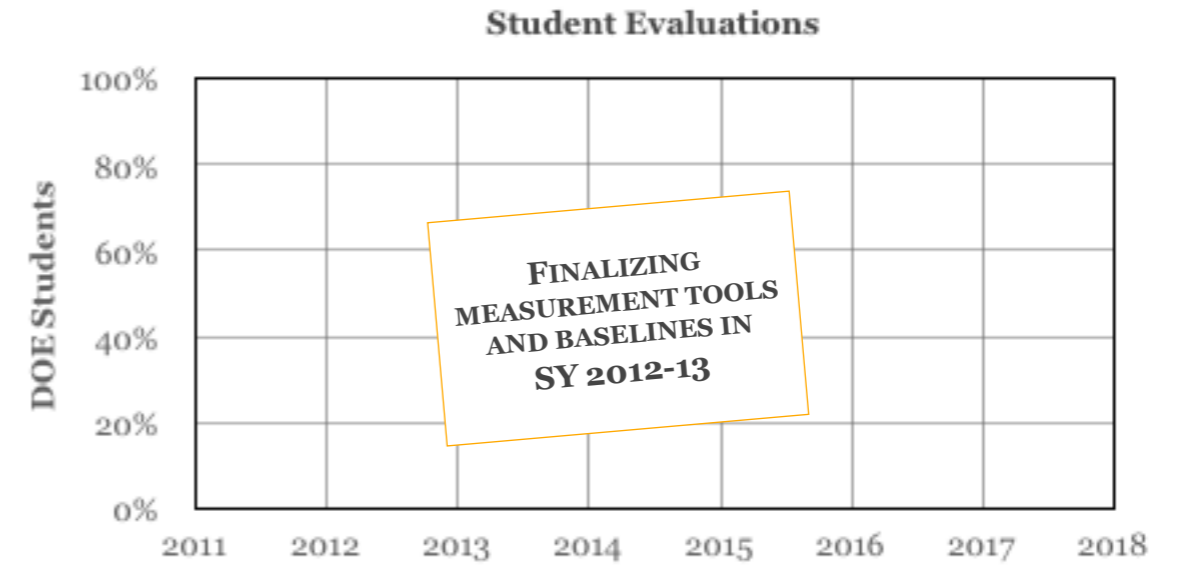
- II. 100% of administrators receive rating on performance evaluation and establish improvement plan by 2014



- III. 100% of professional development (PD) courses are aligned to support student achievement and school effectiveness as reported in pre- and post-course evaluations by 2013



- IV. Increase the number and percentage of students that rate their learning experience as exceptional



## 2C Objective

***Leadership across the DOE has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation, and student success.***

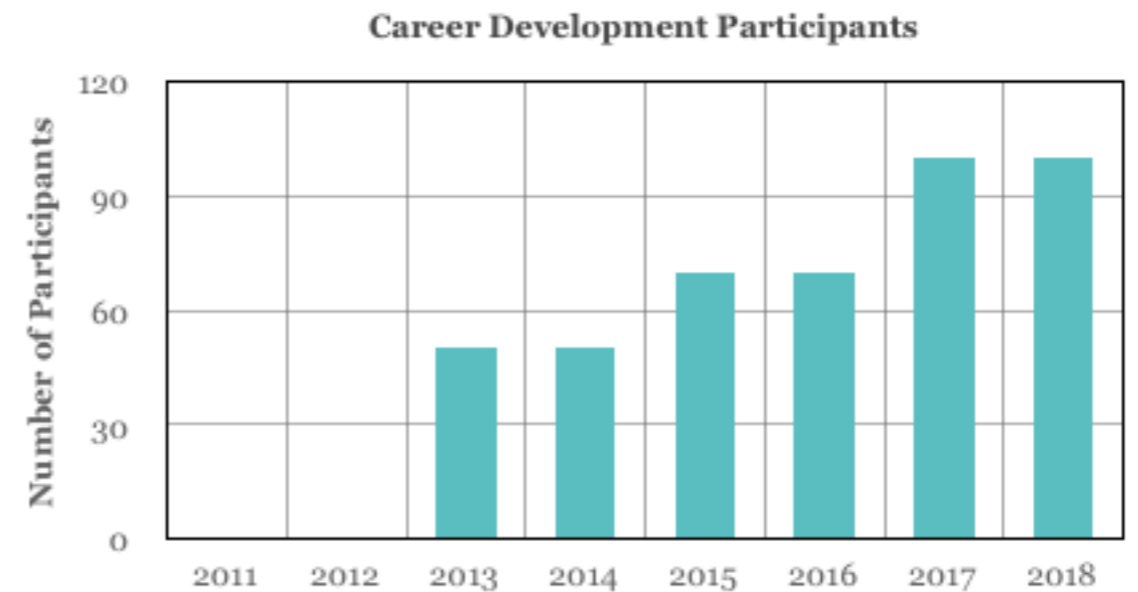
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## 2C Strategies

