



STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 20, 2020

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto
Superintendent

A blue ink signature of Dr. Christina M. Kishimoto.

SUBJECT: **Board Action on 10-year Department of Education Strategic Plan, The Power and Promise of Public Education**

1. EXECUTIVE SUMMARY

The 2030 Promise Plan is designed to articulate and commit to a shared vision of public education. It aims to set forth strategies that will allow our schools to continue to develop and thrive as hubs of innovation.

Through the five promises to students, HIDOE seeks to build and expand upon gains that have been made over the last two strategic plans and innovate to solve persistent challenges. The promises are:

- **Hawaii:** Students will be educated within a public school system that is grounded in Nā Hopena A'ō (HĀ), powers a multilingual society, and honors Hawaii's local and global contribution.
- **Equity:** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.
- **School Design:** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaii.
- **Empowerment:** Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.
- **Innovation:** Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

The plan also includes Strategic Opportunities that schools, complexes and state offices can use as a framework to deliver on each promise or as a gauge to determine bright spots and areas for growth.

The Student Success Indicators identified in the plan are intended to serve as critical guideposts. To honor the work that the Department has been doing over the past three years, we will continue to use the Statewide Student Success Indicators of the Board and Department's 2017-2020 Strategic Plan as well as three new indicators that include Community Engagement, College Access and Community Readiness.

We have worked diligently over the past three years to provide equity and excellence to all students. Now, we must innovate to overcome the persistent challenges we and our students face to further advance the power and promise of public education. Our focus on our five promise themes will ensure equity of access to highly engaging, rigorous school models that will lead to the acceleration of results for all students.

2. RECOMMENDATION

The Hawaii State Department of Education (Department) recommends that the Board of Education (Board) adopt the 2030 Promise Plan (Appendix A).

3. RECOMMENDED EFFECTIVE DATE

The Department recommends that the 2030 Promise Plan be effective upon approval.

4. DISCUSSION

a. Conditions leading to the recommendation:

This new approach to the Department's strategic plan was done through an extensive feedback process over the past eight months. The proposed final version includes input from students, educators, parents, business leaders and community members via stakeholder convenings (Appendix B) and an online survey. There were 83 stakeholder groups registered, which included a total of 2,782 participants, and 314 respondents to the online survey.

The Board was also updated on the status of the 2030 Promise Plan at the following meetings:

- April 18, 2019: Presentation on Power & Promise of Public Education Strategic Plan: draft promise statements, initiation of public feedback, and vision and purpose of partnership alignment development

- May 2, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on 2019 summer schedule of community meetings
- May 15, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on careers coalition
- June 6, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on graduation summaries
- June 20, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on portfolio of school designs
- July 18, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on progress on major themes
- August 1, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic plan, The Power and Promise of Public Education: Focus on Ideas That Transform, theme for 2019-2020 School Year
- August 15, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on how the “Ideas That Transform” theme enables instructional shifts
- September 5, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on how the business community can answer public education’s call to action
- September 19, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on Phase II input
- October 3, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on Title IX training update
- November 7, 2019: Data Retreat
- November 21, 2019: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on Phase III feedback
- January 16, 2020: Update on the development of a 10-year Board of Education and Department of Education Strategic Plan, The Power and Promise of Public Education: Focus on getting final leadership input on 2030 Promise Plan

b. Previous action of the Board and Committee(s) on the same or similar matter:

N/A

c. Other policies affected:

In implementing the 2030 Promise Plan, policies may need to be developed or revised to better support implementation, such as BOE Policy 500-16, as noted in the Equity section; BOE Policy E-2, as the Department adopts a new vision and mission; and BOE Policy 102-15, as the curriculum evolves and the Department evaluates graduation requirements.

The plan supports and aligns to existing BOE Policy E-3, Na Hopena Ao as the foundation of the promise of Hawaii that grounds our public school system in HA.

Implementation plans will be aligned to 2030 Promise Plan strategic opportunities and student success indicators. 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 strategic implementation plans, and state office implementation plans.

d. Arguments in support of the recommendation:

The Department is increasingly operating as a fluid, agile learning organization, embracing the strategies of school design, teacher collaboration and student voice, thinking about our role in the community, and preparing students for college, career and community readiness.

The power of this shift from goals to promises is that we are engaged in living out these promises now. Our expectation is we will collaboratively make these promises a reality for every student in every school, progressively over the next 10 years.

These student promises are designed to support school-level work to fuel an increasingly college, career and community-ready talent pool today and into the future toward creating the thriving, sustainable Hawaii that we all want.

The proposed plan is the outcome of an extensive process of consultation and engagement with stakeholders, including the Board. The process followed design principles of innovation including understanding diverse views of stakeholders. The process also included the perspective of students who represented a range of engagement in their education.

As a next step after Board approval, the Superintendent will convene five advisory committees, one per Promise.

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 Promise Plan may be interested in having more opportunities to provide feedback on the plan, revise the plan to take a new direction, or reduce the scope of the plan to focus on key strategic initiatives. During the eight-month process of community engagement, stakeholders shared diverse viewpoints and provided extensive feedback that was used to build this plan. All feedback was considered; however, this may not be evident in the final draft of the plan. Thus, opponents to the plan may be concerned that particular issues were not addressed specifically.

Opponents of the Promise Plan have shared concerns about the implementation of the ten-year plan. Concerns were raised about ensuring the successful execution of the plan and the need for more clarity on how schools, complex areas, and state offices would achieve the promises to our students through the proposed strategies. These concerns will be addressed via the complex area strategic implementation plans.

The final draft of the Promise Plan works to balance descriptions of the strategies that will be employed under this plan with enough flexibility in the language to empower schools and complex areas to create their own implementation plans that will meet the needs and aspirations of their students in their effort to achieve the promises.

Opponents of the Promise Plan may be concerned that the targets for the Student Success indicators may be either too ambitious or not ambitious enough. These targets will serve as critical guideposts, allowing the Department, in continuous conversation with the Board, to assess the effectiveness of the implementation of the strategies and the appropriateness of the metrics in measuring student success as education evolves over the course of the next ten years.

Opponents may question the direction of the Promise Plan, noting that it is dramatically different from the current Strategic Plan. The Department, as supported by community input, is prepared to take bold action to solve persistent challenges that have impeded student achievement and to serve as a hub of innovation to be globally competitive.

f. Other agencies or Departments of the State of Hawaii involved in the action;

The Hawaii State Public Charter School Commission, University of Hawaii P-20, University of Hawaii College of Education, legislators, and multiple non-profits and foundations were involved in the feedback process.

State agency leaders or representatives participated in various stakeholder opportunities noted in Appendix B.

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

See section 2.e.

h. Educational implication:

The 2030 Promise Plan will focus on the efforts and resources of the entire public school system for the next decade. At state office, complex and school levels, we expect alignment to deliver on the promises, implement strategic opportunities and show growth with student success indicators.

Schools and complex areas will develop and implement Academic and Financial plans for school design innovation. The plan templates and guidance will be aligned with the five promises, and school and complexes will identify areas of focus, action and resources to address student and school needs to accomplish goals, as measured by statewide student success indicators.

The purpose of the 2030 Promise Plan and subsequent implementation efforts is to have a significant and positive educational impact on students. The desired result is equitable access to a quality public education for every child so that they are educated, healthy and joyful learners who contribute positively to our global community.

i. Personnel implications:

Statewide training will be provided via complex area and state level teams organized as Promise Ambassadors.

j. Facilities implications:

We must be creative in thinking about our educational pedagogy and strategies to consider innovative options for learning that approaches facilities differently while maximizing current allocation of resources and funding. The 2030 Promise Plan's strategic opportunities include facilities-related initiatives and projects including the creation of on-campus, industry-certified facilities to provide students with real workplace learning opportunities; changes in practice within the Department to reduce energy consumption; enrichment of landscape of school grounds with the use of indigenous plants and cultural teaching or ceremonial gardens; and more.

The proposed plan also includes a previous strategic plan indicator of Repair and Maintenance (R&M) Backlog. Given the current baseline of \$983 million, it proposes three targets to reduce it - 2023-24, \$658 million; 2026-27, \$413 million; and 2029-30, \$168 million. Additionally reducing the backlog to maintain current facilities must be accompanied by efforts to build new and 21st-century school facilities to meet changing demographics and support innovative learning.

k. Financial implications:

Additional financial resources will enable and accelerate changes that support student learning. Thus, the 2030 Promise Plan specifies the need to secure adequate and expanded resources as well as strategically-aligned use of current resources.

New funding will be sought and current resources will be analyzed and reallocated to support the implementation of the promises and strategic opportunities. Further discussion about the amount and allocation of resources will be needed to achieve the student success indicators based on funds appropriated and received.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

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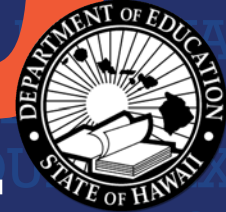
c: Office of Strategy, Innovation and Performance

Attachments:

Appendix A- Proposed 2030 Promise Plan

Appendix B – Stakeholder engagement

2030 Promise Plan



HAWAII STATE DEPARTMENT OF EDUCATION
STRATEGIC PLAN



Organizational Overview

Hawai'i State Board of Education

Catherine Payne
Board Chairperson, At Large

Brian J. De Lima
Vice Chairperson, At Large

Kaimana Barcarse
Board Member, Hawai'i County

Maggie Cox
Board Member, Kaua'i County

Nolan Kawano
Board Member, City and County of Honolulu

Christine "Kili" Namau'u
Board Member, County of Maui

Dwight Takeno
Board Member, City and County of Honolulu

Kenneth Uemura
Board Member, City and County of Honolulu

Bruce Voss
Board Member, At Large

Daniella White
Student Representative

Navy Captain Lyn Yatko
Military Liaison

Hawai'i State Department of Education Office of the Superintendent

Dr. Christina M. Kishimoto
Superintendent

Phyllis Unebasami
Deputy Superintendent

Heidi Armstrong, Assistant Superintendent
Office of Student Support Services

Alisa Bender, Assistant Superintendent
Office of Curriculum and Instructional Design

Brook Conner, Assistant Superintendent
Office of Information Technology Services

Cynthia Covell, Assistant Superintendent
Office of Talent Management

Brian Hallett, Assistant Superintendent
Office of Fiscal Services

Rodney Luke, Assistant Superintendent
Office of Strategy, Innovation and Performance

Randall Tanaka, Assistant Superintendent
Office of Facilities and Operations

William Arakaki
Complex Area Superintendent
Kapa'a-Kaua'i-Waimea

Lindsay Ball
Complex Area Superintendent
Hāna-Lahainaluna-Lāna'i-Moloka'i

Robert Davis
Complex Area Superintendent
Leilehua-Mililani-Waialua

Linell Dilwith
Complex Area Superintendent
Ka'imukī-McKinley-Roosevelt

Kathleen Dimino
Complex Area Superintendent
Baldwin-Kekaulike-Maui

John Erickson
Complex Area Superintendent
'Aiea-Moanalua-Radford

Chad Keone Farias
Complex Area Superintendent
Ka'ū-Kea'au-Pāhoā

Lanelle Hibbs
Complex Area Superintendent
Kailua-Kalāheo

Matt Ho
Complex Area Superintendent
Castle-Kahuku

Keith Hui
Complex Area Superintendent
Pearl City-Waipahu

Esther Kanehailua
Complex Area Superintendent
Hilo-Waiākea

Ann Mahi
Complex Area Superintendent
Nānākuli-Wai'anae

Rochelle Mahoe
Complex Area Superintendent
Farrington-Kaiser-Kalani

Janette Snelling
Complex Area Superintendent
Honoka'a-Kealakehe-Kohala-Konawaena

Sean Tajima
Complex Area Superintendent
Campbell-Kapolei



Superintendent's Message

Aloha, HIDOE community!

