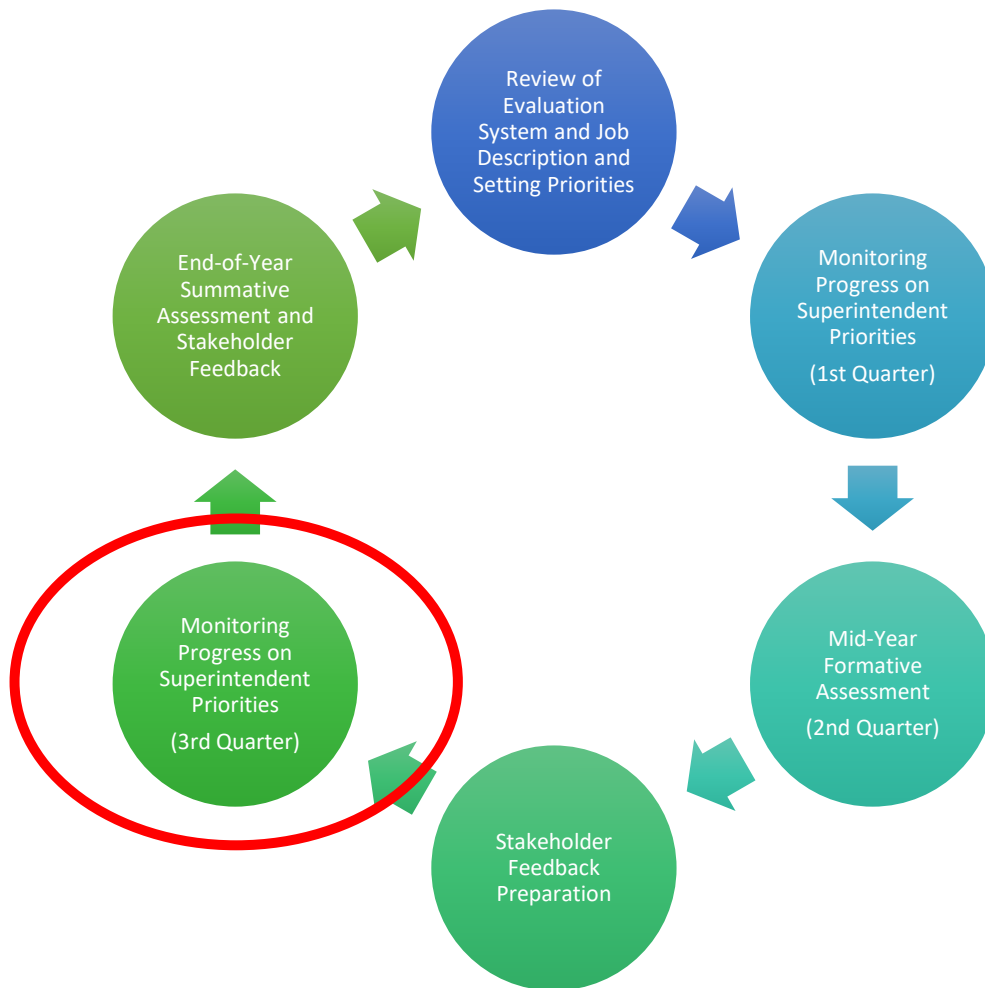


Agenda Item VI.B, Update on Superintendent's evaluation for 2018-2019 School Year: status of achieving Superintendent's priorities

General Business Meeting

March 7, 2019

Pursuant to the Board of Education's ("Board") superintendent evaluation process,¹ the Board monitors the progress of the Superintendent Priorities on a quarterly basis. The Superintendent Priorities are the annual goals that the Superintendent focuses on in any given year. In accordance with the evaluation process, the Superintendent presents her third quarter progress at the Board's first March general business meeting.



Superintendent Christina M. Kishimoto's third quarter report on the status of achieving her Superintendent Priorities is attached as **Exhibit A**.

¹ More information about the superintendent evaluation can be found here:
[http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-\(2018-2019\).aspx](http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-(2018-2019).aspx).

Exhibit A

**Superintendent Christina M. Kishimoto's third quarter report on the status of achieving the
Superintendent Priorities for School Year 2018-2019**



STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 7, 2019

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto
Superintendent

A blue ink signature of Dr. Christina M. Kishimoto, written in a cursive style.

SUBJECT: **Update on Superintendent's Evaluation for 2018-2019 School Year:
Status of Achieving Superintendent's Priorities**

Superintendent Priority 1

Advance our mission of equitable access to quality education for all students.

- 1.1. Provide equitable access to advanced placement and early college courses across all of our high schools aligned with school design models, higher education partnerships, and pathway designs.
- 1.2. 100% of schools will have a documented academic and financial school plan that includes academic, financial, capacity building, and gap closing goals and measures.
- 1.3. A minimum of 25% of our portfolio of schools will have a documented and Superintendent-approved school design plan based on the new HDOE school design matrix.
- 1.4. A ten-year Title IX Athletics Plan will be documented for Board approval and utilized for legislative funding requests.
- 1.5. Chapter 41/89 Hawaii Administrative Rules and related sections of Chapter 19 HAR will be updated, and vetted by community and approved by the Board for adoption and implementation.
- 1.6. Increase percentage of special education students in inclusion settings from 41% to 43% in 2018-19 to ensure movement toward our Strive HI goal and alignment with federal IDEA Least Restrictive Environment requirement by identifying and implementing multiple strategies.

