

Hawaii State Department of Education

Strategic Plan Phase II: Implementation Plan

Feedback Survey Summary

March 20 – April 8, 2023

Section I Feedback Survey Overview

In February 2023, the Board of Education approved the first phase of the [State of Hawaii Public Education 2023-2029 Strategic Plan](#). Phase I includes a new mission, vision, core values, priorities, goals and the desired outcomes for the state's K-12 public education system.

In May 2023, the Board approved the Hawaii State Department of Education's [Implementation Plan for the 2023-2029 Strategic Plan](#). This second phase of the Strategic Plan includes the strategies and metrics that the Department will use to achieve the goals set in phase one.

The Implementation Plan is informed by stakeholder input, research and evidence. Throughout the strategic planning process, the Department engaged in extensive stakeholder outreach as it continually sought to improve the Implementation Plan.

From March 20-April 8, 2023, the Hawaii State Department of Education (Department) invited stakeholders to review and provide feedback on a draft of the Implementation Plan for the Board of Education's (Board) six-year Strategic Plan. The survey was available to the public, with the Department's school-based employees as the primary stakeholders targeted to provide feedback. Teacher and other school-based employee input is critical in ensuring that the Strategic Plan is well-informed, effective and impactful.

This report details the information gathered via the online survey and includes illustrative quotes to represent the voice of stakeholders. The quotes selected describe the frequently recurring themes identified in the open-ended responses.

Data collected through the survey were used to inform revisions to the Implementation Plan. Additionally, the outreach effort yielded valuable feedback that can also support the Implementation Plan through school academic and financial plans, complex area plans and state office work plans. This information is being shared with those responsible for planning.

Though the general message conveyed through the surveys was largely supportive of the draft Implementation Plan, at the Board's April 6, 2023 Special Meeting, Board members stated an expectation for the plan to focus on the specific actions that the Department would take to achieve each of the 27 desired outcomes of the Strategic Plan, rather than high-level strategies to achieve the 10 goals on which the draft focused. In order to align with the Board's expectations and to incorporate stakeholder feedback, the Department made significant revisions to the version of the draft that was shared for survey feedback.

Mahalo to the 4,025 individuals who took the time to complete the Department's online feedback survey!

Feedback Survey Data Collection

March 20-April 8, 2023 Outreach

- ✓ 257 School Meetings
- ✓ 36 Complex Area and State Office Meetings
- ✓ 4,025 Online Survey Responses

A toolkit to facilitate the review and feedback was made available online to the public. The materials in the toolkit included:

- ✓ Instructions for hosting a school-based feedback session
- ✓ A brief introductory video
- ✓ A draft of Implementation Plan strategies and measures (Appendix A)

- ✓ A link to an online feedback form (Appendix B)
- ✓ A Frequently Asked Questions (FAQs) document
- ✓ A link for principals to report the date of their school's in-person meeting feedback session.

Summary of Feedback Survey Results

Respondents were asked to review the draft Implementation Plan and to indicate their level of agreement and support with the Key Performance Indicators (KPI) and strategies for each Board-approved priority via an online feedback form. When respondents stated that they did not support the plan at all or would support a revised draft, they were asked to identify the changes that would be needed for them to support the plan.

There was general support for the draft with at least two-thirds supporting the draft, as presented. Only 2-3% did not support any given set of draft KPIs or strategies. The overall trend was in support of the draft Implementation Plan across the different priority areas; 85% or more of the respondents could support the draft KPIs and strategies with no changes or minor changes. The themes of changes in the draft that would lead to respondents' support of the KPIs and/or strategies were consistent across respondents who would support with minor changes, with major changes or simply did not support the draft at all.

Many of the survey responses were consistent with findings from the Board's previous outreach efforts completed in fall 2022 through community meetings and online feedback surveys, which informed the first phase of the Strategic Plan. Throughout the survey, respondents also commented on the Board-approved goals or desired outcomes. In particular, many respondents raised concerns about the expectation that "all students" demonstrate academic proficiency; frequently, the concern was whether the desired outcomes were realistic.

Additionally, respondents were asked to identify the top three actions that they thought were necessary to support the Implementation Plan. More than 2,500 respondents identified a range of actions. Frequently recurring themes included:

- Higher compensation;
- Training, preparation time, collaboration time and professional development for all Department employees;
- More resources needed to achieve goals; and
- Communication and consistency.