The Hawai'i State Department of Education (HIDOE) has positioned itself as a significant change agent for Hawai'i through our *2030 Promise Plan*. We will engage in the power and promise of public education to introduce a new era of equity, excellence and innovation for our haumana.

As the largest producer of talent and the largest employer in the state, the HIDOE has a tremendous impact on the economic health and viability of the state. As such, we need a bold plan of action to not only ensure our public school graduates are prepared to become contributing global citizens, but also to ensure they are connecting with and contributing to local businesses in an effort to retain talent in the islands.

We will ground our work in five powerful promise themes that were generated through a year-long community engagement process: Hawai'i, Equity, School Design, Empowerment and Innovation. These promises capitalize on the state's valuable cultural and natural resources that provide unique local and global opportunities for our students and school communities.

This plan does not prescribe a specific path to follow. It is adaptable and engages the creativity and initiative of all public education stakeholders working toward its aspirations. The scope of the strategic opportunities recommended in the plan will provide a framework to help guide supports for students and communities. It supports our schools that are already leading hubs of innovation, while seeding the conditions to ensure all schools have the support and resources to join them.

We need the imagination, collaboration, energy and initiative of students, schools and communities to design for excellence for the public school system and for Hawai'i. The power generated by every stakeholder in the wa'a (canoe) rowing toward the same goal of providing equitable access and preparing every student to contribute to a thriving, sustainable Hawai'i is a vision of true excellence. When everyone is rowing in the same direction, the journey can be accomplished.

Together, we can deliver on our promises to students.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent



Vision & Mission

Hawai'i's public schools are a diverse portfolio of high-quality school models aligned with local school community context, values, history and economic growth opportunities through leadership empowerment, student voice and teacher collaboration.

The mission of the Hawai'i State Department of Education (HIDOE) is to serve our community by ensuring equity, empowerment and excellence in education for all students.

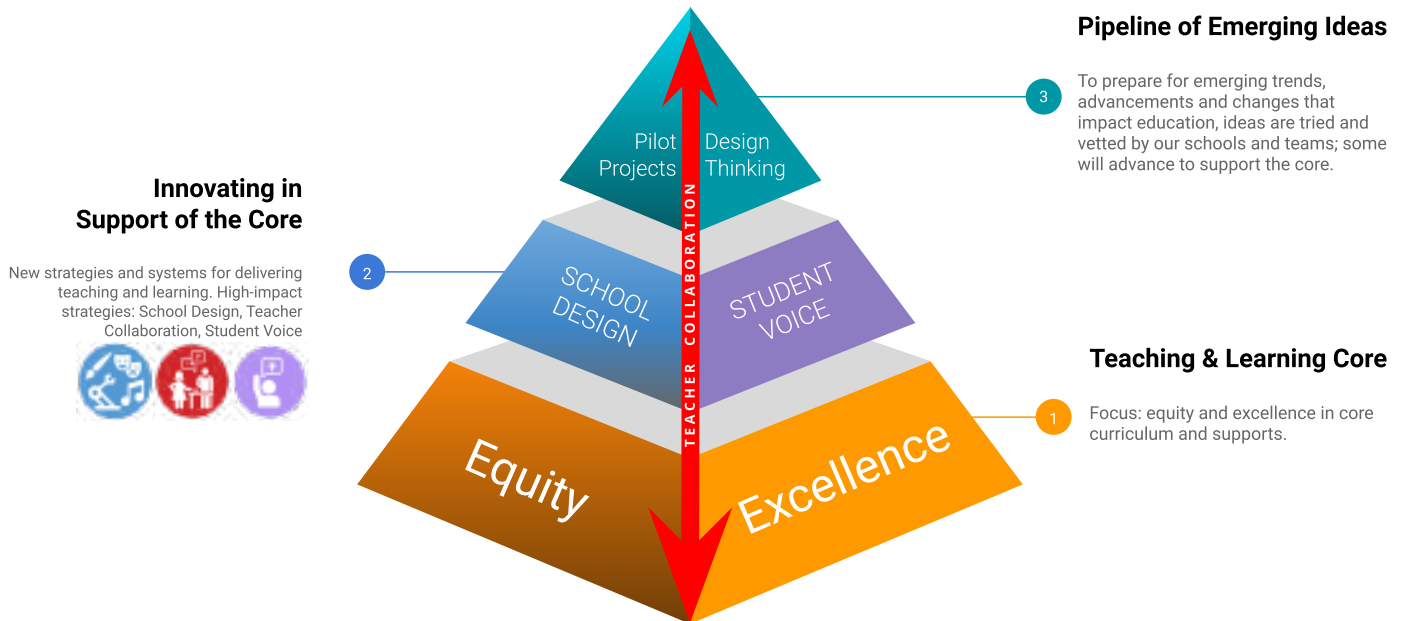


The Power and Promise of Public Education

The first joint HIDOE/BOE Strategic Plan, implemented in 2012, directed our focus to equity and excellence for all students and established avenues to engage all members of the school community in the education of our children. The *Hawai'i State Department of Education and Board of Education Strategic Plan 2017-2020* continued the focus of attaining equity and excellence for all students, emphasizing a tri-level system of support to enable schools, complex areas and state offices to better meet the educational needs of our unique learners and communities across the state. It guided us through the implementation of the federal Every Student Succeeds Act (ESSA) and toward the aspirational targets set by *Hawai'i's Blueprint for Public Education*¹. The *2030 Promise Plan* seeks to build upon the gains we have made, innovate to solve persistent challenges in our communities that impede access, and bring collective vision and purpose to public education as a change agent for Hawai'i and our global community.

Learning Organization

As a tri-level educational system of school, complex area and state office, we will continue to work within our Learning Organization design, using the high-impact strategies of School Design, Student Voice and Teacher Collaboration to support rigorous teaching and learning standards and provide space for new innovations through collaborative learning practices. We will replace practices that do not contribute to student success with new ways of engaging students to be active participants in their education, empowering them to use their learning to reach their aspirations while contributing to our local and global communities.



1 <https://governor.hawaii.gov/blueprint/>



The *2030 Promise Plan* will frame the academic design of our public schools. As we developed our forward-facing plan, we focused on three key questions:

1. What is student success?

Student success reflects what we value in a pre-kindergarten to grade 12 (PreK-12) education experience. Thus, student success will be grounded in Nā Hopena A’o (HĀ), empower a multicultural society and honor Hawai’i’s local and global contribution. Students will be empowered, providing input on what, how and where they learn to contribute to equity, excellence and innovation. As they define their identity, students will honor and value their experiences, know their strengths and aspirations, engage in challenges, and embrace an overall sense of purpose.

2. How do we measure what we really value?

As public education evolves, so will what we measure. We cannot measure student success and school improvement by statewide assessments alone. If we engage our students in rigorous, technology-rich, problem-solving learning that will enable them to solve authentic world and community challenges, we must develop new ways to assess student learning and growth to reflect this. Students will need to understand the world to compete in the global market, but must also learn to never compromise the principles that come from their host culture. To appropriately measure what we value, we must take on the challenge of complementing quantitative measures with qualitative measures.

3. How do we support each child to experience success?

Ensuring student success means engaging students in high-quality education and providing the means for each student to succeed. As we provide opportunities for students to obtain the 21st century skills they will need to meet national and global standards, we must provide the resources necessary for our students and our schools to succeed. Students will experience equity through strong relationships with members of their school communities, and the support they receive will enable them to thrive academically, socially and civically. Students will be immersed in learning environments that are thoughtfully designed around a community’s power to contribute to a thriving, sustainable Hawai’i as well as contribute at a global level.

To ensure student success, the *2030 Promise Plan* focuses on five promise themes: Hawai’i, Equity, School Design, Empowerment and Innovation. Each promise theme centers on a promise that addresses the qualities and components that we know we want all students to experience in our public education system. For each promise, the HIDOE has identified five driving strategies that we will prioritize to fulfill these promises.

Student success indicators will be used to measure progress in increasing student achievement, which will gauge the effectiveness of the implementation of our strategies. Our strategies and indicators are aligned to the collective work of leaders and partners committed to a thriving Hawai’i for all citizens. They are globally connected to the United Nations Sustainable Development Goals through the Hawai’i Green Growth UN Local2030 Hub² to advance the Aloha+ Challenge and connected to the industry-vetted and adopted Hawai’i Community Foundation’s CHANGE framework, which focuses on six areas: Community and economy, Health and wellness, Arts and culture, Natural environment, Government and civics, and Education³.

Our goal is for all public education stakeholders, internal and external, to work collaboratively to deliver on our promises to our students. Through our *2030 Promise Plan*, we are strengthening our commitment to the success of all students and to the future of Hawai’i.

² <https://www.hawaiiingreengrowth.org/>

³ <https://www.hawaiicommunityfoundation.org/about-change>





HAWAI'I

Students will be educated within a public school system that is grounded in Nā Hopena A'o (HĀ), empowers a multilingual society, and honors Hawai'i's local and global contribution.

The influence of Hawai'i matters because language, culture and traditions are never neutral carriers of ideas and values. The significance of Hawai'i shapes both our values and collective will. To promote this significance, we must instill a sense of belonging and be mindful of the communities from which our students come and to which we belong. We will work in partnership with our community leaders as we develop and implement our strategies to fulfill this promise.

To fulfill this promise of Hawai'i, in alignment with the Aloha+ Challenge of the Hawai'i Green Growth United Nations Local2030 Hub, the HDOE commits to prioritize the following five strategies:

Nā Hopena A'o

We will promote Nā Hopena A'o, or HĀ ("BREATH"), as a framework of system outcomes that reflect the expected behaviors, dispositions and functioning competencies of our system of learning and leading. The decisions that we make and the programs that we design and deliver will reflect our choices in pedagogy. This places significance on grounding instruction and learning in our students' home language and interactions with a diverse population consisting of many languages to build a repertoire of expertise to help students navigate future novel situations. HĀ requires the setting of conditions in the learning environment that we must establish for our students. It encompasses the excellence that comes from the indigenous culture of our state and the world.

Strategic Opportunities

- Implement best practices related to context setting and 'āina and culture-based education approaches as a part of the implementation of BOE Policy E-3, Nā Hopena A'o (HĀ).
- Provide learning opportunities for staff, students and partners to deepen their understanding of Nā Hopena A'o for greater application to both professional and personal environments.
- Develop partnerships with other agencies, non-profit organizations, policy makers and financial supporters who are grounded in and reflective of the HĀ outcomes and are interested in establishing optimal learning conditions that support student success.
- Normalize HĀ assessment practices in all educational contexts that lead to collective leadership in benefit of the whole.

- Prioritize partnerships with vendors and industry partners who can demonstrate, through a display of behaviors and dispositions, an alignment of their services and resources to Nā Hopena A'o.

'Āina-based Science and STEM

We will provide opportunities for 'āina-based science and STEM (Science, Technology, Engineering and Math) learning activities. We will increase opportunities for 'āina-based education, partnering with community organizations and stewards of the land to create educational experiences within our communities. 'Āina-based lessons will provide our students with real-world applications of science and STEM. This will increase students' environmental awareness and will encourage students to contribute to their communities and to Hawai'i's global sustainability goals. Advancing studies in STEM, exposing students to fields of work in STEM areas, and further developing an understanding of advanced technologies will impact all fields of work and provide our students with the skills they need to succeed in the career of their choice.

Strategic Opportunities

- Build coalitions with Hawai'i-based organizations to crosswalk the adopted science standards with learning and mentoring opportunities in the projects and resources that these organizations steward.
- Support organizations that are stewards of the 'āina to navigate policies as they provide access to place-based learning experiences tied to innovation and the sustainability of Hawai'i's natural resources.