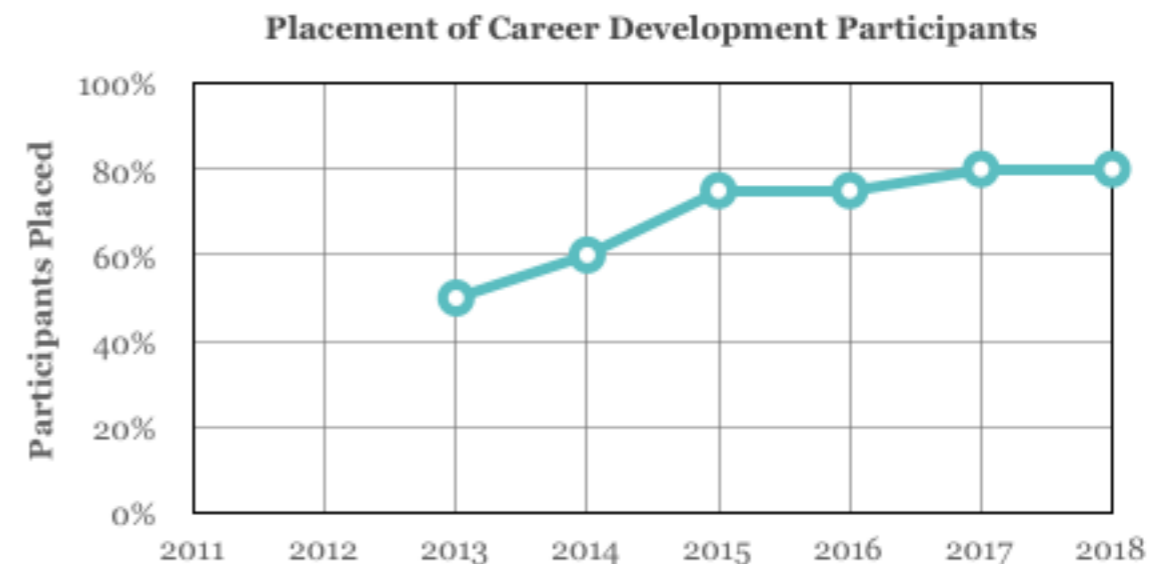
- I. Develop a “grow your own” career ladder program for future leaders that identifies, prepares, and places leaders in positions to support student success at an organizational level
- II. Build leadership capacity within the DOE by providing targeted professional development, including change management training
- III. Fully implement and support school-based teams of teachers and leaders (academic review teams) that guide instructional development strategies at the school and Complex levels

## 2C Targets

- I. Increase number of participants in pilot career development/ladder system



- II. Increase number of participants successfully placed in leadership positions





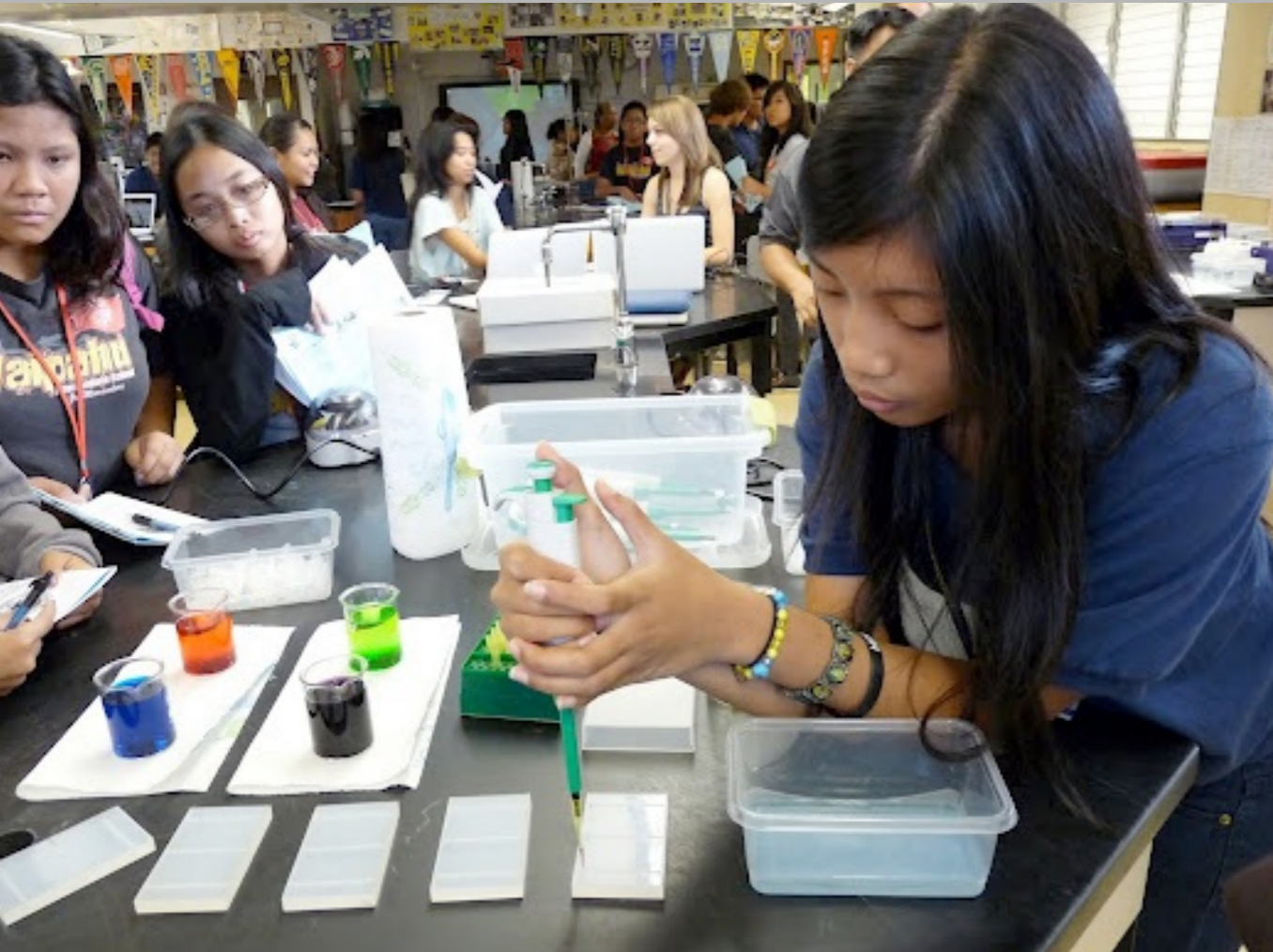
- III. 100% of DOE leadership will be trained on leadership skills, including change management skills, that support the success of all students and schools



- IV. 100% of DOE schools have academic review team in place.







The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

### 3A Objective

DOE facilities and technology systems meet 21st century education needs and standards in a fiscally responsible and innovative way.