Indicator	Status	Update
1.1	On Track	<p><i>Provide equitable access to advanced placement and early college courses across all of our high schools aligned with school design models, higher education partnerships, and pathway designs.</i></p> <p><i>Business Rule:</i> <i>Because of spring administration of Advanced Placement (AP) exams and Early College data being collected at the end of each school year, there is a one year lag in data.</i></p> <ul style="list-style-type: none"> • There are 455 University of Hawaii (UH) Community College course offerings in SY 2018-19, an additional 154 courses from school year (SY) 2017-18. • Data from 2013-2017 show that economically disadvantaged students with dual credits go to college at higher rates (74%) in comparison to economically disadvantaged students who do not have dual credits (42%). • There are 359 unique Advanced Placement (AP) courses taught in 37 high schools (some with more than one section offered) by 305 AP teachers. This is a 9% increase over the previous year. • The AP Summer Institute will be held July 8-11, 2019, at Hawaii Pacific University, which provides ongoing training for current AP teachers and allows teachers new to AP to become trained. • 7,943 students took an AP course resulting in a 3.36% increase in SY 2017-18. • 6,945 HIDOE students took an AP exam resulting in a 5.24% increase in SY 2017-18. • 10,502 AP exams taken by HIDOE students resulting in a 5.55% increase in SY 2017-18. • 4,560 AP exams received a passing score of 3 or higher resulting in a 9.14% increase in SY 2017-18. • 820 students received an AP Scholars award for passing at least 3 AP exams with a 3 or higher score resulting in a 14.36% increase in SY 2017-18. • 53 students received the Seal of Biliteracy in 2018 because they passed an AP world language exam.

1.2	Completed	<p><i>100% of schools will have a documented academic and financial school plan that includes academic, financial, capacity building, and gap closing goals and measures.</i></p> <p>A school's academic plan includes activities to ensure student success (including activities to address the needs of subgroups of students in need of extra supports to close the achievement gap) and staff success (including professional develop to build capacity).</p> <p>Currently, all 256 schools have an Academic and Financial Plans for SY 2018-19.</p> <p>The Office of Strategy, Innovation and Performance (OSIP) is working with Complex Area Superintendents to explore a redesign of the academic and financial plan to align with the 2020-2030 Strategic Plan.</p>
1.3	On Track	<p><i>A minimum of 25% of our portfolio of schools will have a documented and Superintendent-approved school design plan based on the new HIDOE School Design Matrix.</i></p> <p>Since the release of the School Design Matrix, school leaders have become more familiar with the concept of school design through documents, trainings and leadership institutes. With complex area support, school leaders have been working to identify and articulate their school design; highlighting the four quadrants of core values and mindset, curriculum and learning design, infrastructure, and student learning products and voice. The School Design Matrix was designed as a resource tool to provide structure and guidance for assisting schools with the implementation of school design.</p> <p>Currently, schools have been developing their written school design profiles to begin the process of defining and outlining their unique and individualized school design. The Complex Area Superintendents have been guiding the schools in the development of the profiles, and school</p>

		administrators have sought input from their faculty, staff, parents, community members, and students.
1.4	On Track	<p><i>A ten-year Title IX Athletics Plan will be documented for Board approval and utilized for legislative funding requests.</i></p> <p>Schools with an athletic program are in the process of completing athletic self-assessment forms for the purpose of gathering information regarding various Title IX components as it pertains to school athletic programs. This is a year long process. At the end of the school year, the data will be analyzed for each school and if any gender equity issues exist, then recommendations will be made to address those issues. In addition, student athlete interviews will be conducted in order to get students' perspectives about their athletic experiences. Student interest surveys will also be conducted in order to get students' feedback on sports they are interested in trying out for at the high school level.</p> <p>For SY 2019-20, no schools will administer the athletic self-assessments. Instead that school year will be used to implement recommendations to address any identified gender equity issues.</p> <p>Starting in SY 2020-21, the self assessments will be conducted on a three year basis with a third of the high schools completing the self assessments each year. The student interviews will continue on an annual basis, while the student interest surveys will be conducted every three years.</p> <p>The Office of School Facilities and Support Services (OSFSS) developed a plan and provided a brief to the Board, which outlined the list of schools that need to be addressed to reach "compliance." This matched our Legislative ask for \$20M/\$25M for the next biennium. Future funding requests will be focused on a continued look at access and equity issues across HIDOE. The Civil Rights Compliance Branch has reestablished the Gender Equity in Athletics Committee, which includes representation from the</p>

