2023-2029
STRATEGIC PLAN PHASE II
IMPLEMENTATION PLAN

DEPARTMENT OF EDUCATION · STATE OF HAWAII

Globally Competitive, Locally Committed

TABLE OF CONTENTS

INTRODUCTION

Every student in Hawaiʻi's public school system — regardless of their geographic location, background, economic standing or whether they are in English or Hawaiian language pathways — must have the opportunity to discover and pursue their passions and see first-hand how their interests can translate into successful and meaningful careers that positively impact Hawaiʻi's future and our global society.

We envision a K-12 public education system that prepares all graduates to be **Globally Competitive, Locally Committed**. That means our students not only have the academic knowledge and skills to thrive and be successful, but also possess that special sense of responsibility to give back to our communities and island home.
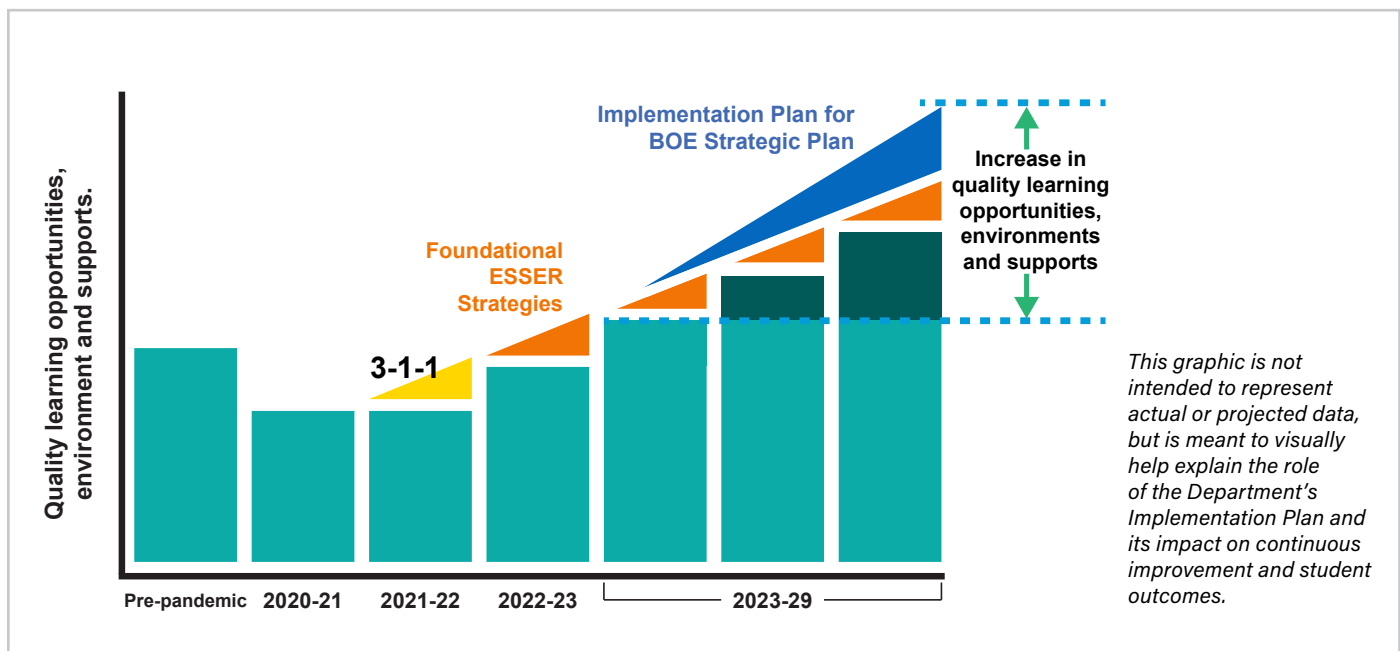
This vision will only be accomplished through a *kākou* effort between the Hawaiʻi State Department of Education (HIDOE), State of Hawaiʻi Board of Education (BOE), government agencies, elected officials, families, community organizations, employers, higher education and training partners. Preparing our graduates for Hawaiʻi's future depends on a united, collective effort — *neʻepapa* — grounded in Nā Hopena Aʻo and embraced by our communities, dedicated educators and support teams.

STRATEGIC PLAN AND IMPLEMENTATION PLAN

The Board approved its six-year Strategic Plan on Feb. 2, 2023, as Phase I of the strategic planning process (see Appendix). The Board solicited extensive community input to come up with a new mission and vision, and new goals and desired outcomes organized under three overarching priorities for the Department (scope does not include public charter schools).

Phase II consists of the Department's Implementation Plan, which includes the action items and metrics that the Department will use to achieve the goals and measure progress. In developing its plan, the Department analyzed student data, reviewed performance data, engaged stakeholders and reviewed educational research and evidence-based practices.

To achieve the Board's desired goals and outcomes, the Department is committed to innovation, improvement and partnership within schools, among schools and as a system of schools, along with our community. The Department will implement key actions to pilot new approaches, build capacity and transform processes to accelerate learning. The Department will also build on the foundational, research-based strategies that are supported by federal Elementary and Secondary School Emergency Relief Fund resources[1], using continuous improvement processes to adapt its plans and actions.

This graphic is not intended to represent actual or projected data, but is meant to visually help explain the role of the Department's Implementation Plan and its impact on continuous improvement and student outcomes.

---

1 https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/ESSER-III.aspx

CRITERIA FOR IMPLEMENTATION PLAN PRIORITIES

Department leaders identified key actions for the Implementation Plan with consideration for several key factors:

- **Data:** Based on analyses of HIDOE data, Department leaders prioritized strategies and actions. The Department presented a wide range of data on performance and context during the BOE's Sept. 15, 2022 and Oct. 22, 2022 Special Meetings on the Strategic Plan.