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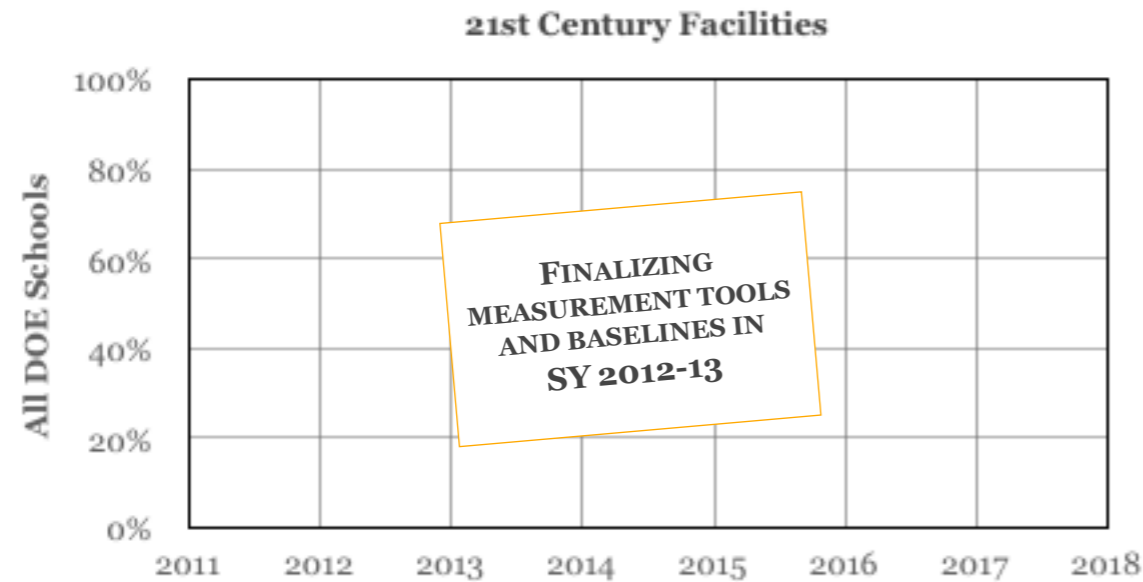
### 3A Strategies

- I. Develop the criteria for 21st century school facilities and a rubric for evaluating each criterion
- II. Provide students and employees with computer systems and broadband that support 21st century learning
- III. Provide efficient, effective technology support to our classrooms, schools and support offices