		<p>UH Title IX Office.</p> <p>From the programming quality perspective, the Office of Curriculum and Instructional Design (OCID) has established a work group to assess and propose options for the Department's athletic program going forward. They will be reviewing policies, procedures and practices that will be an integral component of the Department's proposal to enhance access and equity.</p>
1.5	On track	<p><i>Chapter 41/89 Hawaii Administrative Rules and related sections of Chapter 19 HAR will be updated, and vetted by community and approved by the Board for adoption and implementation.</i></p> <p>The proposed drafts of Hawaii Administrative Rules (HAR) Chapter 89, Civil Rights Policy and Complaint Procedures for Student(s) Complaints Against Adult(s), and HAR Chapter 19, Student Misconduct, Discipline, School Searches and Seizure, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism are with the Legislative Reference Bureau for review. Once their review is completed, it will be forwarded to the Office of the Governor with a request to schedule a public hearing. It should be noted that HAR Chapter 41, Civil Rights Policy and Complaint Procedure will be repealed, and replaced by HAR Chapter 89, Civil Rights Policy and Complaint Procedures for Student(s) Complaints Against Adult(s).</p> <p>HIDOE held 15 Stakeholder meetings in every complex area for administrators and community stakeholders to review proposed amendments. The proposed amendments were also presented at three Board of Education meetings.</p>
1.6	On Track	<p><i>Increase percentage of special education students in inclusion settings from 41% to 43% in 2018-19 to ensure movement toward our Strive HI goal and alignment with federal IDEA Least Restrictive Environment requirement by identifying and implementing multiple strategies.</i></p>

		<p>Data shows an increase of students with disabilities in general education settings to 44% from 41%, as of February 2019. HIDOE has met its goal and continues efforts toward the national norm through focused efforts in providing individualized supports in inclusive settings allowing, students with disabilities to access learning with their peers. To assist in this effort, HIDOE developed an Inclusive Practices Framework of quality indicators to guide schools in support of students with disabilities.</p> <p>Almost all of the complex areas presented their special education programs to the Board of Education Student Achievement Committee. Leilehua-Mililani-Waialua Complex Area presents on March 7, 2019, at the Board meeting and Hilo-Waiakea Complex Area will present in April 2019.</p> <p>To improve the quality of the academic program for students with disabilities, HIDOE has developed a robust Assessment and Individualized Education Program (IEP) Rubric to review the components of the evaluation, eligibility and program development process to ensure excellence. Intensive training of complex area staff on the rubric will occur in summer 2019. Complex areas can use this tool to provide more targeted support and training to the schools.</p> <p>During the week of January 7-11, 2019, the US Department of Education Office of Special Education Programs (OSEP) visited with HIDOE leadership and several schools to gain a clear picture of what is happening in our unique unitary system. During the visit, there were daily meetings between OSEP and HIDOE so that HIDOE could share governance structure and how performance was monitored and improved in our State Education Agency (SEA)/Local Educational Agency (LEA) structure. There were two school visitations including one high performing and one low performing school. OSEP shared that they were pleased with how these schools looked at their data to determine program modifications and supports.</p>
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Superintendent Priority 2

Grounded in our core values of Na Hopena A'o, a positive, productive, supportive and collaborative learning environment will be advanced.

- 2.1. HIDOE Student Voice strategy will be integrated into all HIDOE conferences, curriculum committees, Task Force study work, school-based Academic and Financial Plans, and board policy reviews and development.
- 2.2. The HIDOE will develop and adopt a statewide safety plan.
- 2.3. 100% of intermediate/middle schools will implement an anti-bullying application for safe reporting of incidents.
- 2.4. Establish a targeted plan for the ten schools with the highest Chronic Absenteeism Rate to ensure data progress toward the Strive HI Strategic Plan measure, specifically reducing our rate from 15% to 13% in 2018-19.
- 2.5. HIDOE will create a coordinated plan for health and safety decisions based on on-going natural disaster challenges on all islands that includes coordinated support for impacted Charters.

Indicator	Status	Update
2.1	On Track	<p><i>HIDOE Student Voice strategy will be integrated into all HIDOE conferences, curriculum committees, Task Force study work, school-based Academic and Financial Plans, and board policy reviews and development.</i></p> <ul style="list-style-type: none"> • Student Leadership Council continues to build on student agency and advocacy for various initiatives, such as legislative agenda, anti-bullying app, and student support services. • Purposeful planning and inclusion of Student Voice in presentations and sessions are built into upcoming inaugural Multilingualism Conference and summer iTaCH Conference, and Educational Leadership Institute. As OCID supports schools and complex areas around instructional design strategies, student voice continues to be integrated as a focus area across programs and disciplines. • Most recently, student representatives participated in the Summit for Master Facilities Planning and a panel for discussing their perspectives about their school facilities.