- Design new career pathways in environmental science, engineering and technology that are meaningful to Hawai'i and develop resources and tools for a K-12 curriculum that emphasizes care for the natural resources as a citizen of Hawai'i.
- Diversify our science and technology approaches to sustain the health of our island home.
- Develop and utilize 'Āina Aloha competency progressions for schools and their partners to use as resources to design community-based and place-based programs and services.

'Ōlelo Hawai'i

We will increase access to 'ōlelo Hawai'i for students and staff statewide. The HIDOE provides opportunities for PreK-12 education delivered through the medium of 'ōlelo Hawai'i, or the Hawaiian language, through Hawaiian language immersion schools in which all students are enrolled in: (1) Ka Papahana Kaiapuni; (2) Hawaiian language immersion schools in which some students are enrolled in Ka Papahana Kaiapuni and students not enrolled in Ka Papahana Kaiapuni receive instruction in English; and (3) Kaiapuni Educational Programs in English medium schools. 'Ōlelo Hawai'i will be offered in our schools with support from complex area and state offices as well as community partners. We will integrate community-based resources into staff professional development opportunities.

Strategic Opportunities

- Increase licensed teacher and other educational pipelines for Kaiapuni schools and other models of Hawaiian education.
- Design and offer PreK-12 Hawaiian language professional development modules through partnerships to increase the use of 'ōlelo Hawai'i in educational settings.
- Develop core course offerings in 'ōlelo Hawai'i for online or blended learning.
- Develop a continuum of multiple pathways for learning 'ōlelo Hawai'i and cultural practices for PreK-12 students that progressively meets the demand from families and students wishing to be educated in 'ōlelo Hawai'i.
- Expand the use of historical primary and new resources to increase culture-based curricular materials written in 'ōlelo Hawai'i for Kaiapuni schools.

Multilingualism

We will provide and support multicultural and multilingual learning opportunities for our staff and our students. We fundamentally believe in an educational system that engages students and their families through a culturally rich, welcoming environment. We will promote PreK-12 multiliteracy through multiple language programs from Kindergarten through 12th grade to grow our biliterate population and employee base: the Kaiapuni program, supporting the preservation of the Hawaiian language; English Learner (EL) program, honoring the native language of students as they learn the English language; and a robust World Languages program, allowing all students opportunities to study multiple languages and cultures. We will also promote culture-based curriculum, partnering with kupuna and other community members to create culturally relevant learning opportunities for our students.

Strategic Opportunities

- Establish more international exchange partnerships to expose students to their global peers and to contemporary global matters.
- Establish a cohesive system of well-trained teams of biliterate teachers across our state to support the language acquisition continuum needs of English Learners to students seeking the Seal of Biliteracy.
- Improve equity through English Learner (EL) achievement by systematically building school and complex area capacity to design high-quality EL programs using evidence-based instruction and inclusive practices.
- Design and pilot credit-bearing core and elective courses taught in students' home or second language using e-school.
- Develop policy and resources to implement and support dual-language programs.

Civic Engagement

We will honor our local and global communities by providing our students with opportunities for thoughtful civic engagement and development of civic voice. Students will actively participate in civic education by contributing to contemporary policy discussions, locally and nationally. We will provide students with opportunities to engage in civic discourse through collaboration with community members and local business organizations to discuss and address community issues, helping them to present their generational perspective while developing cross-generational perspectives. Through these opportunities, students will learn to use their voice, exercise positive choices to improve their communities and to develop leadership skills.





Strategic Opportunities

- Build the capacity to bring community-based civics concepts to subjects beyond social studies and English through professional development and teacher collaboration.
- Foster student agency by developing and implementing civic engagement lessons that teach students government operations, train them to research a cause, encourage engagement in civil discourse, and empower civic participation within their communities.
- Advance student voice through guided engagements beyond the classrooms and into communities and civic forums.
- Create pathways for student-led civic projects that benefit their communities and provide applied experiences in making changes to local, national and global policies, community services and/or legislation.
- Develop a partnership with the Judiciary to establish a law and government academy for students to consider future careers in policy and governance.

Policy E-3: Nā Hopena A'ō (HĀ)

Nā Hopena A'ō (“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 Department of Education 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.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately.
- Support systems and appropriate resources should be in place for successful and thoughtful implementation.
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities.
- Current examples of HĀ in practice can be drawn on as sources for expertise.
- All members of the school community share in the leadership of HĀ.

Rationale:

The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential.





EQUITY

Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially and civically.

Aloha United Way's ALICE: A Study of Financial Hardship in Hawai'i⁴ revealed that in 2015, 48% of households in Hawai'i struggled to afford the basic household necessities, with 11% living below the federal poverty level, and 37% with an income above the federal poverty level, but not high enough to afford the necessities, qualifying them as ALICE (Asset Limited, Income Constrained, Employed). Several demographic groups in Hawai'i were found to be of higher risk of falling into the ALICE population, including women, LGBTQ+, those with lower levels of education, disabilities, and immigrants facing language barriers. Our students are at immediate risk of experiencing the trauma of poverty and at long-term risk of experiencing economic challenges given the high cost of living in Hawai'i. High-quality public education is both the hope and promise of equity that is the cornerstone to our students' civil rights.

Our Promise Plan strategies incorporate sustainable changes that identify and continuously build student accessibility to equity and excellence as they pursue their aspirations for their future. Equity in education is ensuring that personal and social circumstances of students, such as ethnicity, new arrival and socioeconomic status, do not hinder academic achievement, and that all students have access to the same academic standards through differentiated, quality supports. We will wrap services around students to address the disempowering differences they experience that impede access to educational pathways to success. We will also distribute resources to best meet the needs of our students, improving the conditions for learning and ensuring each student's learning prepares him or her for success through college, career and community.

To fulfill this promise of Equity, the HIDOE commits to prioritize the following five strategies:

High-Quality Teachers

All students will have access to a qualified, effective and engaging teacher, who is knowledgeable in the field they are teaching, to ensure equitable access to quality learning for all. Every teacher will have access to quality educational materials to support rigor and relevance in the classroom. Teachers will be trained not only in the content and instructional practices, but also in differentiated instruction, innovation and engagement, trauma-informed care, and social-emotional learning to ensure all students receive a high-quality education. Teachers will be committed to working as collaborative school teams, ensuring that all students can succeed.

In Fall 2019, 93% of our teacher positions were filled by teachers who completed a state-approved teacher education program to earn licensure. To recruit and retain high-quality teachers for all classrooms, we will develop partnerships to broaden access to affordable housing options and to competitive compensation. Industry and business partners will increase opportunities for teachers to develop themselves through industry-based learning experiences, including global partnerships, and to learn about academy-driven commercialism approaches to support applied learning innovations.

Strategic Opportunities

- Collaborate with institutions of higher education to infuse into teacher preparation programs a design that emphasizes the critical connection between school design, student voice, standards implementation and the new roles of teachers who are needed to provide high-quality instruction and engagement to each student.
- Expand externships and innovation grants for teachers to explore how to build student engagement in competitive, emerging fields of work in Hawai'i.
- Identify and recommend changes in policies to support professional learning aimed at comprehensive approaches for the improvement of teacher and leader instructional practices.
- Create new and expanded career paths for teacher leaders that recognize educator-led design work to increase student achievement.

⁴ https://www.auw.org/sites/default/files/pictures/AlohaUnitedWayALICE%20Report_HIFINAL.pdf





- Recognize and value professional growth and learning opportunities that are inclusive of agile methodology, such as microcredentialing or unconferences, as well as ways to use professional collaboration to benefit school designs and educator-led innovation to impact student learning.

Inclusion

In the 2018-19 school year, 44% of students receiving special education services were in general education classes for at least 80% of the school day. We must increase access to general education classes for our special education students to ensure that they develop the academic and social skills needed to succeed throughout their educational career and beyond.

We will provide our special education students as well as our English Learners from PreK-12 with rigorous, integrated and relevant differentiated instruction in an inclusive setting, as appropriate. Special education, English Learner and general education teachers will be trained in the implementation of effective inclusive practices. We will provide our special education students and English Learners with the support they need to succeed in school and in the workplace.

Strategic Opportunities

- Articulate a statewide vision of inclusion, create implementation resources, and establish a quality assurance monitoring process for excellence in instruction and learning in the general education setting.
- Create PreK inclusion classes for 3- to 4-year-olds.
- Build capacity for differentiated rigorous instruction to meet the unique needs of all learners in inclusion and the use of universal design in core content area classes.
- Create teaching labs or demonstration sites for professional learning in best practices for school teams and institutions of higher education.
- Mentor potential leadership candidates who demonstrate commitment and application of knowledge in implementing inclusion.

Literacy for Learning

We will provide all students with equitable access to effective literacy programs and services, supporting third-grade

literacy in preparation of learning within rich interdisciplinary areas during grades 4-12. Promoting early literacy, including multiliteracy approaches, is an important factor in determining the academic success of a child and begins with providing access to preschool programs to all children to increase kindergarten readiness. By the third grade, students must be reading at grade level to ensure academic success.

In the 2018-19 school year, 75% of third-graders were determined to be reading at or near grade level. Research has demonstrated that students not reading proficiently at the end of third grade are four times more likely to not finish high school. We must provide the necessary supports and resources, including dual-language learning, to ensure our third-graders develop the literacy skills they need to succeed academically.

Research in math education shows that early math skills have also been strongly linked to subsequent academic achievement at age 15 and are even more predictive than early reading literacy of success in adult life, including the achievement of higher socioeconomic status.

We will also provide literacy support for our students in secondary schools who are struggling with circumstances that have interrupted their path to academic success. We are committed to ensuring that struggling readers are provided with the reading skills necessary to successfully navigate the career pathway of their choice, building self-confidence and self-actualization.

Strategic Opportunities

- Improve reading strategies and mathematical content knowledge of educators through multiple professional learning opportunities based on evidence-based practices.
- Collaborate and build shared agreements with teacher preparation and licensing programs to ensure a strong knowledge base of K-12 literacy in content areas.
- Improve data analytics quality, accessibility and transparency for students, parents, teachers and leaders, including policy makers and partners.
- Ensure teacher and leader capacity through structured professional development initiatives to ensure students master higher academic standards.
- Build out an instructional sequence that references best practices for mathematical concepts and logic.





EQUITY

Career Pathways

We will provide students across all grade levels with equitable access to career pathway programs. This demands a state-of-the-art career advising program, e-school design, as well as industry-supported academic pathway designs. We will work to provide students with multiple opportunities to engage in a career pathway; increase access to Early College, dual-credit and Advanced Placement courses to allow all high school students to earn college credits; expand the e-school course offerings across the entire state to provide students with a broad array of desired courses; create a digital system for coordinating internships, apprenticeships and industry certificates for workforce readiness; provide high-quality college and career counseling using realistic student-to-counselor ratios; and encourage competitive academy designs to meet the aspirations of our students aligned with higher education and industry growth areas.

As the largest state employer, the HIDOE has many internal career pathway opportunities including information technology, engineering, electricians, construction management, safety and security, dieticians, business services, human resources and many other areas in addition to teaching. Therefore, we will be creating an HIDOE-based internship program in partnership with other state agencies to increase workforce readiness opportunities for our high school students to intern in our state offices aligned with their pathway of study.

Strategic Opportunities

- Establish a state-of-the-art secondary school career advising program that reduces the student-to-advisor ratios to no greater than 100:1 at the high school level.
- Develop a set of core beliefs and practices to drive curriculum, learning experiences and assessments for competency mastery that aims to result in student attainment of civic responsibility, agency, entrepreneurship and real-world application.
- Create a well articulated PreK-12 learning design among feeder schools with age-appropriate structures for applied learning and advisory systems that follow students throughout their educational journey into career choices, including a parental engagement design.
- Expand current Career and Technical Education (CTE) efforts to include high-demand specialized careers unique to Hawai'i.
- Create a data-informed apprenticeship system for juniors and seniors that is inclusive of workforce experiences, tied to earning high school and

Early College credits, that leads to industry credentials/certifications.