- **Research and evidence:** Department leaders selected strategies based on research and evidence about effective practices and the science of child, adolescent and adult learning.

- **Innovation and improvement:** As part of the Department's commitment to continuous improvement and innovation, some key actions represent improvements upon current, effective practices. The plan also supports innovation and provides more flexibility for high-performing schools that demonstrate continued growth.

- **Neʻepapa:** The Hawaiian word *neʻepapa* conveys the action of moving and working together as one. Systemwide — across the islands and between schools, complex areas and state offices — we need to work in unison, as a whole or unit, to come together to move public education forward. We need to take advantage of our organization as a statewide public school system to expand opportunities for all students and communities. We also need to work with the community — parents, families, government agencies, employers, colleges, community organizations, elected officials, philanthropy and alumni — for the future of our state.

EXECUTION OF THE IMPLEMENTATION PLAN

This Implementation Plan is organized around the Board-approved desired outcomes in its Strategic Plan. This plan sets priorities and goals for statewide support and expectations. While the Implementation Plan is not comprehensive of all federal and state mandates and operational requirements, it identifies priorities for action and improvement.

The plan identifies key actions to advance innovations and improvements. The dates associated with the action items indicate the intended start date, though full implementation may depend on securing additional resources or policy changes that require approval from the Board, Legislature or federal government.

The Department will develop more detailed work plans for the Implementation Plan that will provide steps to execute the action items including assessments, training, policies, procedures and clarity of the roles of the schools, complex areas and state offices. Starting with the state offices, new performance management training and systems will strengthen data-informed, continuous improvement processes, monitor the progress of performance measures and prioritize resources.

The Department continues to advance its core mission to provide a well-rounded education for all students, which includes content areas and programs not specifically mentioned in the plan.

The designated years for each action item denote the anticipated start date. Many action items will take more than one year to be completed. Work plans will describe project timelines and deliverables. Major timelines and deliverables will be reported in progress reports to the Board.

Priority I
High-Quality Learning For All

Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome 1.1.1.

All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.

Department Action Items

New data about entering kindergarteners will inform instruction, planning and advocacy for K-3 classrooms, elementary schools, the Department and inter-agency coordination to improve students' foundation for learning from pre-kindergarten to third grade.

1. Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni — Hawaiian immersion — students).

2. Implement new data collection about kindergarteners' early learning experiences (SY2023-24).

3. Partner with the Executive Office on Early Learning (EOEL) and the Department of Human Services to review kindergarten readiness data and recommend a plan for training and resource development that supports the HIDOE's kindergarten and preschool teachers and families (SY2024-25).

4. Partner with early childhood organizations and other governmental agencies, including EOEL, the Lieutenant Governor's Ready Keiki initiative, and the School Facilities Authority to increase the number of EOEL classrooms on HIDOE campuses, which will increase children's access to pre-kindergarten opportunities (SY2023-24: 11 additional classrooms; SY2024-25: 44 additional classrooms; SY2025-26 and beyond: in planning).

5. Provide in-school interventions and additional time for learning (e.g., school breaks) for entering or current kindergarten students to develop foundational skills (SY2023-24).

Measuring Progress

Percent of kindergarteners who are assessed for kindergarten readiness.

Percent of kindergarten students assessed as not ready who receive additional personalized support.

Desired Outcome 1.1.2.

All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Department Action Items

Ensuring that schools have K-3 quality reading instructional materials and that teacher training prioritizes instructional practices based on the most current scientifically based research models of reading will develop K-3 students' reading skills.

1. Ensure that all schools are implementing a K-3 research and/or evidence-based reading curriculum that is quality, aligned with the state's reading standards, addresses the components of reading (phonemic

awareness, alphabetic principle, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth (SY2023-24).

2. Assess all K-3 students in reading at least three times per year (i.e., universal screeners) and provide targeted support based on reading needs (SY2023-24).

3. Use findings of the federally funded Comprehensive Literacy State Development Grant, piloted in six complex areas, to inform training, coaching and resources for K-3 teachers statewide (SY2024-25).

4. Pilot complex-wide literacy training and coaching based on the science of reading for K-3 teachers, coaches and administrators (SY2023-24).

5. Expand the number of teachers certified as reading intervention specialists who have specific skills in teaching reading to students with disabilities (SY2023-24).

Measuring Progress

Percent of third-graders demonstrating grade-level proficiency in reading.

Percent of students who are not proficient in reading by the end of third grade who receive additional personalized support.

Desired Outcome 1.1.3.

All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Department Action Items

Ensuring that schools have quality K-8 mathematics instructional materials and that teacher training prioritizes the deepening of math content and instructional practices will allow all students equitable access to master mathematics standards.

1. Ensure that all schools are implementing a high-quality mathematics curriculum that is aligned with the state's mathematics standards, coherent across elementary and middle school grade levels within each complex, and demonstrates evidence of student achievement and growth (SY2023-24).

2. Assess all K-8 students in mathematics at least three times per year (i.e., universal screeners) and provide targeted support based on mathematics needs (SY2023-24).

3. Provide training and coaching for teachers to integrate interactive activities for students that engage in hands-on, real-world applications of mathematical concepts in and beyond the mathematics instruction (SY2023-24).

4. Initiate a task force composed of local math teachers, educational specialists, industry representatives and postsecondary partners to propose recommendations regarding the revision of K-12 mathematics standards, high school course pathways, K-12 curriculum and K-12 teacher training (SY2024-25).

5. Advocate for funding for mathematics educational specialists to train and coach mathematics teachers and instructional leaders to deepen content knowledge and implement effective instructional practices (SY2023-24).