Impact of the Results

Stakeholder feedback from the online survey and various sources were considered in revising the Implementation Plan. Some examples of draft items that have been revised and incorporated into the final Implementation Plan based on the feedback information collected are:

- Adding indicators and strategies to address teacher retention.
- Revising the KPI for student growth and improvement. This was raised in the surveys, stakeholder meetings and meetings with technical experts.
- Reviewing the measures relating to safe, nurturing and culturally responsive learning environments (Goal 1.2), with an emphasis on

qualitative data. The Department is reviewing currently available data and potential new data collection to determine the appropriate state-level measures.

- Reviewing the metrics regarding facilities and communication between schools and families. Stakeholders noted that “safe” facilities extend beyond physical safety and compliance with Title IX and ADA requirements. Also, stakeholders wanted a measure of the quality of school and family communication, so survey data are being reviewed to determine its alignment and/or revision as a measure of the quality of communication.

Section II Participant Profile
(Total of 4,025 responses)

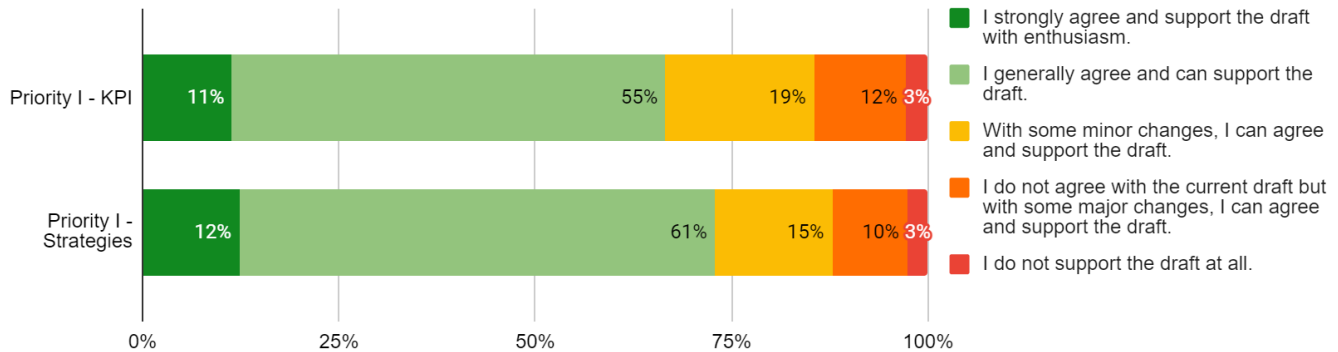
<p>The Department received 4,025 responses to the online feedback survey on the draft Implementation Plan for the Board of Education’s six-year Strategic Plan.</p> <p>95% of participants were school-based employees; with 3,011 participants identifying themselves as teachers.</p> <p>The toolkit and survey were available to the public, allowing stakeholders, other than Department employees, an opportunity to provide input on the draft Implementation Plan.</p>	Role (Participants could select more than one)	Number of Participants	Percent of Participants
	Teacher	3,011	74.8%
	School support staff	676	16.8%
	Graduate of a Hawai’i public high school	257	6.4%
	Complex/state office staff	250	6.2%
	Parent/guardian of a current Hawai’i public school student	235	5.8%
	Community member	218	5.4%
	Parent/guardian of a former Hawai’i public school student	156	3.9%
	Principal/school leader	112	2.8%
	Higher education affiliate	27	0.7%
	Business leader	10	0.2%
	Elected official	7	0.2%
	Student currently enrolled in a Hawai’i public school	6	0.1%
	Other/Blank	93	2.3%

Section III Feedback Results - Priority I: High-Quality Learning

(Source: Implementation Plan Online Feedback Form)

Do you agree that the Priority I Key Performance Indicators (KPIs) and Strategies, when implemented effectively, will represent the status and progress of student learning statewide, and result in high quality learning for all?

(Total of 4,025 responses)



66% Generally agree/Strongly agree with the Priority I KPIs
73% Generally agree/Strongly agree with the Priority I Strategies

Which changes would be necessary for you to support the Priority I KPIs and/or Strategies?