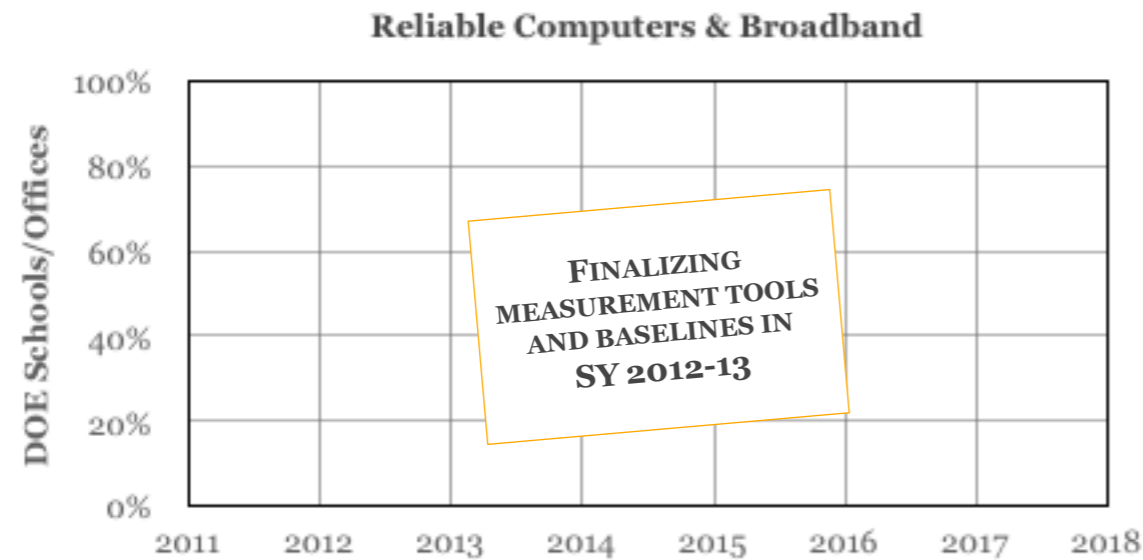


### 3A Targets

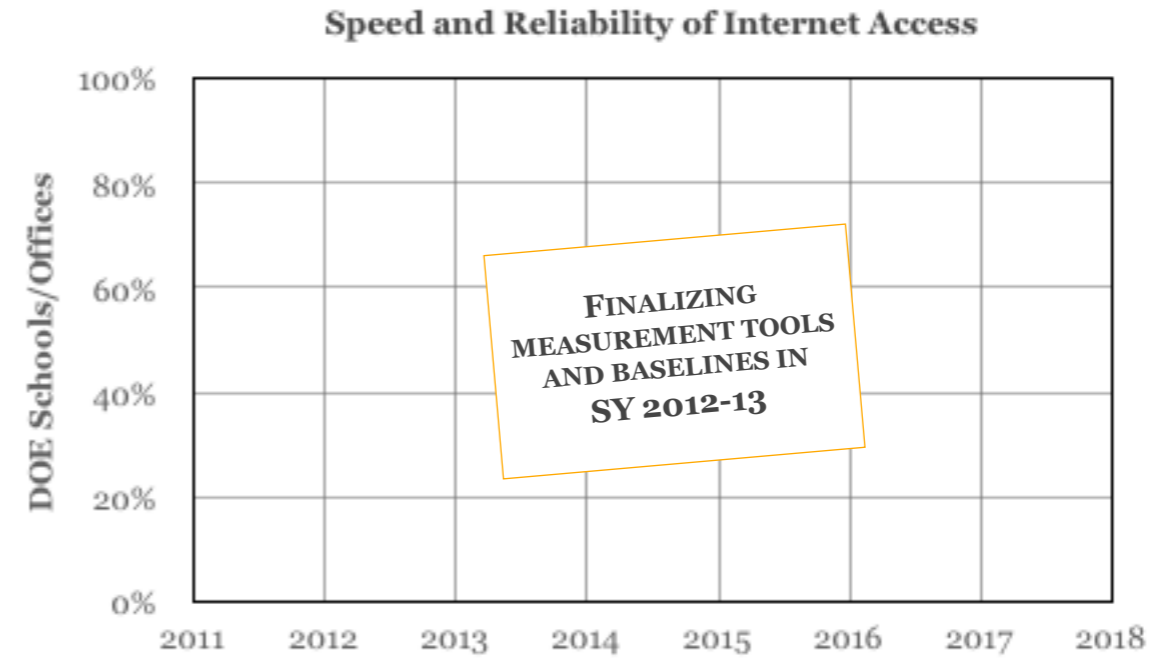
I. Increase the percentage of schools meeting 21st century school facility standards [DOE schools score 90% or better on 21st century school facilities standards rubric]



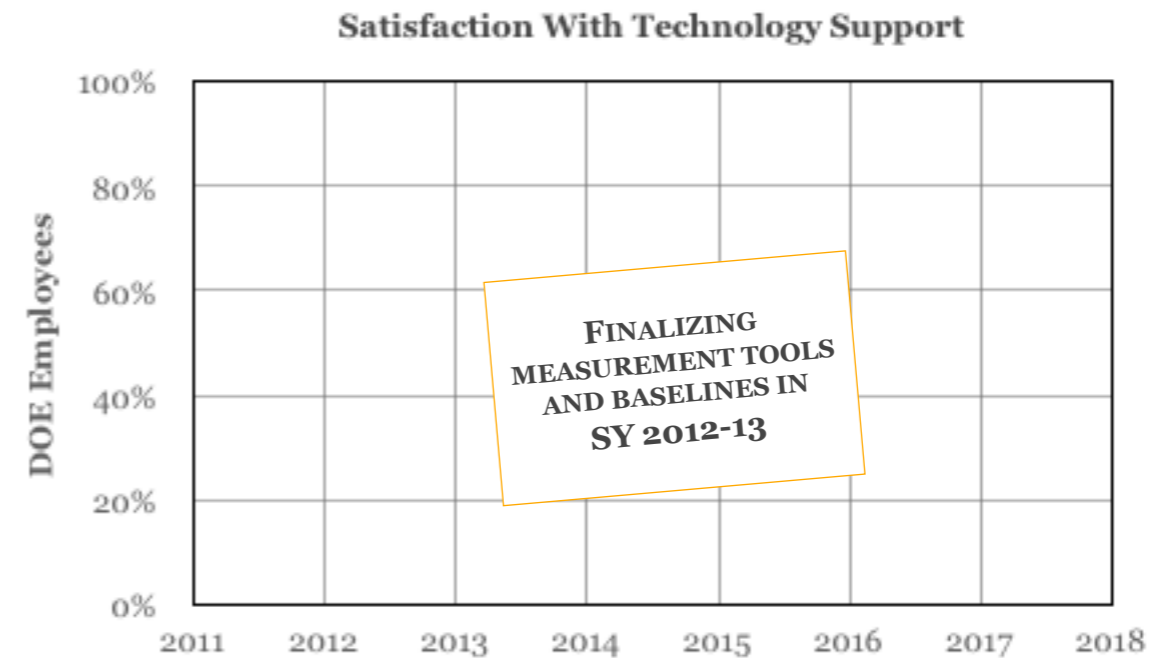
II. Increase percentage of students and schools that have access to reliable technology resources



III. Increase speed and reliability of internet access



IV. Increase in the percentage of employees reporting satisfaction with technology support.



## 3B Objective

***DOE financial systems, business processes, and organizational resources support student and school success.***

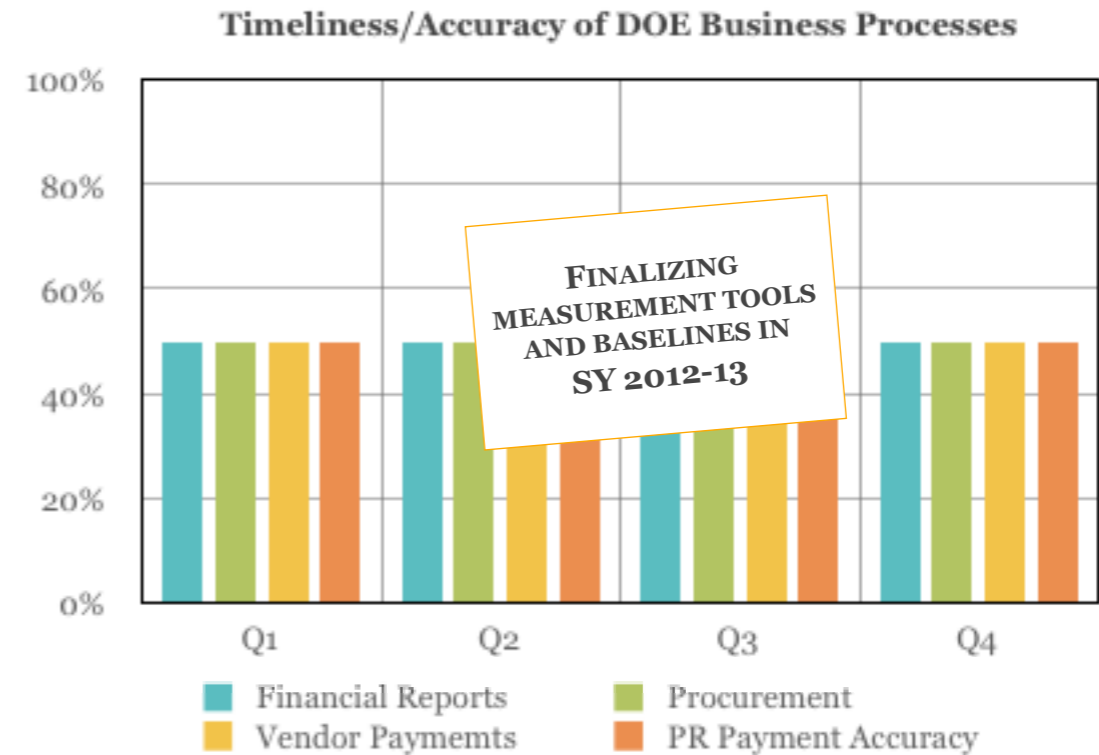
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## 3B Strategies

