



State of Hawaii
Department of Education
Board of Education Policy 4540
“High School Graduation Requirements and Commencement Policy”
Implementation Support Plan

Actions	Delivery Dates	Progress
Standards, Curriculum and Instruction:		
Align all courses and equivalent credit options to the Hawaii Content and Performance Standards, Common Vore State Standards (CCSS) or new standards and related benchmarks to ensure college and career readiness (CCR).	July 2012	<ul style="list-style-type: none"> • Posted CCSS resources on the toolkit site (e.g., crosswalks, presentations, webinars, etc.) • <i>Identifying standards for each course beginning with required and basic elective courses</i> • <i>Will be gathering input/feedback on equivalent proficiency options by the content panels (English Language Arts (ELA), Math, Science, and Social Studies) and other stakeholder groups</i>
Update the Department’s Authorized Courses and Code Numbers (ACCN) that serve as the official program of studies for middle and high school students. The revised ACCN will include course descriptions and recommended pathways for college and career readiness.	Incremental Delivery Gr. 9 by July 2012 Gr. 10-12 by July 2013	<ul style="list-style-type: none"> • <i>Review and revise ACCN to include:</i> <ul style="list-style-type: none"> ➤ <i>Identifying courses as required, basic, specialized and supplementary that aligns with 4540</i> ➤ <i>Identifying standards for each course beginning with required and basic elective courses</i> ➤ <i>Will be developing a centralized source of information for the ACCN</i>

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Adopt or develop instructional resources, materials and practices that promote rigor and relevance.	July 2013	<ul style="list-style-type: none"> • Developed criteria for the selection of ELA and Math instructional materials by CRDG • <i>Participating in SBAC work group on developing process for material selection and the development of instructional resources</i> • <i>Implementing Pookela Projects focused on inclusionary practices and autism centers</i> • <i>Promoting the use of technology as an instructional tool</i> • <i>Promoting the use of STEM competencies by STEM mentors</i> • <i>Promoting the use of formative instruction and the data team process by Data coaches</i> • <i>Training on using the math criteria to be done by the DANA Center</i>
Make available proficiency based equivalent options and protocols for granting equivalent credits that afford student flexibility in acquiring credits across all content areas.	July 2015	<ul style="list-style-type: none"> • Identified current equivalent Running Start courses aligned to course requirements/standards • <i>Will be gathering input/feedback on equivalent proficiency options by content panels (ELA, Math, Science, and Social Studies)</i> • <i>Developing protocols for creating and approving equivalent options</i> • <i>Planning stakeholder focus groups (e.g., principals’ forum, content panels) to gather input in the designing of equivalent options</i>

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Assessment:		
Utilize assessment systems that provide formative and summative evidence of learning (e.g., DSI, common assessments, end of course, SBAC system) as an integral part of the instructional system and improved student learning.	Ongoing	<ul style="list-style-type: none"> • Aligned formative assessment items in reading and math to CCSS that are available to teachers in the tested grades • <i>Purchasing CCSS aligned assessment items to expand the item back in grades K-12</i> • <i>Using the tri-level system and data coaches to build capacity in using formative instruction and the data team process at the complex and school levels</i> • <i>Participating in SBAC work group on developing a balanced assessment system</i>
Professional Development:		
Offer a menu of timely and relevant professional development utilizing a variety of venues (e.g., face to face, webinars, online modules) to ensure sustainable capacity for the delivery of high quality instruction.	Ongoing	<ul style="list-style-type: none"> • <i>Implementing the five-phase professional development plan</i> • <i>Conducting weekly webinars to provide processes and tools to assist in the implementation of CCSS.</i> • <i>Posting and developing videos of best practices to serve as models for teachers</i> • <i>Using the tri-level system to build the capacity of the complex and school levels</i> • <i>Data and STEM mentors support the implementation of the CCSS</i> <ul style="list-style-type: none"> ➤ <i>Identified partnerships schools to build the capacity of school and complex teams</i>

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Student Support:		
<p>Repurpose the Comprehensive Student Support System to include but not be limited to an early warning system as a means for timely planning, tracking, and monitoring of responses to students’ academic and non-academic needs.</p> <p>Redefine the role and responsibilities of counseling services.</p>	Ongoing	<ul style="list-style-type: none"> • Created innovation configuration maps to track levels of implementation of the components of Continuum of Proactive Student Supports. • Developed the early warning system in eCSSS • <i>Conducting professional development on new features of eCSSS</i> • <i>Using the progress charts to document students’ progress</i> • <i>Will be investigating different universal screeners for ELA and Math.</i> • <i>Discussing options for supporting school counselors</i>
System:		
<p>Establish a variety of venues to communicate with staff, parents, students and community to ensure understanding of the new requirements and available resources.</p>	Ongoing	<ul style="list-style-type: none"> • Posted the revised Policy 4540 • <i>Revised and printing of the graduation brochure</i>
<p>Apply the K-12 construct in building communication systems, data systems, professional development systems, instructional information systems and improvement processes.</p>	Ongoing	<ul style="list-style-type: none"> • Revised the Academic Plan to align with CCSS • Developed content panels in the four core content areas • <i>Developing project agreement for Accreditation planning</i>
<p>Establish opportunities for optimal access to virtual learning (i.e., online courses, e-school, etc.)</p>	Ongoing	<ul style="list-style-type: none"> • <i>Exploring E-school and other on-line venues for access and credit recovery</i>

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Align other policies, regulations, and practices with the newly passed policy 4540 such as promotion and retention, standards-based instruction, counseling, and assessment and grading.	July 2013	<ul style="list-style-type: none"> • Identified all related policies • <i>Planning to revise policies not in alignment with Policy 4540</i>
Engage community and business partners, stakeholders, and representatives from institutes of higher education in planning and executing program initiatives.	Ongoing	<ul style="list-style-type: none"> • Included representatives from IHE’s and community partners as members on the content panels • <i>Formalizing STEM partnerships (e.g., EPSCPR/HITEx)</i> • <i>Continuing program partnerships (e.g., State Departments, Department of Defense, P20, Learning Coalition, etc.)</i>
Reorganize OCISS functions to support CCR for all students.	July 2012	<ul style="list-style-type: none"> • Revised functional statement for OCISS • Developed program planning groups functional statements • <i>Aligning OCISS programs/sections to CCR and 4540</i> • <i>Developing project agreement with West Ed to address the recommendations from the Special Education program review</i> <ul style="list-style-type: none"> ➤ <i>Redefining State Educational Agency and Local Educational Agency</i>

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