(This question did not require an answer. Total of 1,987 responses)

Most frequently recurring themes with selected representative comments:

1. Include more detail, including specific targets and measures, sources of support and resources
2. Move away from a standardized test measure; Include student growth as an indicator beyond proficiency
3. Use qualitative indicators for community and civic engagement
4. Suggest specific wording changes, with most frequent suggestion to remove the word "all"

➤ Include more detail, including specific targets and measures, sources of support and resources (954 references)

- "Specific identification of proficiency percentage regarding language arts, mathematics, science, academic improvement, and student learning equity measures."
- "It would be best to have schools determine and identify their own strategies since they are closest to the students. All schools do not need the same strategies. These could be some suggested strategies. It's good to remember, one size doesn't fit all."
- "There needs to be more resources provided for schools, that directly supports classroom teachers. Smaller class sizes to allow focused teaching to close the gap."
- "Specifications on the types of support schools will get to help their struggling readers/ and learners to become proficient. Will there be funds for qualified support?"
- "Clarify what "transition" activities need to be provided for newly entering students."
- "Support for smaller schools with a small amount of qualified staff to implement and support the Priority 1 Key Performance indicators. Smaller schools with enrollment under 300 students have smaller staffs and need support to complete all the tasks that need to be done to implement these Performance indicators."
- "What happens when students are not proficient as indicated in the plan? Will the BOE provide more funding and support for teachers to assist students who are not proficient?"
- "Smaller class sizes, support personnel on campus for reading and math pull out especially for the younger grades. Attendance is hard. We have no control if the parents will send their kids due to Covid or other illnesses. Low income schools have more going against them."
- "I think there needs to be reading specialists provided to each elementary school in order to help provide intensive reading intervention in order to help all students achieve proficiency in reading by third grade. Currently only one reading specialist is provided to each district."

- **Move away from a standardized test measure; Include student growth as an indicator beyond proficiency (530 references)**
 - “I would like to see more performance indicators other than the statewide assessment. It's hard to get an accurate picture of a child with just one data point for Language Arts. In the classroom, we use multiple assessments and measures to determine their grades.”
 - “Additional indicators beyond the standardized tests. Include things such as GLOs and Na Hopena A'o.”
 - “Please reduce the emphasis on state test performance and include items such as an organic, school based measurements, including observations and qualitative data.”
 - “I do not agree with the idea that proficiency is solely defined by statewide assessments. I understand that it's the easiest to analyze but for the students who struggle academically because of the style the standards are created they may not be measured accurately; it may not be a true reflection of their actual ability.”
 - “Measure student progress instead--Percent of students who moved from well below to approaching, approaching to proficient, proficient to exceeds (and percent who moved backward too).”
 - “While it is important for all students to be measured based on standard statewide assessments, using a proficiency measure for disaggregated sub groups like sped and EL shows a lack of understanding of how these students learn and acquire language. To show attainment of rigorous high-quality learning, a growth measure should be considered instead of a proficiency rating.”
 - “Please take into consideration you are making a plan for individual students. These goals and indicators are great as ideas, but are not realistic. We should be focusing more on student growth rather than proficiency ratings.”
 - “Teacher feedback, school-based growth monitoring systems, looked at in conjunction with the ACE scores/Panorama feedback of students. The SBAC is a once-a-year, one-shot test that is continuously rewritten to be as difficult to interpret as possible while still falling somewhat within the parameters of the CCSS.”
 - “Suggest including a KPI related to student growth/improvement over the school year for students who test below proficiency and exceeds proficiency.”

- **Use qualitative indicators for community and civic engagement (252 references)**
 - “You can add some qualitative indicators (not just based on standardized tests results) like how students engage with their community and society as a whole.”
 - “Measurements of performance for civic and community engagement should be based on the actual amount of attendance.”
 - “Perhaps, qualitative indicators pertinent to community and civic engagement and achievement should be added to get a better picture of holistic student performance.”