Middle Years Experience

We will provide a middle school experience aligned with research on adolescence. Understanding that adolescent students may become disengaged as they transition into and out of middle school, we will implement strategies to engage students in the core academic subjects (for example, hands-on activities, project-based learning, cooperative learning, 'āina-based projects), and to ensure all middle school students have access to engaging after-school programs, including computer science, visual and performing arts, wellness and leadership learning opportunities.

With the help of our state leaders and community partners, all middle schools will have an after-school program that provides our middle school students with a safe place to improve in their academic and social skills and will ensure our middle school students develop self-empowerment skills. We will instill in our students' kuleana (responsibility) to themselves and others and teach them how to design their own pathway to success through school programming, after-school programs, community service, grade-level projects, mentorship and leadership development programs.

Strategic Opportunities

- Revisit BOE Policy 500-16, Middle Level Education, to validate a clear vision for school designs, programs and services that meet the developmental needs of adolescent learners.
- Develop rich and challenging standards-based curricula partnered with varied instructional strategies and flexible use of instructional time to increase engagement of the adolescent learner.
- Establish exploratory pilot and co-curricular programs, which foster the development of physical and emotional health, character and positive social relationships.
- Create small communities of learners through interdisciplinary teaming of students and teachers to ensure each student has at least one adult on the school staff who is personally connected to support the student's academic and personal development, and to encourage parental engagement.
- Design parent engagement programs to assist them in supporting their adolescent child.





SCHOOL DESIGN

Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.

School Design is the purposeful design of schools to ensure that every student is highly engaged in a rigorous, relevant and innovative academic curriculum; in their learning environment; and in powerful applied-learning practices aligned to careers. To thoughtfully design creative and engaging learning environments aligned to college, career and citizenship, School Design features four design principles – Core Values and Mindset, Curriculum and Learning Design, Infrastructure, and Student Learning Products and Voice.⁵ We will engage with our school communities to define the designs of our schools that reflect our collective values and aspirations.

To fulfill this promise of School Design, the HDOE commits to prioritize the following five strategies:

Diverse School Portfolio

We will create a portfolio of diverse school models aligned with local school community context, values and economic growth opportunities based on leadership empowerment, student voice and teacher collaboration. Schools will implement a school design that connects students to viable career and community opportunities, reflects the rich history of their community, and empowers teacher innovation for student success. Each school will create a school design profile to serve as a communication tool to engage families and access community partnerships.

Schools within each complex will align their school designs to ensure a strong regionalized PreK-12 educational program and provide seamless transitions from one school to the next. We will share resources and academies within the complex areas to increase the number of career pathways available to students, allowing students to take career pathway courses at another school. This will increase access to career pathways for students and will allow for a more robust portfolio of school designs. Programmatic school innovations will seamlessly align with facility and system modernization efforts.

Strategic Opportunities

- Re-vision the use of time, flexible scheduling, and the demonstration of mastery of competencies to facilitate school design and curricular offerings. Determine if revisions to educational policies are necessary to allow schools to lead unique and purposeful learning designs for their communities.
- Increase opportunities for students to design a self-directed course of study, inclusive of meeting

adopted standards and personalized future aspirations, particularly in high school.

- Establish alternative learning programs within schools' designs to support learners in smaller, more personalized contexts.
- Support student transitions from elementary school to middle school to high school through data sharing and intentional programming to close the readiness gap for learning and to help students access next level supports and learning opportunities.
- Strategically map the educational programs by schools and complexes to provide families and businesses with valuable information to support their interaction with public education. Identify magnet programs per region.

Computer Science

We will provide students across all grade levels with exposure to computer science. We will build the infrastructure needed to allow schools to offer computer science courses and activities and create the curricular design needed to support student learning. With the increased use of technology across career fields, computer science skills can unlock a multitude of opportunities for our students. Computer science programs will be designed to expose our students to a set of skills that will make them more competitive for the workforce. Computer science programs will be offered from elementary to high school and will be differentiated and culturally responsive to enable all

⁵ <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/school-design.aspx>





students to access and acquire the skills needed to advance them toward career readiness and employability. Students will have opportunities to use their computer science skills to impact their communities by exploring solutions, creating new ways of engaging in work, and contributing to community learning and improvement.

Strategic Opportunities

- Advance the endorsement and policy implementation of computer science credits in fulfilling graduation requirements.
- Build out K-12 computer science learning progressions and assess conditions at each school site for facility and technology readiness.
- Create convenings on computer science and pathways as a venue for teacher leaders and students to showcase innovative best practices and engage in design thinking to address persistent gaps.
- Create curriculum and learning designs for all learners with identified differentiated support for learners with disabilities and who speak a language other than English.
- Provide access for teachers and students to the computer science industry to obtain work experience, establish mentorships, and gain clarity on what skills are needed in the next generation of workers.

Secondary Instructional Design

As our students become young adults, we strive to create access to and support for college and career readiness. To successfully accomplish this, we must engage our students in their learning. Students often become disengaged with school during their middle and high school years. School personnel are best situated to understand the needs of their diverse population of learners to increase student engagement and readiness for post-secondary success.⁶

We will design and adopt instructional approaches that will provide students with ample opportunities to engage in their education through research, design, application and innovation. Our middle and high schools will implement the instructional approach that best meets the needs of their students for pathway readiness. Students will have opportunities to innovate and obtain the skills necessary to take a project from inception to completion. Teachers will have opportunities to develop curriculum to provide these opportunities for their students.

Professional development on design-thinking and applied learning methodologies will be provided to ensure educators have the resources, tools and skills to successfully implement this approach.

Strategic Opportunities

- Design resources, provide professional development, and promote collaboration that supports the implementation of secondary discipline-specific literacy instructional strategies and evidence-based interventions.
- Create a system to identify and support potential first-generation college-goers to provide specialized services to increase college readiness and access.
- Expand curriculum capacity and credit-bearing courses to increase applied learning, demonstration of competencies, and work-based exposure models that include industry-vetted curriculum and experiences.
- Adopt flexible scheduling to allow for interdisciplinary projects, problem-based learning, work-based learning opportunities and regionalized programs. Create a statewide academic showcase for student designs and projects.

Family and Community Engagement

We will improve communication with families and communities and provide them with the information needed to understand how their children are doing in school. We will also provide integrated cross-agency supports to our families and communities to allow them to successfully engage in their children's education, which will promote student success.

We will engage with families and communities for input on school programmatic designs and related facility designs. We will provide opportunities for family and community engagement throughout our tri-level system to inform our portfolio of school designs and the commercialization of properties for facility enhancements.

To empower our stakeholders, we will establish a school design engagement process tied to our school community councils. This will ensure adequate role group representation in school decision-making to support the school principal in establishing and implementing the school's initiatives, including partnership growth aligned with instructional design goals.

6 Sedlacek, W. E. (1993). Employing noncognitive variables in admissions and retention in higher education. In *Achieving diversity: Issues in the recruitment and retention of underrepresented racial/ethnic students in higher education*. (Pp. 33-39). Alexandria VA: National Association of College Admission Counselors.





Strategic Opportunities

- Reconceptualize what parent engagement looks like for struggling families and utilize best practices in reaching at-risk communities.
- Use parent perception data to build discussions around family engagement and empowerment in school design.
- Create venues for families to connect across schools, while using their home language, to develop confidence in supporting their children throughout their educational journey.
- Leverage Hawai'i's adult education programs that offer literacy, workforce preparation, family literacy and secondary education equivalency opportunities through technology to provide opportunities for families needing support.
- Create models of family and community engagement for complex areas and schools to adopt according to their community context.

resources are aligned with our policies and enhance the preparation of student college and career readiness.

- Redefine vendor relationships with the goal of moving away from expensive textbook purchases to purchasing only the materials that will be taught.

School design examples

To learn more, please visit: <http://bit.ly/HI-SchoolDesign>



Quality Curriculum

We will work through a comprehensive curriculum review process to ensure that all curricula offered are high quality, carefully vetted and meets the needs of students. Curricular and instructional decisions will be based at the school and complex area levels to ensure that the resources align with the school design model. State offices will provide a scope of vetted options, including open-education resources. Schools will systematically gather student feedback to inform curricular offerings and school design decisions.

Strategic Opportunities

- Establish system-wide expectations, direction and guidance through sound BOE policies and administrative rules to support systemic quality assurance for curricular programming, while maximizing complex area and school discretion to meet the needs and aspirations of their learners.
- Link credit-earning experiences through evidence-based practices and programming.
- Build a repository of quality resources and tools for classroom instruction and for community-based or home-based supports that are evidence-based while being culturally responsive to our diverse student population.
- Create a quality assurance process in partnership with institutions of higher education, industry and community leaders to ensure our curricula and





EMPOWERMENT

Students will develop their authentic voice as contributors to equity, excellence and innovation by providing input on what, how and where they learn.

Empowerment to lead change must come from within the HIDOE and must be upheld by those outside the HIDOE. Our communities must value and trust the voices of our students, teachers and leaders to lead our own change toward excellence.

Our empowerment process will give voice to our students and provide students with opportunities to develop their own educational goals and their own course of study. We will listen as our students, the future leaders of our island home and beyond, share their aspirations, and design our schools to prepare our students to be civically engaged adults. We will focus on student empowerment to care for and serve Hawai'i. To do this, we must first empower our schools, complex areas and state offices.

To fulfill this promise of Empowerment, the HIDOE commits to prioritize the following five strategies over the next decade:

Tri-Level Empowerment Structure

We will establish a tri-level empowerment design to provide schools with the support they need to ensure student success. The HIDOE's tri-level structure of schools, complex areas and state offices ensures that all levels are engaged in school improvement and design efforts to increase student success. We will place greater decision-making for school design and curriculum at the school level, where it is closest to our students. School leadership and teachers are best situated to design schools aligned with student voice and interests. Complex areas and state offices will focus on capacity building, resource development, and collaborative planning to support our schools. Feedback loops between stakeholders will ensure appropriate support is provided. Together, we will give our students voice and provide them with an education that they will choose to engage in.

Strategic Opportunities

- Ensure every student has access to the resources and educational rigor they need despite race, gender, ethnicity, language, disability, family background or income.
- Reexamine and redefine the role of the state office in support of the complex and school level to establish clear and efficient methods of supporting school-based empowerment.
- Clarify areas of delegated responsibilities and discretion for complex area leaders and their staff to operate with authority to support their portfolio

of schools in meeting the unique needs and aspirations of their learners and communities.

- Empower schools to make school design decisions relating to funding, staffing, professional development, curriculum choices, and school-level assessments, ensuring seamless coordination within the feeder schools in their complex.
- Continue to expand upon time-specific, tri-level task force teams to solve persistent organizational challenges, and to adopt cohesive tri-level approaches.

Student Voice

We will ensure our schools have the capacity to empower our students and give them voice. We will build the capacity of our schools and the talent they have within to best support our students as they navigate through our educational system and find their voice. To ensure our students obtain the skills they need to succeed in college, career and community, we will establish alternate ways to certify our teachers as our instructional staff evolves from traditional classroom teachers to teachers with various professional preparations and technology experiences. A big part of this transformation is empowering our students to be part of the design, including our e-school design.

Strategic Opportunities

- Provide all students a forum at the school, district and state level to focus on school design and



EMPOWERMENT



to discuss the Promise Plan strategies and progress.