2.2	On Track	<p><i>The HIDOE will develop and adopt a statewide safety plan.</i></p> <p>Development of the Student Safety and School Culture Committee consisting of Office of Deputy Superintendent, Safety and Security, Civil Rights, Student Supports, Communications, Accountability Branch, etc. meet every two months to create networks for sharing information, designing tools for vulnerability assessments and tiered support inventories, and provide updates on projects related to anti-bullying, school safety and systemic responses. Committee work was presented to the Statewide Leadership team. Review of recommendations from the <i>Federal Commission on School Safety</i> is set for March.</p> <p>Protocols for communication and response to threats to public schools are established and have been utilized during natural disasters as well as social media threats of violence to schools in partnerships with the Hawaii Emergency Management Agency (HIEMA), law enforcement, and Homeland Security. Debrief sessions are held after the crisis has passed to ensure lessons learned are captured and used to refine our protocols.</p> <p>Funds for pilot program for school safety have been secured by Homeland Security in partnership with HIDOE to further develop joint efforts of law enforcement, HIDOE, and other state agencies to assess threats to schools.</p> <p>Each school has a safety plan that has been reviewed by the School Safety Committee as well as the Safety and Security Office.</p>
2.3	Completed	<p><i>100% of intermediate/middle schools will implement an anti-bullying application for safe reporting of incidents.</i></p> <p>All middle school administration staff have been trained on using the Speak Up application, a bullying reporting application for students. The application has been posted to</p>

		<p>both the Apple Store and Google Play. Incidents of bullying are being entered and addressed on a daily basis. This app was created with input from multiple constituents, particularly principals and students.</p>
2.4	On Track	<p><i>Establish a targeted plan for the ten schools with the highest Chronic Absenteeism Rate to ensure data progress toward the Strive HI Strategic Plan measure, specifically reducing our rate from 15% to 13% in 2018-19.</i></p> <p>The Office of Student Support Services (OSSS) and Complex Areas assisted schools in using longitudinal data to identify groups or individual students with attendance concerns. By using data from the Early Alert Report as well as drilling down to individual student data profile in the HIDOE Longitudinal Data System, schools identified students trending toward the chronic absence rate who are not yet chronically absent.</p> <p>OSSS gathered practices of the most improved schools and created Bright Spots highlighting the reduction in chronic absenteeism rate from the previous year, systems and impact strategies that were in place to improve attendance and prevent chronic absenteeism, interventions used to address chronically absent students, and school partnerships utilized to improve attendance. Additionally, OSSS developed a resource binder, "Present: A Chronic Absenteeism Project" to help ten schools identified as the most in need of support to improve chronic absenteeism.</p> <p>With the assistance of OSIP, the team was able to extract a report from the HIDOE Longitudinal Data System with the names of students with 15 or more absences for each of the ten schools, recruit the assistance of a complex area staff member to work with schools and get a "deeper dive" for the root causes for individual student absences. The OSSS team then formed a think tank to help identify interventions and supports to address those root causes.</p>

2.5	On Track	<p><i>HIDOE will create a coordinated plan for health and safety decisions based on on-going natural disaster challenges on all islands that includes coordinated support for impacted Charters.</i></p> <p>During natural disasters, protocols for communication and decision making in the HIDOE are inclusive of the Charter School Commission Executive Director. Recovery efforts are assessed and coordinated by OSFSS to ensure safe structures and expedited repair and maintenance for the department and charter schools.</p>
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Superintendent Priority 3

The HIDOE is committed to adopting an innovations approach to teaching and learning through its diverse school portfolio offerings where students have a voice in the curriculum, teachers engage through collaboration models in creating and sharing impactful instructional designs, and schools with their community are hubs of design innovation for student engagement and personalization.

- 3.1. Utilize the newly adopted computer science standards as a model, design a tri-level curriculum framework that promotes creativity, sharing of practices and multiple design implementation options that support K-12 complex area designs.
- 3.2. Ensure improved early learning readiness for future Kindergartners entering the school system by increasing access by at least 20 Pre-kindergarten classes across the state in the next biennial.
- 3.3. Develop specific content requirements and clarify certification needs for English Learner (EL) service providers (teachers and others). Develop an EL professional development program and support structure. Explore a Bilingual Education Certification approach with higher education partners.
- 3.4. Establish for each Comprehensive Support and Improvement (CSI) school a curriculum and instructional framework that promotes best practices in core content areas; and creativity in meeting the unique needs and aspirations of their students.
- 3.5. Articulate detailed implementation plans with outcome expectations for special education and English language supports as informed by Task Force recommendations.

