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| **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.** |
| 1.1.1 Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice. 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 that address challenges of our islands and the world. |  |
| 1.1.2 Increase student access to quality career exploration and planning skills. Students graduate from high school with the abilities, habits, and knowledge to set and achieve their short-term and long-term career and community goals. | Increase student access to quality career exploration and planning skills. Students graduate from high school with the ~~abilities~~, skills, habits, and knowledge to set and achieve their short-term and long-term career and community goals.*(Note: Abilities cannot be measured).* |
| 1.1.3 Ensure students are equipped with the knowledge and skills to set and achieve their postsecondary education goals. Throughout their K-12 education experience, students explore, plan, and prepare so that they graduate from high school ready to enroll in and complete the postsecondary education or training programs of their choice. |  |
| **Objective 2. Whole Child: All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.** |
| 1.2.1 Provide students with learning environments that are caring, safe, and supportive of high-quality learning. |  |
| 1.2.2 Address students’ physical, mental, and social-emotional health through school programs and partnerships with families, community organizations, and government agencies that support students’ well-being. | Address students’ physical, mental, ~~and~~ social-emotional, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students’ well-being. |
| 1.2.3 Cultivate a school environment 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.** |
| 1.3.1 Provide students of all backgrounds and ages with a challenging and quality standards-based education in all subject areas. | Provide students of all backgrounds and ages with a challenging and quality standards-based education in all subject areas including the arts, physical education, music, etc.). |
| 1.3.2 Ensure that each student’s learning is personalized, informed by high-quality data, and advances them toward readiness for success in college, career, and community. | Ensure that each student’s learning is ~~personalized~~ individualized, informed by high-quality data, and advances them toward readiness for success in college, career, and community. *(Note: Language of IDEA).* |
| **Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.** |
| 1.4.1 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. |  |
| 1.4.2 Support students’ transition in adolescence (Grades 5-10) through school practices, counseling, and research-based experiences that advance their total well-being in school so they can stay on course with their learning goals. |  |
| 1.4.3 Create innovative learning options to earn a high school diploma. | Create innovative learning options to earn a regular high school diploma. *(Note: Language of IDEA to distinguish from GED or competency-based diplomas that are not viewed as equivalent by employers or colleges)* |
| 1.4.4 Support student transitions, both for students that are transitioning between grade levels or transferring to a new school. |  |
| 1.4.5 Ensure that every high school graduate or completer has an identified next step after high school that is aligned with their future aspirations. | 1.4.5 Ensure that every high school graduate or completer has an identified next step after high school that is aligned with their future aspirations, and that post-secondary preferred options are identified early enough to provide time to develop the skills to get to that next step. |
| **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.** |
| 2.1.1. 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, instructional strategies to address all types of learners, special education inclusion, quality classroom assessments). | 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, ~~instructional strategies to address all types of learners~~ differentiated instruction, Universal Design for Learning, special education inclusion, quality classroom assessments). |
| 2.1.2 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 college, career, and community. | Increase consistency of all students having a caring and effective teacher who provides quality instruction that meets their needs and enables them to progress toward becoming ready for college, career, and community. |
| 2.1.3. Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices with all students, specifically around special education inclusion. | Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices ~~with all students, specifically around special education inclusion~~ and multi-tiered systems of support to enhance the academic success of students for whom typical instruction is not effective, including special education students. |
|  2.1.4. Strengthen the principal and educational leader development pipeline to support shared and effective leadership. |  |
| 2.1.5 Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders). |  |
|  | *2.1.6 Increase retention of qualified and effective teachers by ensuring organizational structures and workforce conditions that convey respect and appreciation of their value.* |
| **Objective 2. Expanded Professional Pipeline: Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success goals and objectives.** |
| 2.2.1 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 schools’ career pathways programs to develop future teachers. |  |
| 2.2.2 Partner with appropriate organizations to develop programs to fill gaps in preparing full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors). |  |
| 2.2.3 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. |  |
| **Objective 3. Timely Recruitment and Placement: Timely recruitment and placement of applicants to better serve all students by addressing equity and achievement gaps.** |
| 2.3.1 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, Hawaiian language, multilingual). |  |
| 2.3.2. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year. |  |
| **Goal 3 - Successful Systems of Support: The system and culture of public schools work to effectively organize financial, human, and community resources in support of student success.** |
| **Objective 1. Expanded Resources: Secure adequate resources to support school and community-based plans for student success.** |
| 3.1.1 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). | Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, student transportation, skilled nursing for children with special health needs, partnerships with state agencies). |
| 3.1.2 Engage with families and communities to access relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, and partnerships). |  |
| 3.1.3 Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding and weighted student formula). |  |
| **Objective 2. Efficient and Transparent Supports: Increase efficiency and transparency of instructional and operational supports to support schools and student learning while stewarding public education resources.** |
|  3.2.1 Enhance support for development, implementation, and reporting of school academic and financial plans. |  |
|  3.2.2 Provide timely and user friendly data to support strategic decision-making and accountability for Student Success. |  |
| 3.2.3 Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability. |  |
| 3.2.4 Strengthen culture of continuous improvement to provide efficient transactions and operations. |  |
| 3.2.5 Improve communication within the DOE and with the community to promote understanding and engagement of stakeholders. |  |
| **Objective 3. Innovation: Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.** |
| 3.3.1 Identify and scale local public education [“Bright Spots”](https://drive.google.com/open?id=0B2D5wSI9jiCbUEw0MXdUMml5ZTA) (successful practices) through existing professional networks to best support Strategic Plan objectives. |  |
| 3.3.2 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, positive organizational culture and excellent personnel, and recognition). |  |