- Involve students with educators in focusing the design of project-based, authentic learning to ensure relevant learning and allow for students to consider options for their learning path, including valuing learning beyond the classroom and school day.
- Engage students in problem-based learning relevant to the community in which the school is located to determine how schools can help their communities.
- Evolve the role of teachers to facilitate and coach students through learning progressions and projects that ensure authentic and applied learning.
- Design a learner accountability system that tracks progress of students pursuing their personalized learning pathways and creates learner agency in self-assessing and adjusting with support of professionals in education and industry.

Leadership Development

We will develop leaders who will move the HDOE through the next decade of educational transformation and innovation. We will continue to grow aspirant programs, professional coaching models and leadership induction programs to build leadership capacity and expand our leadership pipeline. We will have succession plans when we transition from one leader to another to provide the incoming and outgoing leaders the opportunity to work together during transition. This will ensure a continuity of priorities while allowing for opportunities of growth.

We will continue to develop a nationally recognized state-of-the-art Leadership Institute. The Leadership Institute will develop leadership capacity at the teacher, school administrator, complex area and state levels.

Strategic Opportunities

- Create a succession plan for leadership through the tri-level structure, utilizing data-based procedures for forecasting vacancies as well as trends in candidate availability.
- Design and implement a Hawai'i teacher leadership framework to empower teacher voice and increase leadership capacity at the school level.
- Redesign the principal pipeline that defines the long-term nature of ongoing growth in serving the

needs of students and families, the relevance to the professional lives of stakeholders, and the achievement of strategic priorities.

- Establish a Leader Tracking System that provides accessible information for decisions involving principal preparation, hiring, and evaluation and support.
- Expand the aspirant superintendent program to provide potential school administrators, complex area superintendents and assistant superintendents with the opportunity to work with and learn from veteran leaders in executive positions outside of the HDOE.

Innovative Curricular Design

We will provide teachers with opportunities to innovate to increase student achievement. Our schools will be sandboxes for learning, allowing teachers to experiment with different instructional approaches and explore innovative curricula that will best meet the needs of student academic achievement and career readiness. Through innovation, teachers will be empowered to expand their teaching repertoire and provide students with an array of meaningful learning opportunities that will, in turn, empower students to create their own future.

School principals will be encouraged to promote innovative curricular designs through school and facility designs and commercialization opportunities that benefit the school and the community.

Strategic Opportunities

- Convene multiple stakeholder workgroups to develop recommendations for policy revisions and/or guidance for addressing issues related to innovative curriculum design such as assessment, grading, graduation credits and use of time.
- Create and sustain learning designs that are personalized, competency-based, supportive, data-informed, inclusive and enabled by technology.
- Address policies and procedures to redefine the use of time to create schedules that increase the quality of instructional time and align with the values of the school and community.
- Create a professional learning community of teachers across the state to provide a shared space and forum for sharing best practices and developing innovative curricula.
- Establish innovation spaces on school campuses equipped with the necessary resources to





EMPOWERMENT

provide teachers with a place for their students to collaborate and innovate on problem-based projects.

System Modernization

We will be more efficient in operations to better empower our staff. The HIDOE will be a model of industry quality systems and a hub of innovation. To accomplish this, we are committed to identifying business tools that will allow for quality and efficient tri-level work. We will systematically plan for the replacement of outdated systems, upgrading our technology and business systems to improve functionality and increase productivity. We will procure flexible platforms for our computer-based management systems and databases that will adapt to our complex work. We will redefine our budget system to allow for more transparency in financial reporting and better alignment of our expenditures to instructional and operational priorities.

Modernizing our systems will allow for seamless operations and a greater focus – financially and functionally – on our students. This will provide for better data management, which will benefit decision-making at the school, complex area and state office levels, and inform school designs. Modernizing our systems will also allow for more timely information and provide the means to better disseminate information, which will allow for greater transparency.

We will map the assets of each school and complex area to determine whether our schools have the right resources to advance their school designs and redesign our academic and financial plan to facilitate the school design and facility design processes. The academic and financial plans will outline the strategies that schools will implement to address our students' needs, ensuring the appropriate use of funds and adequate funding to implement their school design initiatives.

Strategic Opportunities

- Increase accessibility to valued data for complex areas, schools, students, families and policy makers to inform decision-making and identify key processes and tools that would add efficiency, flexibility, or value in enhancing the public education experience for students, parents or employees.
- Modernize the Individualized Education Program (IEP) system to enhance effectiveness in the design, implementation, and monitoring of quality assurance for student learning.
- Set annual visible targets to reduce paper-driven business processes and storage by increasing use of technology for repetitive tasks, data-sharing and waste reduction efforts.

- Engage employee and student teams in collaborative productivity improvement and/or cost-saving designs to enable expansion of new opportunities for innovation and operational excellence.
- Fully implement a cloud-based Financial Management System (FMS), which is part of broader technology modernization effort.



How do you use your student voice to make a difference in your school or community?

By Daniella White, grade 12, Hawai'i State Board of Education student representative, James Campbell High School

Students are constantly told that they are the leaders of tomorrow and that what they're learning is going to help them shape the future. However, I've learned that student voice can mold and create an entire situation of success and achievement that all takes place in the present.

I use my student voice to make a difference in my school and community to help create an environment where students have a say in not only their future, but also their present. Whether it's about equity in school facilities or representation in communities, I find that student voice is a leading factor to the changes being made in Hawai'i. I use my voice to make sure that all students have the opportunity to speak up for the things they believe in, because these are the things that help us shape our lives.





INNOVATION

Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

As a community that is greatly influenced by an indigenous host culture and a long history of discovery, Hawai'i values the balance of time-tested traditions and practices learned from ancestors and the older generations with contemporary insights and inspiration. Innovation refers to an important shift in mindset toward trying new ideas, replacing ineffective practices, and driving toward better solutions. In a work and learning environment that embraces innovation, our schools, complex areas and state offices are open to learning new ways to elevate our collective work, push our capacity, and improve student learning. We will work closely with institutions of higher education, particularly our state's University of Hawai'i system, along with business and industry leaders to implement the strategies that will fulfill this promise. We will also establish intentional and targeted national and global partnerships to advance our work.

To fulfill this promise of Innovation, the HIDOE commits to prioritize the following five strategies over the next decade:

Industry Partnerships

Our public education system is the hub of innovation for business and industry in Hawai'i. We will have a statewide network of partners that will support all schools and complex areas in their efforts to provide students with innovative experiences. Students will have multiple learning opportunities to develop career readiness to succeed in the careers of today and tomorrow.

To prepare our students, we need to engage with business and industry, providing authentic learning experiences such as internships and apprenticeships that will mutually benefit all parties involved. We will partner with institutions of higher education to create college pathways with virtual learning opportunities; develop classroom curricula that includes problem-based learning opportunities in partnership with industry leaders; and promote extracurricular activities to support innovative enterprises. Students will be exposed to a developmental process of applied learning opportunities from elementary to middle to high school that allows for exploration and a deeper understanding of various fields of study, leading to opportunities for design and contribution.

Strategic Opportunities

- Work with teacher preparation programs to establish a process of certifying industry professionals as co-teachers.
- Create an online platform to match students with public and private industry work-based learning opportunities.

- Create on-campus, industry-certified facilities to provide students with real workplace learning opportunities.
- Work with partners and unions to identify sustainability jobs within the HIDOE and to help identify potential changes in practices to reduce energy consumption and waste of single-use items.
- Establish credit-earning opportunities at work sites that allow students to engage in career-related experiences and community projects.

Commercial Enterprise

We will provide students with the means to engage in commercial enterprise as an educational opportunity. We will provide students with opportunities to commercialize student-created products and services that support the learning standards of an academy design. This will allow students to develop entrepreneurial skills, which will prove to be valuable in their future and will contribute back to the further development of their academy and program of study.

Our state legislators have supported our efforts to further develop authentic learning experiences for our students by allowing schools to engage in commercial enterprises.

Strategic Opportunities

- Build out organizational capacities that are essential to problem-solving to foster an





environment of innovation: creative abrasion (the ability to generate ideas through discourse and debate), creative agility (quick pursuit to test, reflect and adjust), and creative resolution (ability to make integrative decisions that combine disparate and opposing ideas).

- Determine additional policies and legislative actions needed to support entrepreneurial leadership and opportunities for student designs at schools.
- Work with other government agencies to ensure safety and address any legal ramifications for entrepreneurial endeavors inspired by student designs and potential use of revenues.
- Provide externships, helping to stretch assignments and social networks for school leaders and teachers to create values-based innovation leadership for education.
- Introduce models of entrepreneurship as a career choice through mentorship from successful business leaders with just-in-time skills transmission in designing startup businesses, commercialism and community leadership.

Sustainability Hawai'i

We will implement sustainability initiatives to promote practices that are environmentally friendly and support thriving communities. The HIDEOE will advance the Hawai'i Green Growth United Nations Local2030 Hub's Aloha+ Challenge⁷, Hawai'i's local framework to achieve the United Nations Sustainable Development Goals. We will develop an online library of lessons for teachers that are aligned with the Aloha+ Challenge Green Workforce and Education goals⁸ – 'āina-based education and community engagement, transformational learning and education attainment, equitable access to education, workforce and professional development, innovation and entrepreneurship, sustainable tourism, and economic diversity. We will model a culture of sustainability and ensure our practices reflect responsible citizens of our local and global communities.

Strategic Opportunities

- Explore the potential use of clean energy in new public schools and major capital improvement projects.
- Employ waste-reduction practices that enhance

the operations of the HIDEOE.

- Commit to increasing local healthy foods in our food service.
- Identify areas beyond school properties that could serve as community-based learning environments and that provide long-term benefits to sustaining natural resources.
- Promote changes in practices within the HIDEOE to reduce energy consumption, waste and single-use items.

Innovative Use of Facilities

We will employ innovative utilization of facilities to support learning and engagement designs. We will incorporate non-traditional classroom designs, including flexible learning spaces, culture-based structures and makerspaces, to support collaborative learning, research, design, creativity, exploration and use of authentic learning materials and equipment. We will share spaces across programs and schools and take students outside of the classroom to provide them with opportunities to learn in different contexts.

Underused facilities will be redeveloped to benefit the school community, providing housing for teachers or workspaces for industry partners. Schools will become places for community connection. By employing innovative uses of our facilities, we will provide students with a variety of learning experiences for improved engagement.

Strategic Opportunities

- Design and pilot a collaborative community-based educational specification process that provides a foundation for identifying details, such as accessibility, school branding and instructional purposes, that will impact facility design and construction.
- Enrich the landscape of school grounds with the use of indigenous plants and cultural teaching or ceremonial gardens.
- Advance 21st Century School pilots through a community engagement process that builds knowledge and understanding of shared site designs, innovates community development with the school campus as the hub, and creates innovative classroom designs through revenue-generation models.
- Incorporate new classroom designs and outside

⁷ <http://aloha-challenge.hawaiiireengrowth.org>

⁸ <http://aloha-challenge.hawaiiireengrowth.org/aloha-goals/green-workforce-education/>



INNOVATION

spaces such as Hawaiian and 'āina-based structures, flexible learning spaces with movable furniture, innovation spaces that support group projects and independent learning, inclusive design spaces, and spaces designed to meet developmentally appropriate learning experiences.

- Empower schools with the flexibility to use funds to upgrade facilities or acquire new technology.

HIDOE Institutional Advancement Approach

We will benefit from a new Institutional Advancement arm of the HIDOE, which will focus on the development of a HIDOE Foundation. Our focus will be to build out our grant-writing reach and fundraising to support innovation and provide additional resources through national and global partners. The HIDOE Foundation will provide the means for all schools to innovate and facilitate authentic learning experiences that will best prepare our students for future careers. It will also allow for business and community organizations to support the initiatives of our schools and programs through a centralized entity that can monitor the accounting of donations for school design purposes.