- I. Take advantage of the statewide school system to leverage economies of scale and improve efficiency through centralization, technology, standardization, innovation, and use of best practices
- II. Expand WASC accreditation process to all DOE schools as a tool to confirm achievements of school turnaround
- III. Ensure strategic deployment of resources that support student success, staff success, and successful systems

## 3B Targets

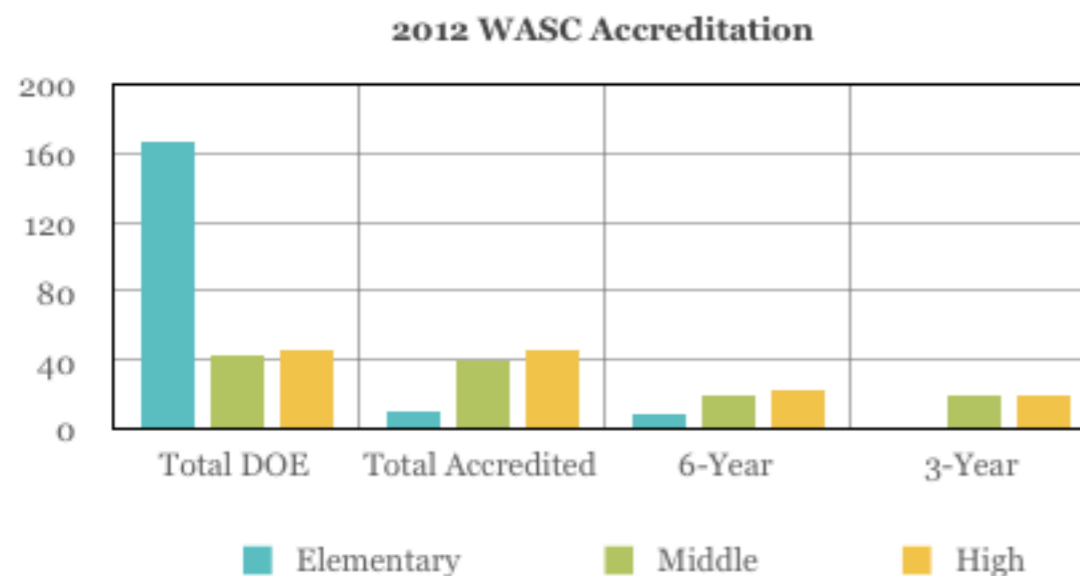
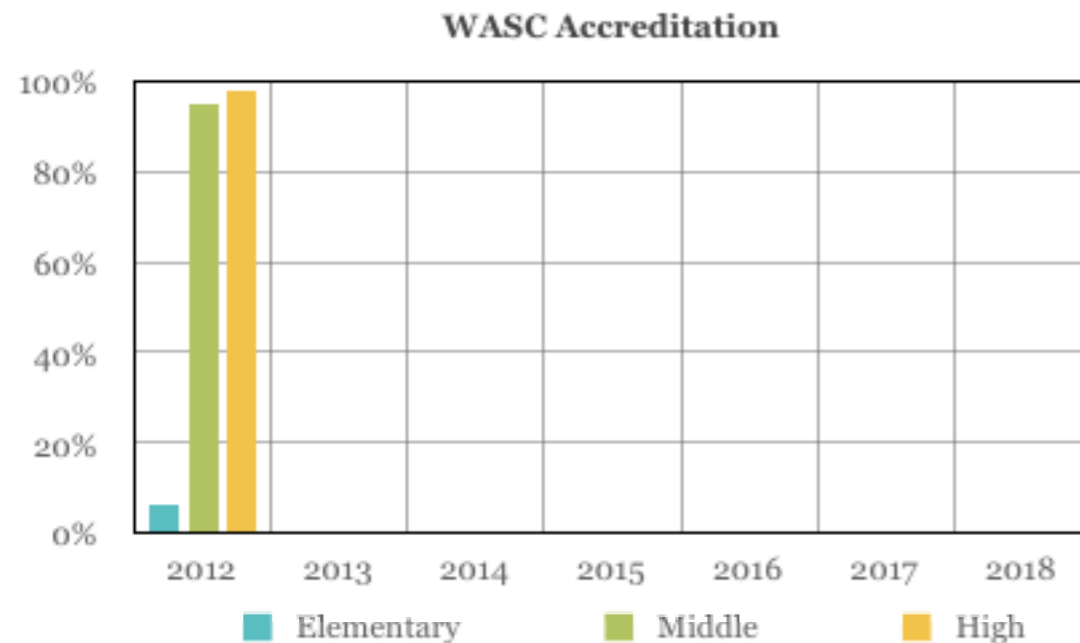
- I. DOE financial reporting, payment processing, and procurements are timely, accurate and transparent.



- II. Expand internal program evaluations to include comprehensive financial impact and sustainability analyses, to assess effectiveness of strategies and utilize reliable, relevant, and high-quality data to drive decision making.