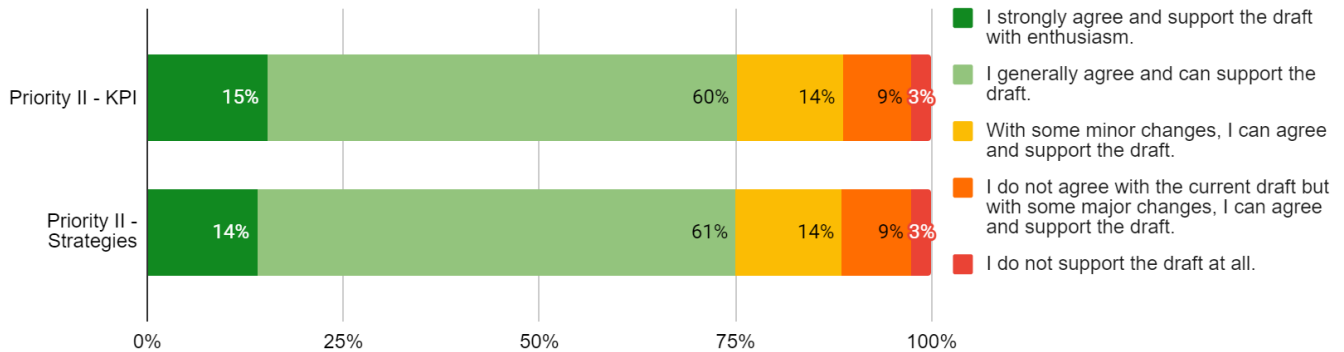
- **Suggest specific wording changes, with most frequent suggestion to remove the word “all” (177 references)**
 - “The use of the word "all" sets us up for failure. We strive for the best however there are factors out of our control.”
 - “Expecting "All students" sounds exactly like "No Child Left Behind" and "Race to the Top". Unrealistic and inappropriate. These board approved desired outcomes are setting our schools up to fail.”
 - “Changing "all students" to specific percentage of students to be proficient.”
 - “Change the language from "all" students to "most" students. Let's not engage in magical thinking.”
 - “Although teachers try their best and have high expectations, how can "ALL" student groups be proficient in reading, mathematics, etc.? Are there anything in real life, especially regarding human behavior/learning that is 100%? We need to be realistic. Let us have high goals, but not high enough that it is impossible.”
 - “I do not agree with the outcome that "ALL" students read proficiently by third grade and in mathematics by the end of eighth grade. This does not take into consideration EL, IEP, special education students.”

Section IV Feedback Results - Priority II: High-Quality Workforce

(Source: Implementation Plan Online Feedback Form)

Do you agree that the Priority II KPIs and Strategies, when implemented effectively, will represent the status, progress and result in having a high quality educator workforce in all schools?

(Total of 4,025 responses)



75% Generally agree/Strongly agree with the Priority II KPIs and Strategies

Which changes would be necessary for you to support the Priority II KPIs and/or Strategies?

(This question did not require an answer. Total of 1,575 responses)

Most frequently recurring themes with selected representative comments:

1. Include indicators and strategies for teacher retention, with most frequent strategy as higher compensation
2. Include strategies for recruiting and developing educators
3. Include more detail, including specific targets and sources of support
4. Stating "all" employees in the desired outcomes is unrealistic

➤ **Include indicators and strategies for teacher retention, with most frequent strategy as higher compensation** *(750 references)*

- "Add indicators for teacher retention, not just a snapshot of positions or classes "filled." Evidence shows that teachers' effectiveness increases with experience."
- "Include strategies for retaining qualified educators, rather than solely focusing on hiring and training. If the department emphasized retention, recruitment needs would be greatly reduced."
- "Higher teacher pay is #1. We will attract more talent if earning our teacher certification wasn't so expensive and if we got some kind of student loan exemption or higher pay."
- "Decreasing the obstacles and cost of getting teacher-certified while increasing pay, stipends, bonuses would increase the teaching pool."
- "The program incentivizes teachers to complete SATEPs but does not provide funding for those programs or adequate wages for new teachers to recruit and retain them during their first five years."
- "I actually generally agree with these goals, but the reality is that there is not a pool of qualified hires, so we need to support, train, and qualify who we have. For those teachers who are not highly qualified, there should be continuing support for them to make sure they know exactly what to do in order to become highly qualified, programs and financial waivers to do so especially in hard to fill positions, not only hard to fill locations."
- "By providing this fast track type of earning a teacher certification is not going to create qualified teachers. Work with existing teachers to see what their needs are so qualified teachers are not exiting."
- "The best strategy to recruit hard to staff roles or qualified teachers is to pay them significantly more. Many teachers quit because there is an overload of work and expectations but not enough money to survive in Hawaii."