Strategic Opportunities

- Create a college and career readiness index, which will include the costs of a fixed selection of activities and services that typically contribute to college and career preparation of a student prior to graduating from high school, as well as other cost indexes for specific career or industry-related preparation, that can be used for donor and partner development.
- Develop a solid strategy for positive branding through multiple venues, including social media, that capitalizes on community aspirations, alumni loyalty and adjustments to key experiences to increase satisfaction and efficiencies for students, families and strategic partners.
- Diversify funding sources to include private philanthropy, grant-writing and revenue-generating activities to support research and school design, scholarship development, global partnerships, and student and family programming.
- Create an online platform to support the HIDOE Foundation and showcase the initiatives of our schools and programs.
- Develop schools' competitive edge in marketing their school designs and regional programs.



Transformational Leadership for Diverse Portfolio of Powerful School Models

Year of Planning

The year of planning will focus on the alignment of the *2030 Promise Plan*, the complex area strategic implementation plan and the school academic and financial plan. The *2030 Promise Plan* strikes a balance between maintaining shared expectations for all schools and students and allowing for diverse approaches through data-informed, collaborative decision-making processes. Taken together, we will have a new vision for school design innovations that meet the aspirations of our learners.

Empowerment

The *2030 Promise Plan* empowers our educational leaders to be transformational, utilizing data, tools and resources to guide change at the school level, while redefining work at the complex area and state office levels. The HIDOE acknowledges the diverse perspectives that schools, complex areas and communities have on defining, measuring and achieving success. Schools and complex areas are empowered to address the statewide expectations set forth in this plan while prioritizing actions and strategies that are meaningful to their students, schools and community.

School Academic and Financial Plan

The *2030 Promise Plan* focuses on creating the capacity and infrastructure for complex areas and schools to design an educational experience that is tailored to their student community. Schools will prioritize actions and strategies to meet statewide expectations within the context of their school design in their academic plans. In developing academic plans, school teams consisting of representatives from stakeholder groups will consider the data that describe the needs of their students and staff, the aspirations of their school communities, educational research, and the implementation of their school design. School academic plans and progress will be shared with stakeholders to ensure community support the school's efforts.

Complex Area Strategic Implementation Plan

Complex area teams will prioritize their actions and strategies to meet statewide expectations, while supporting and monitoring the progress of each school's approved plans within the complex area strategic implementation plan. In developing these implementation plans, complex area teams will consider strategic drivers for complex-wide success and cohesive K-12 planning. The complex area strategic implementation plans will be shared with state offices, which will drive state-level system development, supports and priorities.

State Level Role

Complex areas and schools need clarity on their respective responsibilities to balance the flexibility that comes with empowerment within a well-coordinated and cohesive statewide

vision of excellence. State office teams will develop strategic implementation plans to align operations with the state leadership. This will help realize the strategic opportunities defined in the *2030 Promise Plan* by prioritizing work that provides policy leadership, meets the statutory responsibilities for compliance and reporting, builds quality assurance systems across the state, adopts statewide standards, and most importantly, builds capacity for our complex areas and schools to successfully implement their plans. We understand that the implementation of the strategies outlined in this plan depends on a shared culture of high performance, clarity of roles and responsibilities at each level, excellence and efficiencies in our key processes, and prudent use of public resources to maximize the effectiveness of our strategies.

Advisory Committees

To support the HIDOE in its accountability for the *2030 Promise Plan*, advisory committees will be formed for each promise theme to help address opportunities and challenges that arise and build a collective will to determine next steps. Each committee will be appointed by the HIDOE superintendent and will include multiple stakeholders representing the HIDOE, BOE, institutions of higher education, the community and external partners. Advisory committees will each monitor a data dashboard for informed decision-making.

Equity

All of the HIDOE's planning, implementation and system development work will be grounded in our commitment to equity. Hawai'i has a long history of educational equity, excellence and innovation, beginning with the establishment of our public education system by King Kamehameha III in 1840. Over the past two decades, the HIDOE has promoted policies that cultivate equity and innovation: Career and Technical Education (1998); Hawaiian education (2001); Ka Papahana Kaiapuni, the Hawaiian language immersion program (2006); the Office of Hawaiian Education (2015); Nā Hopena A'o, a framework which supports a holistic learning process (2015); Seal of Biliteracy (2015); multilingualism (2016); commercial enterprises (2018); and facilities innovation and equity (2019). There is more work to be done in this area and the HIDOE seeks to serve as a national model of equity of access.

New Vision

As a PreK-12 system, we have students at the most critical time of their development. We must ensure that every one of our students is ready to contribute to our community and society. We will leverage the cultural abundance, talent and energy of our public education system to overcome challenges and to create the change we want to see through well-prepared, empowered and civically engaged youth. We will prepare our students to be leaders to ensure a viable and sustainable Hawai'i and to establish Hawai'i as a global economic force.



The Importance of Data

The 2030 Promise Plan is designed to articulate and commit to a shared vision of quality public education. It aims to set forth strategies that will unleash the potential of the schools as well as their communities to better serve our learners. Meaningful decision-making must be made through collaborative conversation with school community members and partners, and this requires quality data analysis about the HIDOE's work across the tri-level system.

Our schools are environments where the diversity of viewpoints, cultural backgrounds and experiences merge. Leadership must be responsive, building through collaborative processes - a value proposition that is seen and felt. Our communities, partners and policy-makers must engage in collective impact approaches that deliver on:

- Schools of excellence.
- Equitable access to engaging opportunities for all students.
- Healthy, happy, self-actualized students.

- Modernized, operational excellence and system alignment.
- Quality, accessible data for decision-making.
- Continuous, positive trending of student outcomes.

Therefore, the data that we collect, measure, analyze and ultimately utilize for decision-making has great value to all stakeholders in the development of policies, practices and systems. Data must also be used to empower students who should own and utilize their own data to define their learning and engagement pathway. Our current data system has the capacity to provide a view of student learning outcomes for accountability and reporting purposes; however, the HIDOE team desires to improve data utilization. This requires further development of our design of data sharing, analysis, visualization and application, including the expansion of the students' role in data ownership and utilization. The current data matrix will therefore transform over time as we identify and build more authentic ways of pursuing the core work of the HIDOE, with the goal of reporting progress toward achievement targets while also telling a more complete story of the student learning experience.

Continuing our Journey

As the HIDOE enters into its next decade of work, we acknowledge the tremendous work that leaders, teachers, staff and partners have delivered over the past decade. When we look at progress on the National Assessment of Educational Progress (NAEP) over the past ten years, Hawaii's student academic achievement has improved across grades in both English Language Arts and mathematics.

In the past ten years, 26 elementary schools were recognized as National Blue Ribbon Schools, with seven of the schools receiving the Blue Ribbon recognition twice.

With an average graduating class of 10,000 students each year, the positive outcomes of the K-12 journey in terms of college and career readiness are seen in the increase in the number of graduates with academic honors. Graduates receiving diplomas with certificates earned through academic and CTE honors increased by 10% from 2016 to 2019. About one in three CTE completers from the class of 2019 earned an honors certificate. Since school year 2011-12, the statewide growth for Advanced Placement (AP) courses increased by 51%. In school year 2017-18, early college opportunities provided 1,834 students economically affordable access to college-level courses while in high school with a 90% passing rate.

Student outcomes have been supported by internal system and program improvements. A few notable design changes include the board-adoption of K-12 Computer Science Standards; the adoption and implementation of the Seal of Biliteracy program; the expansion of the Leadership Institute to include a design for school leader support and succession planning; an Innovation Grant program for classroom teachers; and a statewide Teacher Leadership approach.

The Department also adopted an operational modernization effort with early significant improvements, including a job-order-contracting approach, a CIP tracker system that allows decision-makers to see the progress of construction projects, and the current transition in progress to the modernization of the HIDOE's antiquated Financial Management System.

2016-2019

5% increase in percentage of students in third grade demonstrating reading of "At or Near" or "Above" grade level.

17% increase in percentage of 12th graders who completed a CTE program of study.

Increase of **209** students who earned a Seal of Biliteracy award by demonstrating a high level of proficiency in two languages.⁹

7% increase in percentage of students receiving special education services who are in general education classes for 80% or more of the school day.

Increase of **384** AP exam takers and an increase of **557** students scoring a 3 or higher.

⁹ The Hawai'i State Board of Education established a Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in both of the state's two official languages (English and Hawaiian) OR either of the state's two official languages and at least one additional language, including American Sign Language.



Student Success

The indicators that will be used to measure student success are intended to serve as critical guideposts. To honor the work that we have been doing over the past three years, we will continue to utilize the Statewide Student Success Indicators of the *Hawai'i State Department of Education and Board of Education Strategic Plan 2017-2020*.

The Statewide Student Success Indicators fall into three areas: Academic Performance; College, Career and Community Readiness; and Learning Environment.

Academic Performance

If we fulfill our five promises to our students, our students will achieve academic success. If we honor our multicultural society; mitigate the disempowering differences of our students; immerse our students in excellent learning environments; help our students to develop their voice; and engage our students in rigorous, technology-rich, problem-solving learning, our students will access their educational opportunities and actively engage in their education.

School	Based on student and teacher data, schools will implement curriculum, instructional approaches, student supports and staff professional development to address student and teacher needs to increase student achievement. School administrators will monitor the progress of students to determine supports needed and growth opportunities.
Complex Area	Based on student and school data, the complex area team will implement a support plan to assist schools with their areas of need and growth opportunities. Complex area school design staff will monitor the progress of schools to determine the supports needed.
State	Based on student, school and complex area data, state office teams will implement a support plan to assist complex areas with their areas of need and growth opportunities.

Student Success Indicator	Description
1. Academic Achievement	Percentage of students meeting achievement targets on statewide assessments in Language Arts/Literacy, Mathematics and Science.
2. Achievement Gap	Difference in meeting achievement standard between high-need students (students with disabilities, economically disadvantaged students and English Learners) and non-high-need students.
3. Third-Grade Literacy	<ul style="list-style-type: none"> Percentage of third graders demonstrating reading of “at or near” or “above” grade-level expectation on the statewide assessment. Percentage of fourth graders who were below grade level at the end of third grade, and caught up to their grade-level peers in grade four. Percentage of eighth graders demonstrating reading of “at or near” or “above” grade-level expectation on the statewide assessment.
4. Ninth-Grade On-Track	Percentage of first-time ninth-graders promoted to 10th grade on time.
5. High School Graduation¹⁰	On-time rate (based on the federal methodology for Adjusted Cohort Graduation Rate) of students earning a high school diploma within four years.

¹⁰ Aligned with Aloha+ Challenge indicator and the Hawai'i Green Growth Local2030 Hub - Transformational Learning and Educational Attainment.



College, Career and Community Readiness

If we fulfill our five promises to our students, our students will be prepared for college, career and community. If we honor our local and global communities; build strong relationships to enable our students to thrive academically, socially and civically; design our learning environments around our communities' power to contribute to a thriving, sustainable Hawai'i; allow our students to contribute to equity, excellence and innovation; and enable our students to solve authentic community challenges, our students will develop the skills they need to succeed in college, the career of their choice, and their community.

School	Based on student data, schools will implement strategies to engage students in college- or career-related courses/activities and increase access to all students to participate in college credit-bearing courses or career/Career and Technical Education (CTE) programs of study and activities to improve student outcomes. School administrators will monitor the progress of students to determine supports needed.
Complex Area	Based on student and school data, the complex area team will implement a support plan to assist schools with their areas of need. Complex area school design staff will monitor the progress of schools to determine the supports needed and growth opportunities.
State	Based on student, school and complex area data, state office teams will implement a support plan to assist complex areas with their areas of need and growth opportunities.