Measuring Progress

Percent of eighth-graders demonstrating grade-level proficiency in mathematics.

Percent of students who are not proficient in mathematics by the end of eighth grade who receive additional personalized support.

Desired Outcome 1.1.4.

All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Department Action Items

Developing school environments that value all learners and their families, while providing resources to enhance the connection between schools and families will support learning for student groups who are underperforming on traditional, summative measures.

1. Collaborate with community organizations to train and support Department staff in cultural awareness, competence and humility for diverse communities (SY2023-24).

2. Develop a strategic plan for Kaiapuni education (SY2023-24).

3. Provide guidance and prioritize funding opportunities for schools to offer more cocurricular and extracurricular activities that are inclusive of all students — including those who are high-needs as well as all races/ethnicities (SY2023-24).

4. Hire liaisons to facilitate communication between Pacific Islander students, families and schools to build a cultural understanding among school staff and students, and to assist Pacific Islander families in navigating resources and expectations of parents and students (SY2023-24).

5. Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).

6. Offer English language acquisition classes, in coordination with the Community School for Adults, in locations that are accessible to families of English Learners (SY2023-24).

7. Provide incentives for teachers to obtain Sheltered Instruction Qualification to support English Learners (SY2023-24).

Measuring Progress

Data disaggregated by student group (vulnerable groups and major races/ethnicities).

- Language arts proficiency
- Mathematics proficiency
- Science proficiency
- Growth in academic proficiency
- Regular attendance
- On-time high school graduation
- Extended high school completion

Percent of English Learners who are meeting or on track to meet English language proficiency.

Desired Outcome 1.1.5.

All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Department Action Items

Implementing research-based middle-level education structures and strategies that enable students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.

1. Train and coach middle school teachers and administrators on research-based middle school structures, such as advisory, teaming and schedules (SY2023-24).

2. Develop a profile of a school that implements research-based characteristics of effective middle school design in grades 6-8. Incorporate middle schools' self assessment and plans to redesign middle school into school academic plans (SY2024-25).

3. Provide guidance materials that showcase effective transition activities and practices from elementary to middle school and from middle school to high school (SY2024-25).

4. Analyze recent data to re-evaluate whether "early warning" indicators for ninth-graders becoming "off-track" for high school graduation have changed since COVID-19 (SY2023-24).

Measuring Progress

Percent of elementary schools with transition activities for newly entering students.

Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome 1.2.1.

All students desire to and attend school regularly.

Department Action Items

Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.

1. Convene an inter-agency work group on early intervention for school attendance (SY2023-24).
2. Develop promotional campaigns for students and families that communicate the importance of regular attendance (SY2024-25).
3. Partner with Family Court to develop collaborative approaches to addressing families and students who have excessive absences (SY2023-24).
4. Create programs to re-engage students who have excessive absences (e.g., credit recovery, counseling, distance learning) (SY2023-24).

Measuring Progress

Percent of students attending 90% or more days of instruction.

Desired Outcome 1.2.2.

All students demonstrate positive behaviors at school.

Action Items

Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.

1. Increase schoolwide practices and interventions that address the well-being of students and support a positive school environment, based on needs identified by students in social and emotional health assessments (SY2023-24).
2. Provide students with evidence-based support for social and emotional health through direct service and partnerships (SY2023-24).
3. Implement the multi-year "Here to Help"[2] plan to train and coach staff to support student well-being and to provide equitable, access to mental and physical health services through a continuum of school-level supports and community partnerships (SY2023-24).

Measuring Progress

Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.

---

2 https://www.hawaiipublicschools.org/ParentsAndStudents/SupportForStudents/StudentWell-being/Pages/default.aspx

Desired Outcome 1.2.3.

All students experience a Nā Hopena Aʻo environment for learning.

Department Action Items

Expanding current programs on Nā Hopena Aʻo (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.

1. Partner with community and government organizations to promote HĀ, inclusivity and value of Hawaiʻi's diversity in schools and community (SY2023-24).
2. Expand HĀ training and support for all educators, such as culture-based learning opportunities, to embed the HĀ beliefs and disposition in the school curriculum and culture (SY2023-24).
3. Expand pilot to offer ʻĀina Aloha programs at more schools to develop a sense of Hawaiʻi through proficiency of its language, culture and history (SY2023-24).
4. Pilot HĀ climate survey for school self-assessment of conditions for learning (SY2023-24).

Measuring Progress

Number of schools, state and complex area offices that have completed HĀ orientation and/or training.

Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome 1.3.1.

All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.

Department Action Items

Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.

1. Provide training, coaching and resources for schools to offer age-appropriate experiences for career exploration and development that advances progressively through the K-12 continuum (SY2024-25).
2. Provide more opportunities for students to apply their learning in a Hawaiʻi-based and global context (SY2023-24).
3. Expand students' opportunities for structured work-based learning experiences, including internships for high school students, through partnerships with employers, community partners, military and higher education institutions (SY2023-24).
4. Establish a work group focused on expanding opportunities for work-based learning for students who attend rural and/or remote schools (SY2024-25).
5. Design active civic engagement and instructional experiences that connect students with local and/or global real-world issues (SY2023-24).
6. Partner with colleges and industry partners to broaden opportunities for accelerated high school students' attainment of college credits and industry-valued certificates (SY2023-24).

Measuring Progress

Percent of schools offering career exploration and development activities for students.

Number of high school students completing formal work-based learning experiences.

Percent of schools offering opportunities to participate in civic learning and active civic engagement.

Desired Outcome 1.3.2.

All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

Department Action Items

Promoting additional out-of-school time programs and activities for middle school students will supplement quality instruction and support to increase students' academic readiness for high school.