Indicator	Status	Update
3.1	On Track	<p><i>Utilize the newly adopted computer science standards as a model, design a tri-level curriculum framework that promotes creativity, sharing of practices and multiple design implementation options that support K-12 complex area designs.</i></p> <ul style="list-style-type: none"> • Scaled computer science with K-12 Complex Area Design - Leilehua Complex. In November 2018, the first planning session was supported by Complex Area Superintendent Robert Davis providing substitutes and a place to convene to discuss a K-12 approach to Computer Science. • Articulated the Leilehua High computer science pathway (and related fields) for vertical alignment to provide infrastructure at the middle and elementary school levels (Leilehua Complex K-12 Computer Science Pipeline https://docs.google.com/presentation/d/148-XTjiJOkdXM0cSWpNAFGqDngYT3X5Bi7COIb-BMWo/edit?usp=sharing) • Three K-8 Complex Areas and school teams were awarded approximately \$151,000 in Computer Science Innovation Grants to strategically build progression from elementary and middle school to high school. Grantees include Aiea Complex, Waiakea Elementary, Waiakea Intermediate, and Nanakuli High and Intermediate. • \$20,000 in supplemental funding is provided to 12 Complex Areas to begin their design model for computer science integration.
3.2	On Track	<p><i>Ensure improved early learning readiness for future Kindergartners entering the school system by increasing access by at least 20 Pre-kindergarten classes across the state in the next biennial.</i></p> <ul style="list-style-type: none"> • HIDOE has identified over 30 schools with interest in establishing a pre-kindergarten (PreK) classroom. Facilities assessments have been completed and used to determine readiness for opening a PreK classroom and costs for renovation. • In collaboration with the Executive Office on Early Learning (EOEL), OCID has completed two of four professional development sessions to support

		<p>school and complex area teams on the foundational characteristics of early learning programs, developmentally appropriate strategies, and cognitive development and executive brain function. EOEL cohort schools also attend six quarterly professional development sessions.</p> <ul style="list-style-type: none"> • Partnership established with Hawaii P-20 and private funder to support twelve schools that will not be receiving PreK funding to create a summer transition-into-Kindergarten program. • HIDOE partnership with students at various Waipahu High Academies and the Hawaii State Public Library System to create a resource prototype for parents of preschool-aged children to set up a reading library at home. Libraries near schools that do not currently offer PreK classes will be targeted for this resource distribution. Private sector partners working with us.
3.3	On Track	<p><i>Develop specific content requirements and clarify certification needs for English Learner service providers (teachers and others). Develop an English Language professional development program and support structure. Explore a Bilingual Education Certification approach with higher education partners.</i></p> <p>English Learner staff requirements and certification needs</p> <ul style="list-style-type: none"> • OSSS in partnership with the Office of Talent Management (OTM) and the Office of Fiscal Services (OFS) has developed specific content and certification requirements related to Hawaii Teachers of English to Students of Other Languages (TESOL) qualifications and certification of English Learner staff. A joint memo outlining the HIDOE commitment and affirmation of our Every Student Succeeds Act (ESSA) state plan to ensure equity by providing equitable services for English Learners via Hawaii Qualified TESOL teachers is nearly final. Negotiations related to expectations for all general education and content teachers around minimum qualifications of TESOL related coursework and expectations are in process.

		<p>English Learner professional development program and support structure</p> <ul style="list-style-type: none"> • OSSS in partnership with Kapiolani Community College is establishing a new 30 credit HIDOE English Learner Teacher Program to add an additional avenue to meet Hawaii TESOL Teacher requirements, free of charge to participants beginning in Summer 2019. English Learners Teacher professional development program supports participants in gaining 30 TESOL related credits for Hawaii Qualification in TESOL. • HIDOE continues to provide professional development opportunities to its English Learner and all staff to build capacity in working with English learners (at no cost to teachers). <p>Bilingual Education Certification</p> <ul style="list-style-type: none"> • OSSS is on track to explore Bilingual Education Certification approach with higher education partners. Meeting planned with Institutes of Higher Education for further advancement in this area.
3.4	On Track	<p><i>Establish for each Comprehensive Support and Improvement (CSI) school a curriculum and instructional framework that promotes best practices in core content areas; and creativity in meeting the unique needs and aspirations of their students.</i></p> <p>Complex Area Superintendents and principals are the school improvement/school design leads for the CSI schools. Each CSI school has developed a plan based on its needs as identified through the school's comprehensive needs assessment. The content of the plan includes curricular and instructional changes, monitoring methods, and systemic support for the instructional and curricular program. The plan is approved by both the Complex Area Superintendent and Deputy Superintendent to ensure student needs are addressed appropriately and innovatively.</p>

		<p>Complex area staff and OSIP's School Transformation Branch support the implementation of the plans. Deputy Superintendent, the Complex Area Superintendents, and School Transformation Branch monitor the schools' progress towards the implementation of the plan and its objectives quarterly. Superintendent and Deputy Superintendent conduct onsite monitoring, which includes a walkthrough of classrooms with data collection of instructional practices, feedback for school leadership, and next steps and expectations for the school to continue towards improvement, at least twice a year.</p> <p>While each school has a plan, a curriculum and instructional framework that promotes best practices in core content areas has not yet been established for each CSI school. A framework to be used system-wide is currently being developed.</p> <p>HIDOE CSI schools showed improvement in reading and math scores in 2018. A work plan for CSI schools that continue to underperform despite progress is being drafted and will be reviewed by leadership in April.</p>
3.5	On Track	<p><i>Articulate detailed implementation plans with outcome expectations for special education and English language supports as informed by Task Force recommendations.</i></p> <ul style="list-style-type: none"> English Learners/Title III Handbook to be developed with updated program guidance and expectations. Handbook to be disseminated by August 2019 for implementation in SY 2019-20. HIDOE and Kapiolani Community College TESOL Program to begin Summer/Fall 2019 for 20-40 teachers to complete 24 credits towards TESOL Hawaii Qualified Certification OSSS is working with the Procurement & Contracts Branch to establish Title III vendor list to streamline professional development opportunities for administrators, teachers, and support staff of English Learners. Two pilot dual language (Spanish/English) classroom program sites have been identified in the Baldwin-Kekaulike-Maui Complex Area to start in SY 2019-20. OSSS is in the process of securing a consultant/vendor to support implementation and sustainability. Schools, Complex Area, and OSSS