Student Success Indicator	Description
6. College-Going Graduates	Percentage of high school graduates enrolled in a post-secondary institution (vocational or trade schools, two- or four-year colleges) in the fall following graduation.
7. Career Pathway Access¹¹	Percentage of students who enrolled in a career academy or CTE program of study in high school.
8. College Access¹²	Percentage of high school students who earned college credit, Advanced Placement (AP) credit, participated in an internship, or obtained industry certification.
9. Community Readiness¹³	Number of service projects, 'āina-based projects, Hawai'i Green Growth's Aloha+ Challenge activities.

¹¹ Measure revised from the previous strategic plan; previously, measure was "Career & Technical Education Concentrator."

¹² New indicator. Baseline will be determined in the school year 2021-22.

¹³ New indicator. Baseline will be determined in the school year 2021-22.



Learning Environment

If we fulfill our five promises to our students, we will provide our students with the learning environment they need to succeed in school. If we are grounded in HĀ; provide supports to mitigate the disempowering differences of our students; create excellent learning environments that are thoughtfully designed; allow students to provide input on what, how and where they learn; and engage students in the development of their pathways to their goals, our students will have the supports and the investment they need to successfully navigate through our education system.

School	Based on student and teacher data, schools will implement a multi-tiered student support system to address student and teacher needs to improve student and teacher outcomes. School administrators will monitor the progress of students to determine the supports needed.
Complex Area	Based on student and school data, the complex area team will implement a support plan to assist schools with their areas of need. Complex area school design staff will monitor the progress of schools to determine the supports needed and growth opportunities
State	Based on student, school and complex area data, state office teams will implement a support plan to assist complex areas with their areas of need and growth opportunities.

Student Success Indicator	Description
10. Chronic Absenteeism	Percentage of students who are absent for 15 or more days during the school year.
11. School Climate	Percentage of students reporting positive school climate as measured by a school climate survey.
12. Inclusion Rate	Percentage of students receiving special education services who are in general education classes for 80% or more of the school day.
13. Teacher Positions Filled	Percentage of teacher positions filled with a teacher who completed a State-Approved Teacher Education Program as of August 1 of each school year.
14. Teacher Retention	Percentage of new teachers retained after five years.
15. Repair and Maintenance (R&M) Backlog	Dollar amount in list of unfunded or deferred major R&M projects.
16. Family Engagement	Percentage of parents reporting positive responses on the involvement/engagement portion of the school climate survey.
17. Community Engagement¹⁴	Number of volunteer hours, partnership activities, sustained business and industry partnerships, “Out of School Time” activities.

¹⁴ New indicator. Baseline will be determined in the school year 2021-22.



2020-2030 Student Success Indicators

As our education system advances through the next 10 years, our indicators will require new thinking and new methods to measure progress. We will do a comprehensive deep dive in our data to ensure we are appropriately measuring student success. This deep dive will take place at three key checkpoints - school years 2023-24, 2026-27, and 2029-30.

Student Success Indicator		2019 Baseline	2023-24	2026-27	2029-30
1. Academic Achievement Percentage of students meeting achievement targets on statewide assessments in Language Arts/Literacy, Mathematics, and Science.	Language Arts	54%	73%	84%	95%
	Math	43%	66%	80%	94%
	Science	44%	58%	66%	75%
2. Achievement Gap Performance differential between high-needs students (e.g., economically disadvantaged, special needs, English Learners) and their peers.	Language Arts	34 pt. gap	22 pt. gap	16 pt. gap	10 pt. gap
	Math	29 pt. gap	20 pt. gap	15 pt. gap	10 pt. gap
3. Third Grade Literacy <ul style="list-style-type: none"> Percentage of third-graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment. Percentage of fourth-graders who were below grade level at the end of third grade and caught up to their grade-level peers in grade four. Percentage of eighth graders demonstrating reading of “At or Near” or “Above” grade-level expectation on the statewide assessment. 	Grade 3	75%	86%	90%	98%
	Grade 4*				
	Grade 8	71%	79%	84%	89%
4. Ninth-Grade On-Track Percentage of first-time ninth-graders promoted to 10th grade on time.		91%	94%	96%	98%
5. High School Graduation On-time rate (based on the federal methodology for Adjusted Cohort Graduation Rate) of students earning a high school diploma within four years.		84%	89%	92%	95%
6. College-Going Rate Percentage of high school graduates enrolled in a post-secondary institution (vocational or trade schools, two- or four-year colleges) in the fall following graduation.		55%	58%	60%	62%
7. Career Pathway Access Percentage of 12th-graders who complete a CTE Program of Study.		56%	68%	75%	82%

* New indicator. Baseline will be determined in the school year 2019-20.



2020-2030 Student Success Indicators (Continued)

Student Success Indicator		2019 Baseline	2023-24	2026-27	2029-30
8. College Access Percentage of high school students who earned college credit, Advanced Placement (AP) credit, participated in an internship, or obtained industry certification.	Percentage of Class of 2019 completers earning an AP score of 3 or higher.	17%			
	Percentage of Class of 2019 completers earning 6 or more dual credits.	13%			
9. Community Readiness* Number of service projects, 'āina-based projects, Hawai'i Green Growth's Aloha+ Challenge activities.					
10. Chronic Absenteeism Percentage of students who are absent for 15 or more days during the school year.		15%	9%	6%	3%
11. School Climate Percentage of students reporting positive school climate as measured by a school climate survey.		74%	78%	80%	83%
12. Inclusion Rate Percentage of students receiving special education services who are in general education classes for 80% or more of the school day.		44%	53%	58%	63%
13. Teacher Positions Filled Percentage of teacher positions filled with a teacher who completed a State-Approved Teacher Education Program as of August 1 of each school year.		93%	96%	96.5%	97%
14. Teacher Retention Percentage of new teachers retained after five years.		55%	63%	64%	65%
15. Repair and Maintenance (R&M) Backlog Dollar amount in list of unfunded or deferred major R&M projects.		\$983 million	\$658 million	\$413 million	\$168 million
16. Family Engagement Percentage of parents reporting positive responses on the involvement/engagement portion of the school climate survey.		74%	80%	84%	87%
17. Community Engagement* Number of volunteer hours, partnership activities, sustained business and industry partnerships, "Out of School Time" activities.					

* New indicator. Baseline will be determined in the school year 2021-22.



Glossary

Academic Plan: Every school develops an academic plan as part of a collaborative process with its School Community Council, a stakeholder group that comprises of the principal, teachers, school staff, parents, students, community members and the complex area superintendent, aligned to the complex area strategic implementation plan. The plan provides structure for a school's plans for improvement, achievement and innovation.

Achievement Gap: The difference in meeting achievement standard between high-needs students and non-high-needs students. In Hawai'i, high-needs students are:

- Economically disadvantaged (family qualifies for the Free and Reduced Price Lunch program).
- Special needs, including those with an Individualized Education Plan.
- English learners.

Advanced Placement (AP): High school courses taught with the rigor of college-level courses. Students are able to earn college credit for the subject by scoring typically at 3 or above on the AP exam. Each individual college determines the score for credit.

‘Āina-based or place-based Education: An educational philosophy that immerses students in local environments, cultures, economies, opportunities and experiences, using these as a foundation for interdisciplinary approaches to learning. ‘Āina-based education emphasizes learning through participation in projects that benefit the local school and/or community.

Career and Technical Education (CTE): The practice of teaching specific career skills to students in middle school, high school and post-secondary institutions.

Career and Technical Education (CTE) Pathways: Broad groupings of career specialties/occupations that have common skills and knowledge. Career pathways provide a context for exploring career options at all levels of education and a framework for linking learning to the skills and knowledge needed for future success. The state of Hawai'i has six career pathways.

- Arts and Communication
- Business
- Health Services
- Industrial and Engineering Technology
- Natural Resources
- Public and Human Services

Chronic Absenteeism: The percentage of students who are absent for 15 or more days during the school year.

Complex Area Strategic Implementation Plan: Implementation plans that prioritize complex area actions and strategies to meet statewide expectations, while supporting and monitoring the progress of each school's approved plans. In developing these implementation plans, complex area teams will consider strategic drivers for complex-wide success and cohesive K-12 planning.

Dual Credit: Dual credit allows high school students to take classes that satisfy requirements for both a Hawai'i high school diploma and a University of Hawai'i (UH) degree. Nine UH campuses participate in the program. Students attending other college institutions should check whether the credits can transfer. The two most common programs are Early College and Running Start.

Equity: Equity refers to all students having access to a high-quality education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, home language, special education status or other factors. Equity assumes the unequal distribution of resources in order for students who are behind academically to have the opportunity to “catch-up” and have an equal chance of college and career success.

English Learners (EL): A federal designation that refers to school-aged children whose home language is not English and have not tested out of this designation by reaching a defined proficiency level in the English language.



Every Student Succeeds Act (ESSA): The federal law passed in December 2015 that replaced No Child Left Behind (2002) based on the Elementary and Secondary Education Act of 1964, a Federal equity law. The goal of ESSA is to ensure that all students have the opportunity to receive a high-quality education. It requires states to hold schools accountable.

HĀ (Na Hopena A'o): A Hawai'i-based framework of outcomes that reflects the Department's core values and beliefs in action throughout the public education system. HDOE works together as a system to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well being and Hawai'i (BREATH) in ourselves, students and our partners.

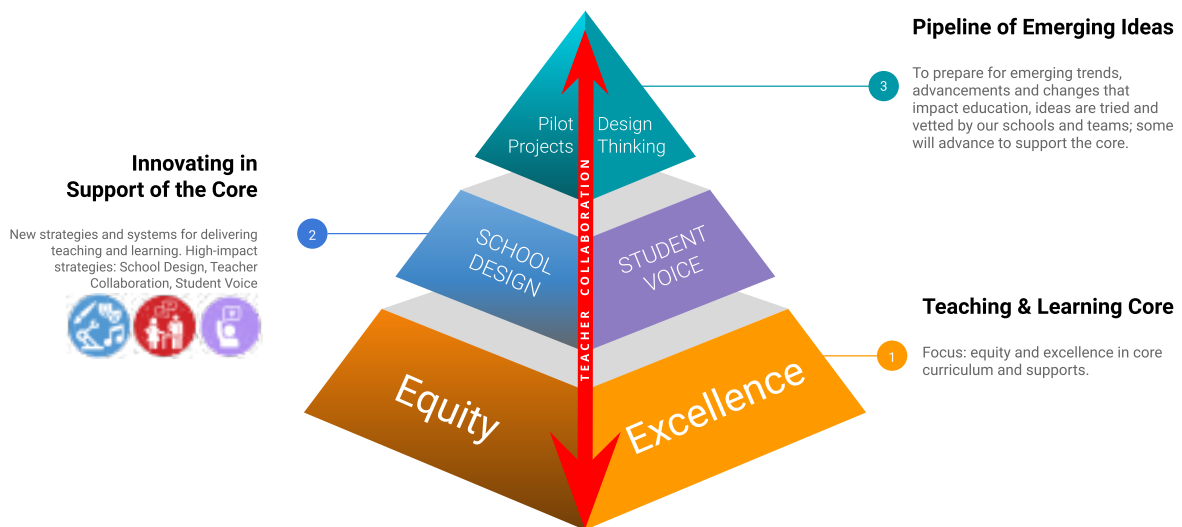
Hawai'i Green Growth United Nations Local2030 Hub: A public-private partnership committed to advancing economic, social and environmental goals for today and tomorrow's generation.

Highly Qualified Teacher: A teacher who has subject matter expertise and is certified in the area he or she teaches.

Indicators: Established success measures that reflect important aspects of the Department's system of accountability.

Ka Papahana Kaiapuni: The Department's Hawaiian language immersion program.

Learning Organization Design Framework: The framework around how we use the Department's high-impact strategies to improve core practice while making space for innovation.



Multilingualism: People or groups with the ability to use more than two languages for communication.

‘Ōlelo Hawai‘i: The Hawaiian word for the Hawaiian language.