1. Advocate for resources to expand extra and cocurricular activities (such as athletics, e-sports, academic support, culture and arts) to engage and support middle school students and their families (SY2023-24).
2. Establish 24/7 access to online tutoring for eighth-grade students who struggle with subject areas and students who take challenging advanced coursework (SY2023-24).
3. Pilot "Algebra 1 readiness (summer) camp" for entering ninth-graders who need additional support to be proficient (SY2024-25).

Measuring Progress

Percent of first-time ninth-graders promoted to 10th grade on time.

Desired Outcome 1.3.3.

All students graduate high school with a personal plan for their future.

Department Action Items

High schools must be organized to provide students with the experiences, advising and resources necessary to graduate with opportunities to pursue post-high school options. High school structures and policies should align to current and projected expectations of the workforce, postsecondary education and training, and the community.

1. Convene a task force to review and realign the high school framework (Vision of a High School Graduate, Personal Transition Plan, graduation requirements and distinctions, college and career planning and counseling, high school structures) to current and projected community and workforce needs (SY2023-24).
2. Pilot and evaluate a redesigned Personal Transition Plan (PTP) that includes financial literacy, college and career planning (SY2024-25). Identify effective schoolwide PTP models and support the development and growth of these models with tools, curriculum and professional development (SY2026-27).
3. Advocate for funding to provide opportunities to extend college and career counseling through the summer for students and new graduates (SY2023-24).
4. Collaborate with colleges and industry partners to support graduates' transition to postsecondary education and training after high school, including streamlined admission to the University of Hawai'i and attainment of immediate employment after high school, including accelerated placement in apprenticeship programs, hiring fairs and workforce training (SY2023-24).
5. Offer financial literacy learning opportunities to students through a variety of means (e.g., embedded in high school courses, virtual learning options, partnerships with community organizations and financial institutions) (SY2023-24).
6. Develop requirements for and secure resources to launch an online college and career planning platform for secondary students (SY2024-25).

Measuring Progress

Number of high schools offering college and career counseling during the summer.

Additional measure to be determined based on revisions to the Personal Transition Plan.

Percent of graduates earning an industry-valued credential or completing advanced coursework (e.g., Advanced Placement, International Baccalaureate, college-level courses).

Priority II
High-Quality Educator Workforce In All Schools

> **Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.**

Desired Outcome 2.1.1.

All teacher positions are filled with qualified hires.

Department Action Items

Retaining more teachers is the highest impact strategy to fill positions with qualified hires. Among the remaining vacancies, more positions will be filled through timely hiring and a better fit between the applicants' and schools' needs. Developing and expanding targeted teacher preparation programs will improve a pipeline of candidates for shortage areas.

1. Evaluate and implement recommendations of the Department's teacher shortage study (SY2024-25).
2. Implement and evaluate an applicant tracking system to improve recruitment and the application experience by ensuring a fit between the applicants' and schools' needs and expediting the timeliness of hiring (SY2023-24).
3. Implement new base salary for new teachers (SY2023-24).
4. Revise employment exit survey to collect better information about reasons teachers are leaving the Department (SY2024-25).
5. Develop programs targeting certain populations of teacher candidates and/or shortage areas:
   a. Develop a new registered apprenticeship model for high school graduates to become licensed teachers in collaboration with local partners (SY2024-25).
   b. Expand participation of teacher candidates with industry experience in Career and Technical Education pathways (SY2024-25).
   c. Expand the "Grow Our Own" program with local partners, targeting educational assistants to become teachers (SY2024-25).
6. Partner with the School Facilities Authority and other organizations to make teacher housing available (SY2023-24).

Measuring Progress

Percent of classes taught by teachers who have training specifically in the subject matter of the assignment.

Percent of classroom teachers who completed a State Approved Teacher Education Program.

Percent of new teachers who continue to be employed by the Department five years after hire.

Desired Outcome 2.1.2.

All teachers are effective or receive the necessary support to become effective.

Department Action Items

Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.

1. Provide teachers with opportunities for professional development training that helps to increase their effectiveness and compensation by advancing them to the new class included in the teachers' salary schedule (SY2023-24).
2. Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers.

3. Design and build community-based teacher summits to share best practices and instructional strategies that impact student learning (SY2023-24).

4. Pilot "Ed Talks" for award-winning teacher and administrator leaders to showcase practices — supporting a clear structure of opportunities for focused school visits and meaningful collaboration between schools, complexes and districts (SY2023-24).

Measuring Progress

Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.

Number of teachers participating in professional development beyond the 21 hours of teachers' job-embedded training required by the State of Hawai'i Board of Education and Hawai'i State Teachers Association collective bargaining agreement.

> ## Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

Desired Outcome 2.2.1.

All school support staff positions are filled with qualified hires.

Department Action Items

New targeted recruitment initiatives and the outcome of evaluating classification and compensation will retain current support staff and attract qualified hires to support staff positions.

1. Implement and evaluate an applicant tracking system to improve recruitment and the application experience by ensuring a fit between the applicants' and schools' needs and expediting the timeliness of hiring (SY2023-24).

2. Conduct a review and assessment of classification and compensation for school-based support staff (SY2023-24).

3. Advocate for resources to recruit and retain hard-to-staff support positions (SY2023-24).

4. Build on the success of the "Homegrown Hires" initiative where complex area leads, in collaboration with the Office of Talent Management Recruitment Section and Leadership Institute, host localized job fairs to strategically attract applicants for a variety of positions (SY2023-24).

Measuring Progress

Percent of support staff positions filled.

Desired Outcome 2.2.2.

All school support staff are effective or receive the necessary support to become effective.

Department Action Items

Providing support, professional growth and advancement opportunities for staff will build a more effective and satisfied workforce, and a quality learning environment for students.