### III. Increase percentage of accredited schools by 2018



- IV. Review 100% of funding sources to determine where additional oversight will increase impact of college- and career-ready agenda
- V. Decrease the administrative burden at the school level via use of technology and centralization

### 3C Objective

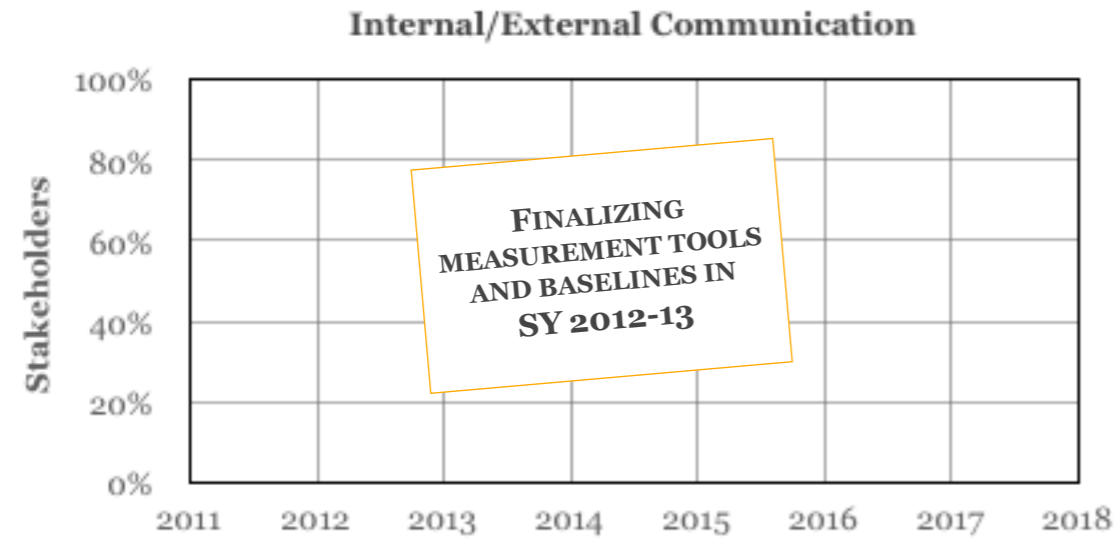
***Robust internal and external communication effectively marshals school, Complex, state, and community resources behind DOE goals.***

### 3C Strategies

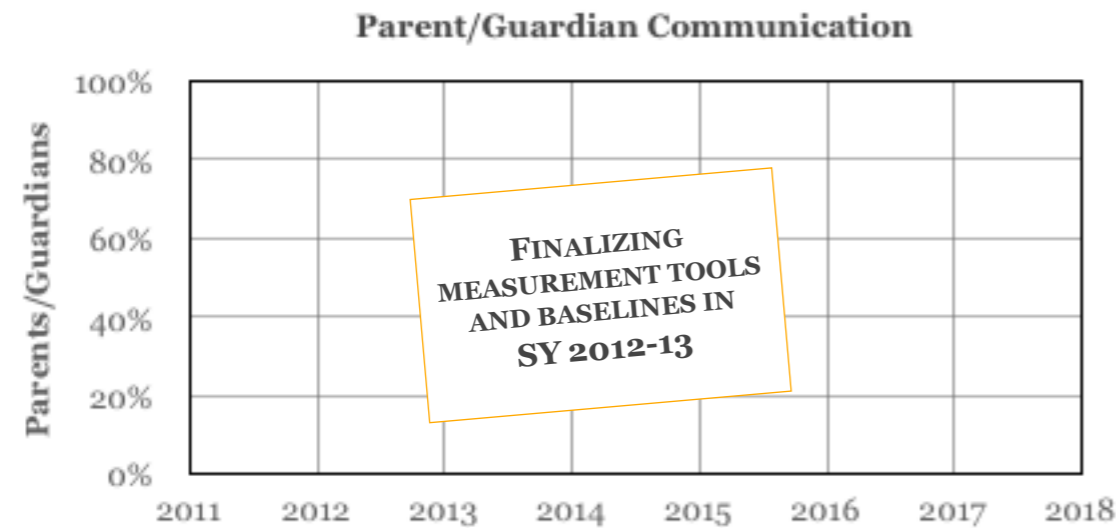
- I. Consistently develop effective communication plans for all major DOE projects
- II. Provide robust and user-friendly websites to internal and external stakeholders
- III. Establish state-level external communications strategy for building parent/community engagement around student achievement
- IV. Use Academic and Financial Planning Process to ensure consistently robust Complex- and school-level parent communication and family engagement strategies
- V. Commit resources to expanding DOE's communications office to include a stakeholder stewardship function