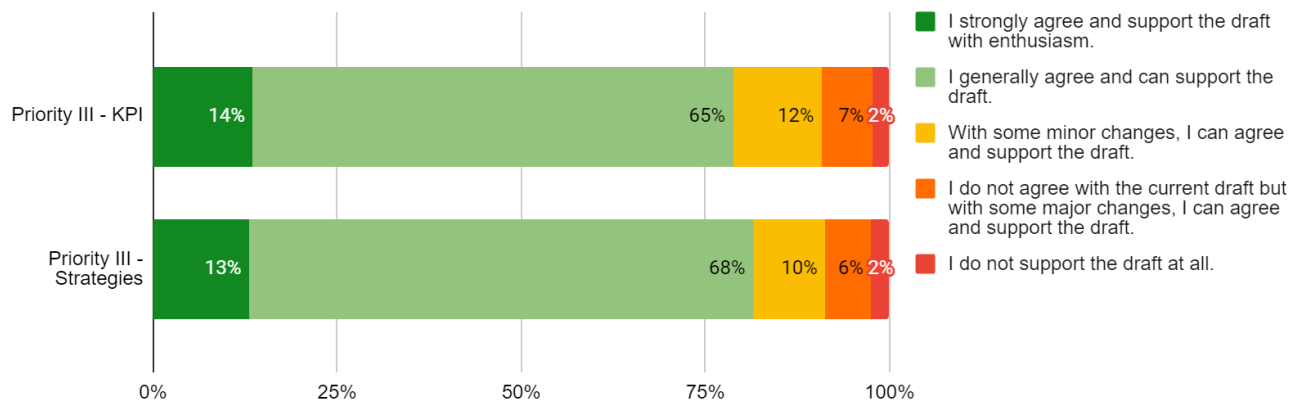
- “Mentor teachers for university teacher candidates are vital for training new teachers. As a mentor teacher I spend a lot of my time reviewing lessons plans and sharing instructional strategies with the candidates. The DOE needs to write a new agreement to compensate mentor teachers more.”
- **Include strategies for recruiting and developing educators (339 references)**
- “Staff already working for the DOE should have an opportunity to develop and have an opportunity to teach within the DOE system. I think having a passion for teaching and developing effective methods of both classroom control and teaching methods are most important.”
 - “Paid options and carved out time for teachers to become highly qualified. Teacher are paying out of pocket and spending limited free time to become certified. Adjust the language to give teacher more credit in what they have been providing students.”
 - “I have not seen PDs to support those teachers that are trying to work on their HQ status. The Praxis tests aren't easy, and I have never seen support for those that seek to better themselves by adding fields to their licensure and getting HQ's.”
 - “New teachers need more support. The in-state teacher preparation programs do not adequately prepare new teachers for the classroom. New teachers have a lot on their plate with training, mentoring, induction meetings, etc. It is so overwhelming for the new teachers and we need to support them more to stay in the profession.”
 - “The DOE needs a specific support department to support teachers who are not highly qualified by helping them to complete the rubric and working with them one on one to go through the steps in order to be highly qualified. With all the tasks teachers are asked to do, doing this in teacher's spare time is a lot to ask.”
 - “I would like to know the specific structure opportunities for teacher development. As of now, there are many PDs that teachers can sign up for themselves, but rarely is there one that we do as a whole school or district. I would like these opportunities made, especially as a new teacher, so that there is some cohesiveness with our vision and direction.”
 - “The recruitment process needs to be reassessed. Hiring educators means the state needs to acknowledge or state before they are hired whether or not the DOE accepts their degrees and teacher licenses. Especially if these degrees are obtained out of state.”
 - “There needs to be changes with Personnel Department and how positions are filled. When we have someone who could actually do the work which requires rare skills we cannot get qualified candidates' name on the list and it has not been filled due to problems with personnel department. The hiring process takes a long time that people often turn down the job after initially accepting.”
- **Include more detail, including specific targets and sources of support (112 references)**
- “I need to know what the actual percentage/expectation for the KPIs. I cannot confidently support this statement if I do not know the realistic expectations.”
 - “The change that would be necessary for me to support the Priority 2 Strategies would be a clear description as to what is "effective". How is effectiveness measured? What does effectiveness look like? What measurements will be taken for those who fall short of the measurements.”
 - “I would appreciate more explanation on the types of formal induction and mentoring program, what will the formal induction do to help provide teachers additional support in and outside of the classroom. Also what will happen if the teacher does not meet effective or higher.”
- **Stating “all” employees in the desired outcomes is unrealistic (49 references)**
- “The department of education needs to be realistic with their expectation to have qualified teachers, support staff, and administrators in all roles in all public schools. This is currently a crisis in the state due to many factors that we are all aware of.”
 - “As it is, many employers are struggling to find qualified employees for a variety of career fields in our society and it is no different for the DOE. Even hard to fill bonuses are no longer attracting people to some jobs, and at times, bonuses are even attracting the wrong types of people to education. As stated before, we want our students learning in a nurturing environment, so passion for the job must be evident.”