1. Coordinate with schools, unions and other partners to provide training for support staff during non-instructional days (SY2024-25).

2. Pilot a multi-skill position for facilities staff (SY2024-25).

3. Advocate for resources to implement a new employee onboarding process that can be customized with job-specific training (SY2023-24).

4. Create a schedule to develop career ladders for advancement for designated entry-level positions (SY2023-24).

Measuring Progress

Number of professional development opportunities for classified school support staff.

Number of designated entry-level classes of work with available career ladders for advancement.

Goal 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcome 2.3.1.

All school administrator positions are filled with qualified hires.

Department Action Items

Redesigning the pipeline for recruiting and training leaders will attract and develop effective administrators.

1. Redesign the recruitment process to build a strong pipeline of principal candidates and to increase administrator diversity (SY2024-25).
2. Conduct a review and assessment of vice principal salaries in order to attract and retain qualified individuals (SY2023-24).
3. Build on the success of Leadership Institute's "Homegrown Leaders" initiative to help identify, support and nurture potential leaders to step into crucial leadership roles to address principal pipeline needs (SY2023-24).

Measuring Progress

Percent of schools with a certified principal.

Number of certified vice principals and vice principal candidates.

Desired Outcome 2.3.2.

All school administrators are effective or receive the necessary support to become effective.

Department Action Items

Leadership development opportunities and collaborative problem solving will increase the effectiveness and retention of current school administrators, and will attract qualified candidates.

1. Expand opportunities for leadership development and innovative problem solving among experienced principals (SY2023-24).
2. Adopt new principal standards to identify statewide leadership expectations (SY2024-25).
3. Advocate for funding of sabbaticals for educational officers and principals (SY2023-24).
4. Pilot "Ed Talks" for award-winning teacher and administrator leaders to showcase practices — supporting a clear structure of opportunities for focused school visits and meaningful collaboration between schools, complexes and districts (SY2023-24).

Measuring Progress

Percent of new school administrators who continue to be employed by the Department as an administrator five years after appointment.

Percent of first-year and second-year principals being mentored or coached.

Goal 2.4: Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.

Desired Outcome 2.4.1.

All complex area and state office staff are effective or receive the necessary support to become effective.

Department Action Items

Prioritizing the importance of how complex area and state office staff members work together to support students will lead to an increase in student achievement.

1. Implement a new employee onboarding process that can be customized for job-specific training (SY2023-24).

2. Expand on-demand access to training modules for employees (SY2023-24).

3. Expand the pilot for "State Leading and Learning" professional development for state-level educational officers (SY2023-24).

4. Conduct a review and assessment of classification and compensation for complex area and state office staff (SY2023-24).

Measuring Progress

Percent of new staff participating in onboarding.

Percent of employees responding positively to staff well-being survey questions regarding timely and relevant employee training.

Priority III
Effective And Efficient Operations At All Levels

> **Goal 3.1:** All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

Desired Outcome 3.1.1.

All school facilities meet Title IX and ADA requirements.

Department Action Items

Updating the facilities plan, identifying critical needs for funding requests and prioritizing projects addressing Americans with Disabilities Act (ADA), Title IX, Capital Improvement Projects (CIP) and Repair and Maintenance (R&M) will help ensure equitable access to high-quality learning environments.

1. Update the facilities plan with priorities for ADA and Title IX compliance (SY2023-24).
2. Prioritize CIP and R&M projects according to the facilities plan (SY2023-24).
3. Advocate for the Department's priorities at the Hawai'i State Legislature (SY2023-24).

Measuring Progress

Percent of secondary schools complying with Title IX priority items based on the facilities plan.

Percent of schools complying with ADA priority items based on the facilities plan.

Desired Outcome 3.1.2.

All systems to address school facility needs are responsive and able to meet all needs effectively, efficiently, and quickly.

Department Action Items

Developing, piloting and updating facility maintenance tracking systems, procedures and projects will increase transparency and improve responsiveness to school facility needs.

1. Pilot a new approach to accelerate the development of facilities:
   a. Accelerate construction contracts for $525 million in new school facility projects (SY2023-24).
   b. Develop a new system to track CIP needs and projects (SY2023-24).
   c. Reprioritize projects identified for the $1 billion facilities appropriation (SY2023-24).
   d. Reorganize facility work teams to be island-based (SY2023-24).
   e. Establish construction procurement methods that incentivize early completion of projects (SY2023-24).
2. Evaluate, revise and implement procedures to resolve major and minor school repair and maintenance issues in a timely manner (SY2023-24).
3. Update, prioritize and communicate the school facilities master plan (SY2024-25).
4. Mandate school and office vulnerability assessments — safety and security vulnerability based on national standards — and complete initial assessments of all schools (SY2023-24).
5. Advocate for funding to equitably implement common school safety expectations including training, technology, facilities, roles and responsibilities, and schedule for conducting assessments (SY2023-24).
6. Evaluate climate impacts on school facilities (SY2025-26).

Measuring Progress

Percent of students and staff agreeing that their schools are safe.

Dollar amount in list of unfunded or deferred major and minor repair and maintenance projects.

Average time to close a work order for facilities repair and maintenance.

Percent of schools with current vulnerability assessments and plans for improvement.

> ## Goal 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

Desired Outcome 3.2.1.

All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.

Board Action Items

Well-organized and articulated policies and procedures aligned to the strategic plan provide clear direction to all levels of the Department and guidance that enables families and the public to navigate the public education system. Decision-making aligned with such policies drive the public education system toward achievement of the goals and desired outcomes.

1. Revise Board bylaws to align with the implementation plan and advance the strategic plan goals and outcomes (SY2023-24).