# 3C Targets

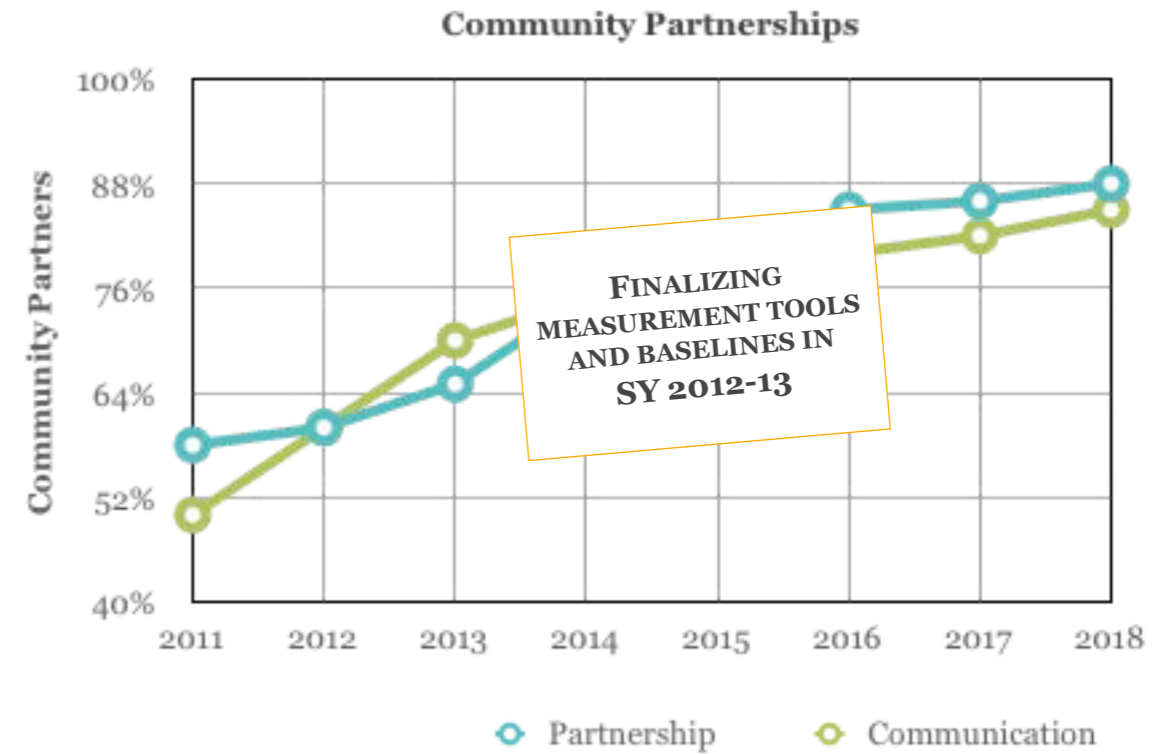
I. Communication effectiveness: Increase percentage of internal and external stakeholders that understand and support priorities of DOE



II. Parents/guardians receive regular communication on how to support student and school success



III. Increase percentage of parent and stakeholder organizations reporting they are satisfied with DOE communication and partnerships





# Backgrounds

Above all, the Hawai'i DOE is dedicated to helping all students realize their individual aspirations. As we work together to carry out our Strategic Plan, it is crucial we all know that:

- Studies show that nationally and locally, being “career ready” increasingly means pursuing some form of postsecondary education, including two-year and four-year college degrees, certificate programs, apprenticeships, and technical education.<sup>1</sup>
- 89% of Hawai'i's students want to go to college, according to the last Student Exit Survey in 2008. They have the right idea: By 2018, Hawai'i will rank 10th in the nation in the percentage of jobs requiring postsecondary degrees.<sup>2</sup>
- A generation ago, 65% of jobs required only a high school diploma. Today, 65% of Hawai'i jobs require a 2- or 4-year college degree.<sup>3</sup>
- Hawai'i has far fewer job opportunities than other states for those who do not complete high school. Hawai'i ranks 47th in the nation in the percentage of projected jobs available for those having less than a high school diploma.<sup>4</sup>
- In under a generation, Hawai'i shifted from an agricultural base to a knowledge economy that requires more education and training. Living-wage jobs available in agriculture,

marine resources, and sustainability are now based on more advanced skills and knowledge, including Science, Technology, Engineering, and Math (STEM) fields, advanced communications, and finance.

This means all of Hawai'i's students must graduate from high school with a rigorous course of study. This is the “college- and career-ready agenda.” The DOE, BOE, University of Hawai'i, Hawai'i Early Learning Council, and Office of the Governor are working together in new ways through efforts that include Hawai'i P-20 Partnerships in Education and a Common Education Agenda to advance the college and career ready agenda.

Student aspirations are aligned with the college- and career-ready agenda.

- 89% of students PLAN to go to college
- 51% of Hawai'i seniors enroll in college
- 13% of Hawai'i seniors graduate from college on time (within six years). This is far below the national average (18%) and the best--performing state (28%).<sup>5</sup>

<sup>1</sup> Carnevale, Anthony P. and Desrochers, D. (2003): Standards for What? The Economic Roots of K-16 Reform. Princeton, NJ: Educational Testing Service.