		are working together to finalize planning and implementation.
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Superintendent Priority 4

The HIDOE is a learning organization that has adopted a talent management approach to capacity building and an empowerment approach to professional development.

- 4.1. Shift, at minimum, half of our federal Title II funds to the complex level to encourage more school-specific professional development planning.
- 4.2. Adopt and implement a five-year teacher recruitment and retention plan in partnership with Teacher Education Coordinating Committee (TECC).
- 4.3. Establish a Troops to Teacher program.
- 4.4. Establish a guaranteed induction and mentoring program for beginning teachers.
- 4.5. Initiate a teacher collaboration model that supports creativity, sharing, and design thinking to advance our rigorous instructional design approach (focus on computer science in SY19 as a starting point for conceptualization).

Indicator	Status	Update
4.1	Completed	<p><i>Shift, at minimum, half of our federal Title II funds to the complex level to encourage more school-specific professional development planning.</i></p> <p>For federal fiscal year 2019 (FFY19) Hawaii received \$9.7M in Title IIA Funds as well as an additional \$5.3M in Title IVA funds that were transferred to Title IIA. The total available funds for FFY19 in Title IIA including any carryover was \$17,258,240.</p> <p>The Title II A Funding Committee approved the available Title II A funds for FFY19 (SY 2018-19), with 83% of the funds being sent to the complex areas, 5% being set aside for compliance requirements, and the remaining 12% for state offices to support effective educators.</p>
4.2	On Track	<p><i>Adopt and implement a five-year teacher recruitment and retention plan in partnership with Teacher Education Coordinating Committee (TECC).</i></p> <p>The five-year recruitment and retention plan in partnership with TECC was adopted in SY 2017-18. The report can be</p>

		<p>viewed here: http://www.hawaiipublicschools.org/Reports/LEG19_TECC.pdf</p> <p>In SY 2018-19 the TECC continues with the next phase of the plan, which is determining and prioritizing actionable items.</p>
4.3	Completed	<p><i>Establish a Troops to Teacher program.</i></p> <p>HIDOE is continuing its ongoing efforts for the first phase of the grant proposal while moving into the second phase. In the first phase, HIDOE successfully completed our most critical goal of hiring a Hawaii Troops to Teachers (TTT) project coordinator. With a full time project coordinator onboard, HIDOE developed internal goals and benchmarks to introduce this program to the local and military communities. We have established working relationships with fellow TTT project coordinators across the country with the intent to strategically promote the program's mission and assist in recruiting.</p>
4.4	On Track	<p><i>Establish a guaranteed induction and mentoring program for beginning teachers.</i></p> <ul style="list-style-type: none"> ■ All Complex Areas are implementing a comprehensive induction program for new teachers in their first three years. ● The program pairs teachers with a trained instructional mentor for their first two years. ● The Standards of Mentoring Practice, adopted by the Department in 2018, ensure all beginning teachers and mentors engage in evidence-based mentoring practices throughout the school year for a minimum of three times a month totaling 180 minutes. ■ Upon completion of implementing the Standards of Mentoring Practice, mentors who are mentoring in addition to their teaching responsibilities receive a stipend. ● All complex areas use an online mentoring platform to document mentor interactions and tools. This allows HIDOE to access real time reports of mentoring support which are used for the continued development of beginning teachers, mentors and induction programs across the state.

4.5	On Track	<p><i>Initiate a teacher collaboration model that supports creativity, sharing, and design thinking to advance our rigorous instructional design approach (focus on computer science in SY19 as a starting point for conceptualization).</i></p> <ul style="list-style-type: none"> • The Hawaii Annual Code Challenge provided an opportunity for the Department to gather ideas for a teacher collaboration model based on the following challenge: http://hacc.hawaii.gov/wp-content/uploads/2018/08/DOE-Equitable-Access-to-Education-101018.pdf • Here is an example of one of the prototype that won 2nd place amongst entries for other State Agencies such as Department of Land and Natural Resources: https://devpost.com/software/edulime • HIDOE has also supported many design thinking capacity building efforts, starting with a Design Thinking Summit in Spring of 2018, followed with an array of state-, complex area- and school-sponsored professional development courses for teachers. Most recently, a state-level Design Thinking Collaborative was launched to curate online resources that will be shared across statewide. • Teacher collaborative sessions held (virtually and face-to-face) to gather teacher voice and create dynamic and innovative collaborative spaces resulting in the following: <ul style="list-style-type: none"> ○ Teacher-led, teacher approved professional development opportunities to be offered at the June 2019 Innovative Teachers Engage and Collaborate - Hawaii (ITEaCH) Conference. ○ A draft process and rubric for evaluating high quality instructional materials for Computer Science. ○ Best practices for hosting virtual sessions supporting teacher collaboration and voice.
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Superintendent Priority 5

The HIDOE will begin to transition from the current strategic plan to the next visionary ten-year plan, 2020-2030, with planning intersections in alignment with the Charter

Commission's strategic plan and Kamehameha Schools' 2020-2030 strategic planning process.