2. Adopt a superintendent evaluation system that aligns with the strategic plan goals and outcomes and honors the values stated in Board Policy E-2[3] (SY2023-24).

3. Create a system for organizing all policies and procedures under the Board's jurisdiction (SY2023-24).

4. Develop a new member orientation and toolkit that prepares new Board members to advance the strategic plan goals and outcomes and honors the values stated in Board Policy E-2 (SY2023-24).

5. Establish a process for the annual design and actualization of professional development plans for the Board and its individual members to enhance the Board's ability to advance the strategic plan goals and outcomes and honor the values stated in Board Policy E-2 (SY2023-24).

6. Review all Board policies and make any changes necessary to align them with and advance the strategic plan goals and outcomes, honor the values stated in Board Policy E-2, and comply with any applicable state and federal laws (SY2023-24).

7. Review all administrative rules under the Board's jurisdiction and determine what changes are necessary to align them with and advance the strategic plan goals, honor the values stated in Board Policy E-2, and comply with any applicable state and federal laws (SY2024-25).

8. Review all Board processes and procedures and make any changes necessary to align them with and advance Board policies and the strategic plan goals and outcomes, honor the values stated in Board Policy E-2, and comply with any applicable state and federal laws (SY2024-25).

9. Develop a system and schedule for the regular review of all administrative rules, Board policies, and Board processes and procedures to ensure alignment across all policies, procedures, and the strategic plan (SY2026-27).

Measuring Progress

Percent of existing Board policies, Board processes and procedures, and administrative rules reviewed.

3 https://boe.hawaii.gov/policies/Board%20Policies/Mission,%20Vision,%20and%20Values.pdf

Desired Outcome 3.2.2.

All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.

Department Action Items

Organizing the Department's resources to achieve the strategic plan, promoting collaborative excellence and being systematic and consistent about continuous improvement processes will improve operations to support teaching and learning.

1. Differentiate supports and expectations for schools based on performance. Schools that demonstrate high proficiency and growth and schools that demonstrate significant growth are provided more flexibility, whereas schools that do not demonstrate sufficient proficiency and growth have more oversight and structured support (SY2023-24).

2. Present the Board with a work plan for the reorganization of state offices (SY2023-24).

3. Prioritize the strategic plan goals in the budget development process and advocate for resources to implement priorities (SY2023-24).

4. Align schools' academic plan templates with the strategic plan and integrate multiple planning requirements, as appropriate (SY2023-24).

5. Implement a new performance management system for state offices for continuous improvement that includes project management, data analysis, process improvement and executive review (SY2023-24).

6. Establish a work group to recommend uses of artificial intelligence and assistive technology tools (e.g., ChatGPT) (SY2023-24).

Measuring Progress

Progress on reorganization plan.

Report on the status of aligning administrative processes with strategic priorities (e.g., fiscal, human resources, information technology, school food services, transportation, data).

Desired Outcome 3.2.3.

All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.

Department Action Items

Planning and performance management processes will result in more efficient and effective operations, continuous improvement, and innovation to support student learning.

1. Develop a technology master plan including a comprehensive assessment of technology systems to automate manual processes, streamline communication and provide timely data and analytics (SY2024-25).

2. Incubate and coordinate support for cross-office innovation and a focus on action to achieve outcomes (SY2023-24).

3. Establish a state office team to streamline processes to review and reallocate fiscal and operational resources (SY2023-24).

4. Implement a new payment-processing tracking report to monitor workflows between schools, complex areas and state offices, to increase timely processing of payments (SY2023-24).

5. Develop a plan for a centralized kitchen approach for school food services (SY2023-24).

6. Request U.S. Department of Education approval to align federal Every Student Succeeds Act school accountability requirements with the strategic plan (SY2023-24).

Measuring Progress

Key operational metrics are reported regularly.

Number of processes redesigned and automated.

Desired Outcome 3.2.4.

All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.

Department Action Items

Redesigning data reporting and modernizing information systems will increase data access and use among end-users to inform decision-making and provide greater transparency and accountability.

1. Redesign state, federal and Board reports to address user feedback, best practices and analysis to provide user-friendly, integrated and timely data (SY2023-24).

2. Develop requirements for a modernized student support information system that includes processes for student support (e.g., special education, Section 504, Medicaid, mental health interventions) (SY2023- 24).

3. Advocate for resources to fund a new student support information system (SY2025-26).

Measuring Progress

Number and description of redesigned reports and systems.

Goal 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Desired Outcome 3.3.1.

All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.

Department Action Items

Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement.

1. Train SCC members on their roles and key areas of interest (e.g., school budget, academic plan, school data) (SY2023-24).

2. Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders (SY2023-24).

Measuring Progress

Percent of schools with all required stakeholders represented in SCC membership.

Percent of schools with overall positive ratings on the SCC self-assessment survey.

Desired Outcome 3.3.2.

All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.

Department Action Items

When families and staff access relevant information in a user-friendly manner through a variety of resources, including online sources and school-based liaisons, they can provide informed feedback for decision-making.

1. Review school and state office websites to ensure up-to-date information about SCC roles and meeting schedules (SY2023-24).

2. Advocate for planning and training resources for school-based liaisons to engage families (SY2023-24).

3. Launch a new Department website[4] to improve access to information and communication with the public and stakeholders (SY2024-25).

4. Develop a policy on professional use of official social media platforms and train principals on using social media to communicate with families (SY2023-24).

4   https://www.hawaiipublicschools.org/

Board Action Items

1. Hold at least one Board community meeting in each complex area annually (SY2023-24).

2. Increase Board's use of social media for families and staff to better engage with the Board in its educational policy-making role (SY2023-24).

Measuring Progress

Percent of parents/guardians agreeing that access and communication with their child's school is effective.