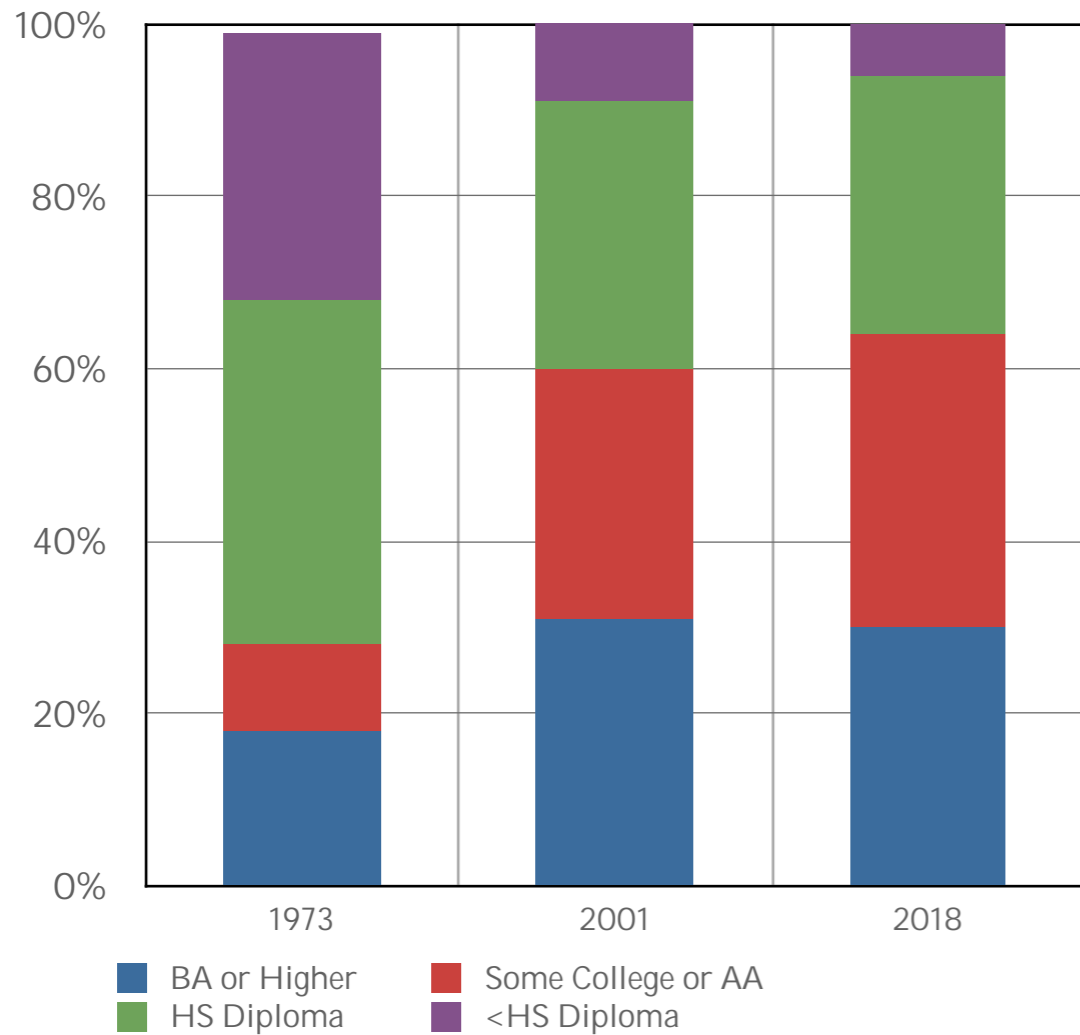
<sup>2</sup> Georgetown University Center on Education and the Workforce: Projections of Job and Education Requirements Through 2018: Hawai'i, June 2010. <http://cew.georgetown.edu/jobs2018/states/>.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> ACT (2006).

Hawaii Jobs: Education Requirements Change Dramatically



It is the DOE’s mission and our imperative to help students reach their potential and to secure our state’s future. The Goals, Objectives, Strategies, and Targets laid out in this plan will lead our students to success in college, career, and citizenship.

## Background: About the 2012 Strategic Plan Update

At the outset of our 2011-2018 Strategic Plan, we knew that student needs and our state’s needs converged in a dramatic mandate to completely transform K-12 education in Hawai‘i. We created a State plan that allowed us to set clear targets and establish a road map for real and lasting change. We knew an overhaul of our K-12 system would not happen overnight, and that if we wanted real change we needed to be thoughtful, establish pilots, and grow our efforts effectively.

We were fortunate to win a federal Race to the Top investment in our Strategic Plan for educational transformation. The DOE and its partners were committed to our Strategic Plan regardless of the Race to the Top outcome, but winning the competitive national grant continues to help us with some of the needed resources to implement both our Plan and our State’s Common Education Agenda. This Strategic Plan is therefore a living document that represents our collective efforts, and provides us with a framework that we can review annually and use to make course corrections as needed.

As an educational system, we work to balance consistency and responsiveness. This 2012 Strategic Plan Update reflects both of these priorities. The current BOE, appointed in 2011, directed the DOE to updated the Strategic Plan and to align all efforts and resources behind one shared priority: student success. The BOE has adopted this plan as its own, a break



with the past tradition of the BOE establishing a separate Strategic Plan. Having a common and shared Strategic Plan will help the BOE and DOE to support student success more effectively.

This Strategic Plan 2012 Update builds upon work to date and does not waver from our already established destination; it does, however, clarify and prioritize our targets and strategies. It aligns the three main DOE goals with three BOE committees (Student Achievement, Human Resources, and Finance and Infrastructure) in order to increase both accountability and efficiency. It provides more context and background information to help both internal and external stakeholders connect to DOE efforts. Creating a joint DOE and BOE Strategic Plan also provided the opportunity to revisit and refine the DOE's Mission, Vision, and Core Values, and to establish the key measures of success that would facilitate management and oversight and be reported to the public on a regular basis.

We knew that this Strategic Plan and its implementation would be improved if we involved our stakeholders. We brought Complex Area superintendents, principals, teachers, students, parents, assistant superintendents, and key external partners into the development of this plan. Everyone involved, whether through an interview, focus group, meeting, or survey, made an important contribution to this Update. By

focusing on these clear, consistent targets, staying the course, and continuing to strive together, we will arrive at our common destination: Student success, staff success, and systems success.



# Glossary

## **Academic and Financial Plan (A/FP)**

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

## **Accreditation**

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

## **Career-Ready**

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

## **Citizenship-Ready**

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

## **Classes Taught by Highly Qualified Teachers**

The percentage of core academic subject classes that are taught by teachers licensed in that academic subject as defined by federal regulations.

## **College-Ready**

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

## **Community Contributor**

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

## **Complex**

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

## **Complex Area**

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

## **Complex Thinker**

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

## **Data for School Improvement System**

The Department's tool to facilitate the use and management of formative assessment data to drive instruction.

## **Disadvantaged**

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

## **Effective and Ethical User of Technology**

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

## **Effective Communicator**

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

## **ELL**

English language learner

## **Evidence-Based Instruction**

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

## **Formative Assessment**

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

## **General Learner Outcomes (GLO)**

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

## **Graduation On-Time**

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



**Highly Effective Teacher**

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

**Highly Qualified Teacher**

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

**Longitudinal Data System**

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

**PDE3**

A professional development website hosting courses and workshops for employees.

**Proficiency**

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

**Quality Producer**

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

**Self-Directed Learner**

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

**SPED**

Special education

**Standards-Based**

Curriculum and instruction aligned to the Hawaii Content and Performance Standards.

**SY**

School year