- 5.1. Adopt a two-year communications plan that transitions the HIDOE from the current strategic plan to the next ten-year strategy plan for 2020-2030.
- 5.2. Implement the first annual Superintendent's State of the Schools event, hosted externally.
- 5.3. Engage four parent focus groups on special education services.
- 5.4. Create the ten year strategic plan development process.
- 5.5. Expand information and best practice sharing through each of our seven Assistant Superintendents who represent our seven core areas of state level work.

Indicator	Status	Update
5.1	On Track	<p><i>Adopt a two-year communications plan that transitions the HIDOE from the current strategic plan to the next ten-year strategy plan for 2020-2030.</i></p> <p>HIDOE two-year communications plan was presented to the Board of Education on September 6, 2018.</p> <p>To transition from the current strategic plan to the next ten year strategy plan, a timeline of major milestones has been shared with HIDOE Leadership Team to ensure that clear and transparent communication and feedback processes are established.</p> <p>In order to meet the three goals of the plan, the Office of Strategy, Innovation and Performance (OSIP) created communication pieces for internal and external stakeholders including fact sheets on a variety of topics including budget, facilities, HIDOE's ten year action plan and PreK.</p> <p>Videos were also created to share success stories (https://vimeo.com/314859888), simplify complex budget topics (https://vimeo.com/309993205), and to help me connect with students statewide through innovative and creative themes (https://vimeo.com/318915465).</p>

		<p>Relationships with media outlets throughout the state continue to be fostered and strengthened. On February 27, 2019, Assistant Superintendent Amy Kunz, Assistant Superintendent Dann Carlson and I met with the editorial team at the Honolulu Star-Advertiser to share the latest news from the Department and address issues that have played out publically in the media including Title IX, bills introduced at the legislature that impact HIDOE and the new ten year strategic plan.</p>
5.2	Completed	<p><i>Implement the first annual Superintendent's State of the Schools event, hosted externally.</i></p> <p>On September 5, 2018, HIDOE in collaboration with the Hawaii Community Foundation (HCF) hosted <i>The Promise and Power of Public Education</i> at the Prince Waikiki. The purpose of this event was to engage public, private, and community stakeholders in a journey towards shared ownership and vision for public education in Hawaii. Over 75 leaders from business, industry, military, community and government were in attendance as I presented on the power of public education to lead innovation. Following my presentation, I fielded questions in an informal "Q&A chat" facilitated by HCF's Executive Director Micah Kane. Reflections were offered by Harry Saunders of Castle & Cooke.</p> <p>HIDOE personnel worked in partnership with HCF staff on the planning and coordination of the event. Additionally, HCF sponsored the venue rental and provision of refreshments.</p> <p>Planning is underway for the design and coordination of the 2019 <i>Promise and Power of Public Education</i> event set to return to the Prince Waikiki in September. The focus for this event will be on our next ten-year strategic plan "2030 Promises."</p>
5.3	On Track	<p><i>Engage four parent focus groups on special education services.</i></p>

		<p>In November 2017, I convened a Special Education Taskforce to recommend steps to improve access to quality education for students with disabilities and ensure appropriate inclusion in the general education classroom. Parents and parent advocates were part of the taskforce.</p> <p>In April 2018, the Special Education Taskforce shared its report with the following stakeholders: Developmental Disabilities Council, Special Education Advisory Council; Secondary Principal's Forum, Hope Street Group, HIDOE Leadership and the Deputy's Principal Roundtable. Amongst the reports recommendations, was a request for a funding allocation based on student needs. Based on that recommendation, HIDOE convened a Special Education Fiscal Allocation Workgroup. Once recommendations from this workgroup are finalized, parent focus groups will be held to gather feedback.</p>
5.4	On Track	<p><i>Create the ten year strategic plan development process.</i></p> <p>HIDOE has developed a timeline and process for the ten year Strategic Plan called "<i>Forward Focus Stakeholder Feedback.</i>" The timeline has been shared with the Executive Cabinet and Complex Area Superintendents and identifies monthly steps to finalize a DRAFT "2020-30 Strategic Plan" by December 2019. The public input on the plan will focus primarily on a set of 2030 Promises with three year benchmarks toward those Promises. I am working with a partner organization to structure the Promise conversations.</p> <p>The next step will be for Assistant Superintendents and Complex Area Superintendents to engage their offices and complexes in Forward Focus discussions. Simultaneously, OSIP will also connect with stakeholders to gather contextual feedback for the future drafting of the Forward Focus Strategic Plan.</p> <p>I will be proposing next steps for Board voice and engagement.</p>