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

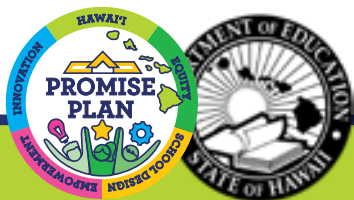
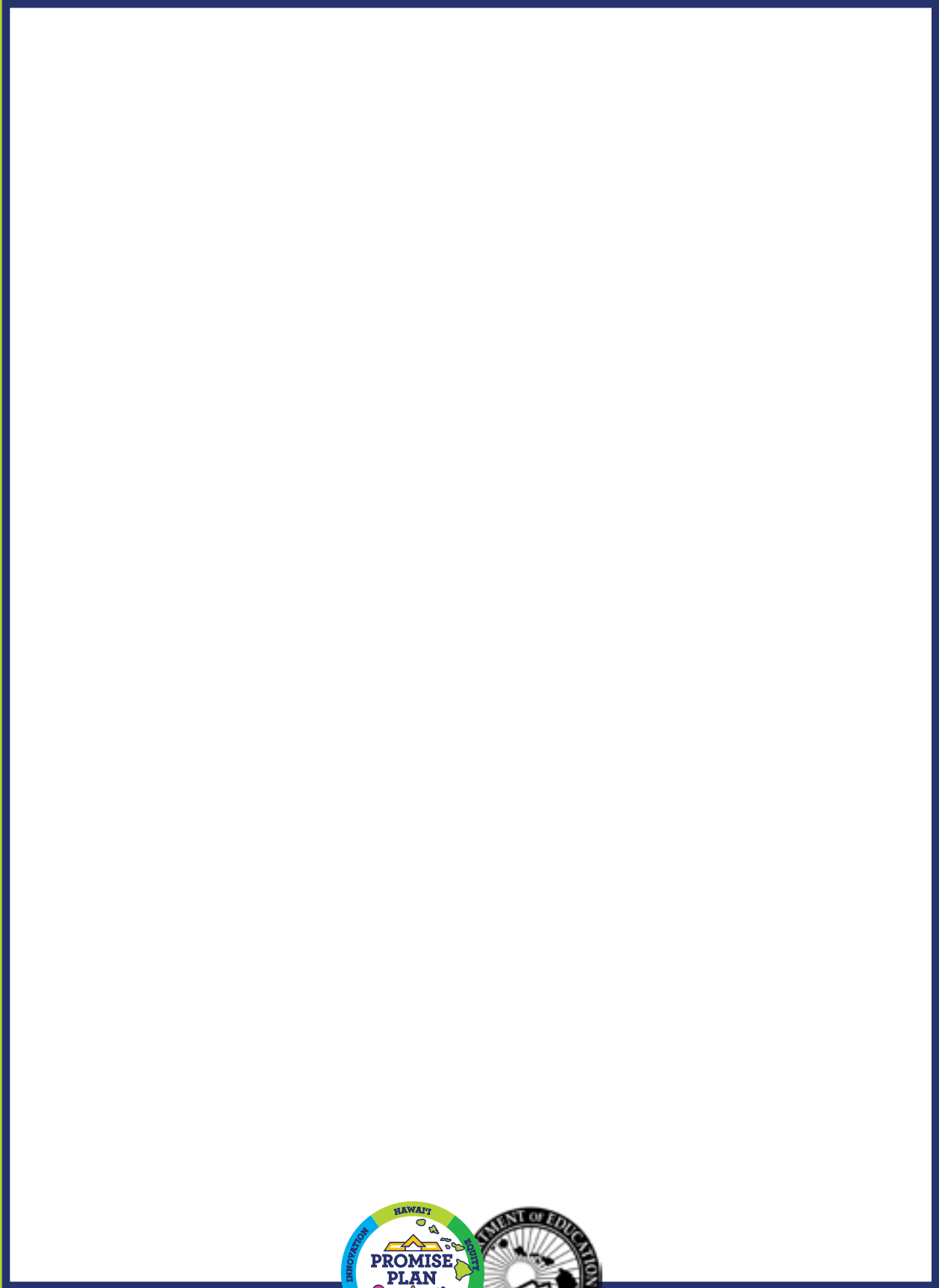
School Design Profile: A profile in which schools describe how they use their time, curriculum, pedagogy, community and students' voices in an instructional design that prepares students for college, careers and community.

Seal of Biliteracy: An academic designation awarded by the Department to students who have studied and attained a high level of proficiency in both of the state's two official languages, English and Hawaiian, or either of the state's two official languages and at least one additional language, including American Sign Language, by high school graduation.

Strategic Plan Dynamic Reports: Data about the K-12 public school system in Hawai'i presented annually to the Board of Education to track progress to state-level targets and to support conversations and planning around strategy effectiveness. It is a public resource for all stakeholders to easily view how the public school system is doing across a range of key performance indicators that are aligned with the strategic plan.

Tri-level Structure: The three levels of school, complex, and state office within the Department that lead collaboratively for student success.







2030 Promise Plan, Phase I Community Stakeholder Meetings

83 stakeholder groups registered, 2,782 participants

Date	Stakeholder Group
April 23, 2019	HIDOE State Office
April 24, 2019	HIDOE Leadership
May 11, 2019	State Student Council
May 14, 2019	HE`E
May 14, 2019	Baldwin-Kekaulike-Maui Complex principals
May 16, 2019	Baldwin-Kekaulike-Maui Complex vice principals
May 17, 2019	Olomana School
May 20, 2019	Pearl City-Waipahu Complex principals
May 20, 2019	Baldwin-Kekaulike-Maui Complex IL PLC
May 21, 2019	HIDOE State Office
May 21, 2019	Coalition for HE`E
May 22, 2019	Nanakuli High & Intermediate School Student Council
May 22, 2019	Hawaii P20
May 29, 2019	Aiea-Moanalua-Radford Complex - RT and EO
May 30, 2019	HIDOE State Office
May 30, 2019	Nanakuli High School parents
May 31, 2019	HIDOE State Office
June 3, 2019	Leilehua-Mililani-Waiialua Complex Area
June 4, 2019	Campbell-Kapolei Complex Area
June 5, 2019	HIDOE State Office
June 6, 2019	Delta Kappa Gamma Hawaii
June 10, 2019	Hilo-Waiakea Complex Area
June 12, 2019	Hawaii Community Foundation
June 17, 2019	HIDOE State Office, Office of Strategy, Innovation and Performance
June 20, 2019	Castle-Kahuku Complex Area
June 22, 2019	HawaiiKidsCAN
June 25, 2019	Hawai'i Performance Assessment Collaborative
June 26, 2019	HawaiiKidsCAN
June 27, 2019	Hilo-Waiakea Complex and Kau-Keaau-Pahoa Complex
June 27, 2019	Castle High School teachers and counselors
June 28, 2019	HIDOE State Office, Office of Hawaiian Education

June 29, 2019	HawaiiKidsCAN
June 29, 2019	Representative Amy Perruso
July 3, 2019	Hope Street Group
July 9, 2019	HawaiiKidsCAN
July 15, 2019	HIDOE State Office, Internal Audit and Monitoring and Compliance Office
July 18, 2019	Kamehameha Schools
July 20, 2019	HawaiiKidsCAN
July 22, 2019	Honolulu District Office
July 22, 2019	Aliamanu Middle School
July 22, 2019	Hawaii Educational Liaison Officers Council (HELOC)
July 24, 2019	Hilo-Waiakea Complex and Kau-Keaau-Pahoa Complex
July 24, 2019	Kailua-Kalaheo Complex Area
July 25, 2019	Aliamanu Elementary School
July 25, 2019	Castle Complex Community Council (C4)
July 25, 2019	Kauai Complex Area
July 25, 2019	Parents for Public Schools of Hawaii
July 26, 2019	Waimalu Elementary
July 26, 2019	Hawaii Farm to School Hui, Hawaii Public Health Institute
July 26, 2019	HIDOE State Office, Office of Hawaiian Education
July 27, 2019	Nā Leo Kākoʻo o Maui
July 29, 2019	Hana-Lahainaluna-Lanai-Molokai Complex
July 30, 2019	Waiāhole Elementary School
July 30, 2019	Olomana School
July 30, 2019	Webling Elementary
July 30, 2019	Kalihi Union Church
July 30, 2019	Future Farmers of America Memorial Foundation
July 30, 2019	State Public Charter School Commission
July 31, 2019	Fern Elementary School faculty
July 31, 2019	He'eia Elementary School
July 31, 2019	Enchanted Lake Elementary School
July 31, 2019	Kapunahala Elementary School
July 31, 2019	Nimitz Elementary School
July 31, 2019	Aiea Intermediate School
July 31, 2019	Pearl Ridge Elementary School
July 31, 2019	Kahuku High and Intermediate School
July 31, 2019	Ka`a`awa Elementary School
July 31, 2019	Kahalu'u Elementary School
July 31, 2019	Makalapa Elementary School
July 31, 2019	Kalani High School Makers Club
July 31, 2019	Sunset Beach Elementary School
July 31, 2019	Kāne'ōhe Elementary School
August 1, 2019	Hau'ula Elementary School

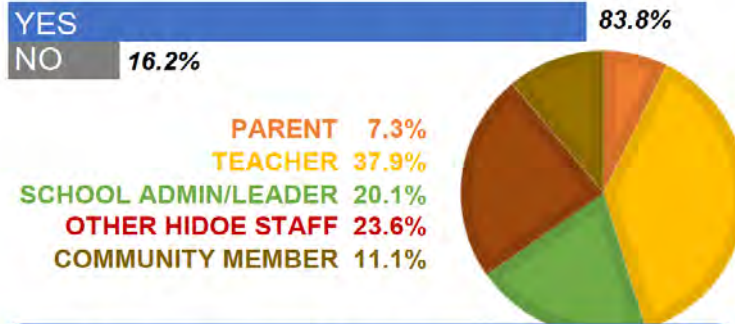
August 1, 2019	King Intermediate School
August 1, 2019	Ben Parker Elementary School
August 1, 2019	Ahuimanu Elementary School
August 1, 2019	Kahuku Elementary School
August 1, 2019	Hana-Lahainaluna-Lanai-Molokai Complex
August 1, 2019	Alvah Scott Elementary School
August 2, 2019	Baldwin-Kekaulike-Maui Complex Area HOUSSE
August 5, 2019	Pū'ōhala School
August 8, 2019	West Hawai'i Complex Area Office
August 8, 2019	Hana-Lahainaluna-Lanai-Molokai Complex



2030 Promise Plan: Phase II Online Survey, Sept. 5-20, 2019
 314 feedback providers on action opportunities

Phase II Online Survey

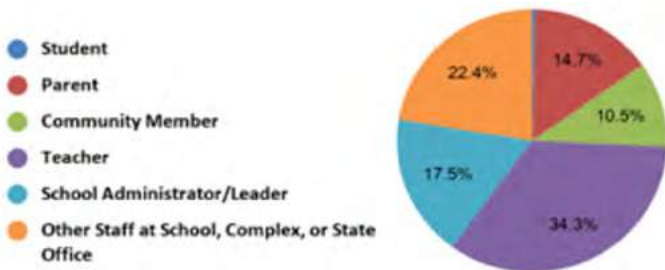
314 respondents, 84% of whom agreed that the draft plan provided a framework that offers flexibility and guidance to schools over the next 10 years.



"I see the value in each of the 5 promises and appreciate the flexibility given to schools to decide the foci that best meets the needs of their communities." — *School Leader*



2030 Promise Plan: Phase III Information Session & Survey, Oct. 16 - Dec. 2, 2019
 442 feedback providers on proposed indicators



Overall, 73% of survey participants "Strongly Agree" and "Agree" with the proposed and future indicators.