Desired Outcome 3.3.3.

All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.

Department Action Items

Establishing centralized processes that provide mediation and communication support will address concerns raised by parents and staff members in a timely manner.

1. Post information about common concerns and who the concerns can be directed to so that families and community stakeholders can more effectively identify where to communicate their questions, concerns and comments (SY2023-24).

2. Train front-line staff in customer service to address issues and feedback raised by parents and staff (SY2025-26).

3. Provide mediation training for identified staff and make mediation services available, as appropriate (SY2024-25).

4. Hire and train liaisons with a cultural understanding of Pacific Islander students, families and community organizations to assist in facilitating communication and navigating processes (SY2023-24).

Board Action Item

1. Establish a general Board process for resolution of disputes (SY2023-24).

Measuring Progress

Number of visits to the Department's website with information regarding the process for addressing concerns.

Percent of complaints or concerns (tracked at the state level) that are addressed.

PERFORMANCE AND ACCOUNTABILITY

Reporting to Board of Education and Public

The Department will report to the Board and the public on progress on the Board-approved Strategic Plan and on execution of the Implementation Plan. The superintendent will consult with the Board leadership to develop an annual schedule of progress reports to be presented to the Board's standing committees and/or full BOE, as appropriate. The schedule of reports will include:

- An annual report summarizing Strategic Plan progress including a report on Strategic Plan Key Performance Indicators (KPIs).

- At least two progress monitoring reports on implementation of strategies to relevant BOE standing committees. Based on the current structure of the committees:

  - The Student Achievement Committee reviews the progress and effectiveness of the strategies related to the goals under Priority I: High-Quality Learning for All.

  - The Human Resources Committee reviews the progress and effectiveness of the strategies related to the goals under Priority II: High-Quality Educator Workforce in All Schools.

  - The Finance and Infrastructure Committee reviews the progress and effectiveness of the strategies related to the goals under Priority III: Effective and Efficient Operations at All Levels.

The Department reports are an important opportunity to communicate about key actions, context, plans, progress, successes and challenges. Reports will include quantitative and qualitative information, including interim progress measures on KPIs, where applicable, and measures of desired outcomes.

The Board and the superintendent will review overall progress on the Implementation Plan annually to determine if any adjustments are necessary. During the course of the year, the Department may adjust its actions based on continuous improvement processes and will report those changes to the Board in routine reports on the Implementation Plan.

Key Performance Indicators of Student Learning

Key performance indicators measure the state's progress in achieving student learning goals. Each KPI should be reported using a quality, consistent data source and may be measured quantitatively or qualitatively. All Strategic Plan KPIs will be reported statewide annually and applicable KPIs will also be reported at the school level. While most proposed KPIs report data that are currently collected, some KPIs will require further development and/or new data collection.

In SY2023-24, the Department will propose targets for the KPIs. Given the unprecedented disruption of COVID-19, the Department will propose targets that consider SY2022-23 student learning data in the analysis to establish ambitious yet attainable KPI targets.

KEY PERFORMANCE INDICATORS	Most Recent Data
1. **LANGUAGE ARTS PROFICIENCY:** *Percent of students demonstrating proficiency on statewide language arts assessments.*	**52% (2022)**
2. **MATHEMATICS PROFICIENCY:** *Percent of students demonstrating proficiency on statewide mathematics assessments.*	**39% (2022)**
3. **SCIENCE PROFICIENCY:** *Percent of students demonstrating proficiency on statewide science assessments.*	**40% (2022)**
4. **GROWTH IN ACADEMIC PROFICIENCY:** *Percent of schools whose students are demonstrating improvements in their rate of learning or consistently high rates of learning (based on Student Growth Percentile measure on statewide assessments).*	**Forthcoming**
5. **REGULAR ATTENDANCE:** *Percent of students attending 90% or more days of instruction.*	**72% (2021-22)**
6. **ON-TIME HIGH SCHOOL GRADUATION:** *Percent of students graduating with a high school diploma on time (i.e., four-year adjusted cohort grad rate).*	**85% (Class of 2022)**
7. **EXTENDED HIGH SCHOOL COMPLETION:** *Percent of students earning a high school diploma, Certificate of Completion, Community School for Adults Diploma (i.e., GED, HISET) within five years of high school.*	**Forthcoming**
8. **POSTSECONDARY EDUCATION AND TRAINING IMMEDIATELY AFTER HIGH SCHOOL:** *Percent of graduates enrolling in a postsecondary educational institution by the following fall. Includes vocational or trade schools and two-year colleges, as well as colleges in Hawaiʻi and on the continent.*	**50% (Class of 2022)**
9. **EQUITY IN STUDENT LEARNING:** *KPIs disaggregated by student group (i.e., major races/ethnicities, English Learners, students with disabilities, economically disadvantaged students).*	*Disaggregated data for all KPIs when reported annually. For example, on-time graduation rate (see below).*

On-time graduation rate for student groups (Class of 2022)	Most Recent Data
Economically disadvantaged	**80%**
Special education	**63%**
English Learner	**69%**
Asian (excluding Filipino)	**94%**
Black	**85%**
Filipino	**90%**
Hispanic	**80%**
Native Hawaiian	**82%**
Pacific Islander	**68%**
White	**85%**

COMMUNICATION PLAN

Throughout the Department's implementation process, effectively communicating expectations and progress to staff and various stakeholders will be critical to success. The communication matrix below provides a structure and plan for communicating about the Implementation Plan with stakeholder groups.