5.5	On Track	<p><i>Expand information and best practice sharing through each of our seven Assistant Superintendents who represent our seven core areas of state level work</i></p> <p>Office of Curriculum and Instructional Design</p> <ul style="list-style-type: none"> • Host the Inaugural Multilingualism Symposium on March 2, 2019. Symposium features workshops and presentations for Pre-Kindergarten to Grade 12 teachers on designing learning experiences that bring students' languages and cultures into schools. World Language teachers will share projects designed to implement communicative language teaching practices and build teacher leadership skills. Registration is full. • Pilot math coaching cycle beginning with Aiea-Moanalua-Roosevelt Complex Area. Create a math collaborative in spring 2019. Pilot Math Challenge at the June 13, 2019, iTEaCH conference. This will be used to structure statewide conversations and planning around effective instructional practices. • Redesign the Career Readiness structure to refine supports around Career and Technical Education (CTE) and academies in collaboration with stakeholders. Leverage Academy Advisory Committee and Hawaii CTE Director to develop Perkins Transition Plan for submission to USDOE. <p>Office of Fiscal Services</p> <ul style="list-style-type: none"> • Used the Special Education Fiscal Allocation Workgroup to evaluate the process of distribution of funds that support special education students • Converted to State of Hawaii's HawaiiPay payroll system with successful push to increase employee self service and direct deposits with 107% over the current bank assignments • Developed and/or updated financial briefs related to carryover funds, Title II, budget, Weighted Student formula, etc. <p>Office of Information Technology Services</p> <ul style="list-style-type: none"> • Engaged tri-level stakeholders in multiple technology initiatives: <ul style="list-style-type: none"> ○ PayX (the replacement for the VAX) ○ Lotus Notes to Google transition
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		<ul style="list-style-type: none">○ Financial Management System Replacement● Discussed information technology topics with my cabinet and discussed how we can implement throughout Department:<ul style="list-style-type: none">○ Critical projects addressing vulnerabilities○ Enterprise Resource Planning modernization○ Big data approaches● Shared information about several milestones projects with the field:<ul style="list-style-type: none">○ Single sign on○ Protecting yourself from SPAM○ Online request processes for Infinite Campus access○ Training opportunities for Infinite Campus <p>Office of School Facilities and Support Services</p> <ul style="list-style-type: none">● Developed a HIDOE Emergency Operations Plan (EOP) to be released in June 2019.● Held Facilities Strategic Master Plan culminating event to stitch together the individual complex areas plans into one coordinated plan.● Launched Capital Improvement Program (CIP) Project Tracker (CPT) which provides updated real time information on all CIP projects. To increase transparency, this tool was released to the Hawaii State Legislature, Board of Education, and HIDOE administrators.● Expanded sustainability programs by installing more photovoltaic systems in schools that do not have photovoltaic installed and some additions to existing systems.● Continued development on Act 155 (Session Laws of Hawaii 2013) with the selection of three sites to conduct continued due diligence. Partnering with Hawaii Housing Finance & Development Corporation to help in the execution phase. Next steps to include community engagement. <p>Office of Strategy, Innovation and Performance</p> <ul style="list-style-type: none">● Received, processed and awarded the second set of innovation grants for HIDOE schools for implementation in SY 2019-20.● Implemented through the longitudinal data system, several progress indicator reports such as the early alert absence report and an on-time graduation
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		<p>report based on user feedback.</p> <ul style="list-style-type: none">Adjusted the focus of school improvement processes to providing adequate supports based on the needs and requests of the schools and complex areas.Provided Accessibility and Accommodations Trainings for Special Education teachers at various locations throughout the state, where participants learned about the distinction between accommodations used for instruction and accommodations used for testing and how to identify and provide appropriate accommodations for Special Education/Section 504 student. <p>Office of Student Support Services</p> <ul style="list-style-type: none">Partnered with community organizations to provide sexual abuse and sex trafficking information and training.Continued collaboration with Hawaii P-20 around college and career readiness initiatives to provide consistency in supports to schools statewide (FAFSA Completion, 6-16 College & Career Readiness Program Alignment, My Future Hawaii online guidance tool, CTE Alignment, and College Application Event Season activities).Partnered with community stakeholders in a social and emotional learning collaborative to foster an inclusive community of practice that strengthens Social-Emotional Learning (SEL) within the schools, wrap around services and other community partners. Obtained input on statewide SEL framework (Whole Child) through a SEL Summit and School Culture Project.Launched a School Culture Project to empower students and educators to take an active role in promoting an active role in promoting a positive school culture and climate through Student Voice, SEL and Na Hopena A'o.Developed elementary, middle and high school videos to educate students on bullying.Encouraged students and staff to join a national movement for inclusive, nurturing learning environments for all.
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