Stakeholder group	Communication needs	Communication strategy/ format	Lead
Staff	**Start of SY2023-24:** Communicate details about the Implementation Plan, impact on employee role groups, explanation of what employees can expect going forward.	Messaging to principals, complex area superintendents and assistant superintendents; staff eblast; provide updates on dedicated webpage[5]; provide information in HIDOE's weekly/monthly digital newsletters; provide updates via social media.	HIDOE Communications Branch
	Quarterly: Communicate status reports the HIDOE provides on progress and any updates to the Implementation Plan.	Provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletter; provide updates via social media.	
Students, parents	**Start of SY2023-24:** Details about Implementation Plan, impact on role groups, what to expect going forward.	Messaging to principals to share; provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletter; provide updates via social media.	HIDOE Communications Branch
	Quarterly: Communicate status reports the HIDOE provides on progress and any updates to the Implementation Plan.	Provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletter; provide updates via social media.	
Board of Education	**During development:** Communicate updates via email and at public Board meetings.	Recommendation memo to Board, discussion/action item during public Board meeting.	Office of the Superintendent, Office of the Deputy Superintendents, HIDOE Communications Branch
	Quarterly: Communicate status reports on progress and any updates to the Implementation Plan.	Present status updates at Board standing committee meetings.	
Community partner organizations	**Start of SY2023-24:** Details about Implementation Plan, impact on role groups, what to expect going forward.	Provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletter; provide updates via social media.	HIDOE Communications Branch
	Quarterly: Communicate status reports the HIDOE provides on progress and any updates to the Implementation Plan.	Provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletters; provide updates via social media.	
Broader public, media	**Start of SY2023-24:** Details about Implementation Plan and impact on public education in Hawai'i.	Issue news release; provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletter; provide updates via social media.	HIDOE Communications Branch
	Quarterly: Communicate status reports the HIDOE provides on progress and any updates to the Implementation Plan.	Provide updates on dedicated webpage; provide information in HIDOE's weekly digital newsletter; provide updates via social media.	

5 https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx

APPENDIX

STATE OF HAWAII PUBLIC EDUCATION
2023-2029 STRATEGIC PLAN (PHASE I)

OUR VISION

The State of Hawai'i Board of Education envisions an exemplary statewide system of public schools where students are engaged in an inspiring, personalized, and culturally responsive education that fosters creative and critical thinkers prepared for college and career success and community and civic engagement.

OUR MISSION

The State of Hawai'i Board of Education leads the public education system through strategic direction, transparent policymaking, effective oversight, comprehensive systems, meaningful engagement, and vigorous advocacy.

OUR CORE VALUES

The State of Hawai'i Board of Education believes in a public education system that is accountable to itself, to the students and families it serves, and to the communities that support and depend on public schools. We value:

- **He pili wehena 'ole.** *(A relationship that cannot be undone.)** Connections to and engagement with people and places as important drivers of action.

- **Ma ka hana ka 'ike ma ka 'imi ka loa'a.** *(In working one learns, through initiative one acquires.)** Initiative to perform motivated by a sense of kuleana and accountability to self and others.

- **'A'ohe 'ulu e loa'a i ka pōkole o ka lou.** *(There is no success without preparation.)** Nurturing individual strengths, increasing proficiencies and abilities to be able to serve, and fostering excellence in ourselves and those we serve.

- **E 'ōpū ali'i.** *(Have the heart of a chief.)** Reciprocal partnering and sharing that calls forward a deep sense of aloha and generosity, especially towards those needing the most help in pursuit of equity.

- **Ua ola loko i ke aloha.** *(Love is imperative to one's mental and physical well being.)** Pono practices that prioritize balance.

- **'O Hawai'i ku'u 'āina kilohana.** *(Hawai'i is my prized place.)** Hawai'i based processes to preserve, honor, and elevate the unique qualities that define and sets Hawai'i apart from the rest of the world.

* 'Ōlelo no'eau and translations are from the Department of Education's "Nā Hopena A'o Statements," which are based on 'Ōlelo No'eau: Hawaiian Proverbs & Poetical Sayings (by Mary Kawena Pukui, illustrated by Dietrich Varez, Honolulu, Hawai'i: Bishop Museum Press, 1983).

PRIORITY I: HIGH-QUALITY LEARNING FOR ALL

Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

    Desired Outcomes

    1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.

    1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

    1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

    1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

    1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

>   **Desired Outcomes**
>
>   1.2.1. All students desire to and attend school regularly.
>
>   1.2.2. All students demonstrate positive behaviors at school.
>
>   1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

>   **Desired Outcomes**
>
>   1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.
>
>   1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.
>
>   1.3.3. All students graduate high school with a personal plan for their future.

PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.

>   **Desired Outcomes**
>
>   2.1.1. All teacher positions are filled with qualified hires.
>
>   2.1.2. All teachers are effective or receive the necessary support to become effective.

Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

>   **Desired Outcomes**
>
>   2.2.1. All school support staff positions are filled with qualified hires.
>
>   2.2.2. All school support staff are effective or receive the necessary support to become effective.

Goal 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.

>   **Desired Outcomes**
>
>   2.3.1. All school administrator positions are filled with qualified hires.
>
>   2.3.2. All school administrators are effective or receive the necessary support to become effective.

Goal 2.4: Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.

>   **Desired Outcomes**
>
>   2.4.1. All complex area and state office staff are effective or receive the necessary support to become effective.

PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

Goal 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

>   **Desired Outcomes**
>
>   3.1.1. All school facilities meet Title IX and ADA requirements.
>
>   3.1.2. All systems to address school facility needs are responsive and able to meet all needs effectively, efficiently, and quickly.

Goal 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

Desired Outcomes

3.2.1. All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.

3.2.2. All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.

3.2.3. All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.

3.2.4. All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.

Goal 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Desired Outcomes

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.

3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.

3.3.3. All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.