Section V Feedback Results - Priority III: Effective and Efficient Services

(Source: Online Implementation Plan Feedback Form)

Do you agree that the Priority III KPIs and Strategies, when implemented effectively, will represent the status, progress and result in effective and efficient operations at all levels?

(Total of 4,025 responses)



79% Generally agree/Strongly agree with the Priority III KPIs
81% Generally agree/Strongly agree with the Priority III Strategies

Which changes would be necessary for you to support the Priority III KPIs and/or Strategies?

(This question did not require an answer. Total of 1,126 responses)

Most frequently recurring themes with selected representative comments:

1. Include indicators to track the status of minor repair and maintenance projects
2. Include indicators to track the quality of communication, including communication plans with families
3. Include more detail

➤ Include indicators to track the status of minor repair and maintenance projects (450 references)

- "Add indicators for status of minor repair and maintenance projects."
- "Indicators for minor repair and maintenance should be included to ensure that minor repairs & maintenance are completed before they turn into major ones."
- "Timely resolution for school repair needs an actual timeframe."
- "The process to get facilities repaired takes so long. Often times, person sent doesn't know what to do or how to fix it thereby prolonging the process for repairs even further."
- "I agree with all of these but TIMELY is missing.....waiting for years to have repairs / improvements done because of red tape is ridiculous. Also ALL schools need to have a comprehensive facilities assessment that is shared with all stakeholders. There are MANY needs in schools not located on Oahu. Those of us on the outer islands do not feel like we are a priority."
- "It takes DAGS months to fix a problem. It took years to get AC units. Our play equipment has been off limits for years. Getting bids from outside contractors who don't do quality work, takes weeks/months longer than expected is also a problem."
- "Enforcement and follow up that repairs and maintenance is being done. Our buildings are loaded with termites for years, plumbing issues, peeling paint, mold, and overall building/roofing decay."
- "We need a better, modernized, more efficient system for the maintenance and repair of schools one way or another."
- "We currently do not have a way to measure deferred maintenance or safe facilities. Department has not developed a process to assess assets for deferred maintenance and safety."

- **Include indicators to track the quality of communication, including communication plans with families (345 references)**
 - “Add indicators for quality of communication plans with families, not just the existence of communication channels.”
 - “As a teacher, I am evaluated based on effective communication with parents and families, not just the existence of communication channels. So this implementation plan should focus on the quality of communication.”
 - “I actually mostly agree with these, but in the area I teach, parent communication is difficult when their contact info is not updated (email, phone number, etc.). So while it will be great to ensure that on our side we have ways for parents to reach us, communication must be two ways.”
 - “Remove the "two-way communication" and "school messenger" parts of "Percent of schools that have at least three communication mechanisms for families with at least one via two-way communication... electronic communication system for families/parents (e.g., School Messenger)". I think email and phone calls serve the purpose of traditional 2-way communication, I do not believe a School instant-Messenger is necessary for parent to staff communication.”
 - “I believe that there needs to be more clarification for inclusive practices for families that are unable to have electronic based devices to communicate with the school/teachers/necessary staff. Coming from a school where parents can lose online access due to financial reasons, it needs to be clarified that any sort of communication is sufficient and works based on what is available and capable for students’ families.”

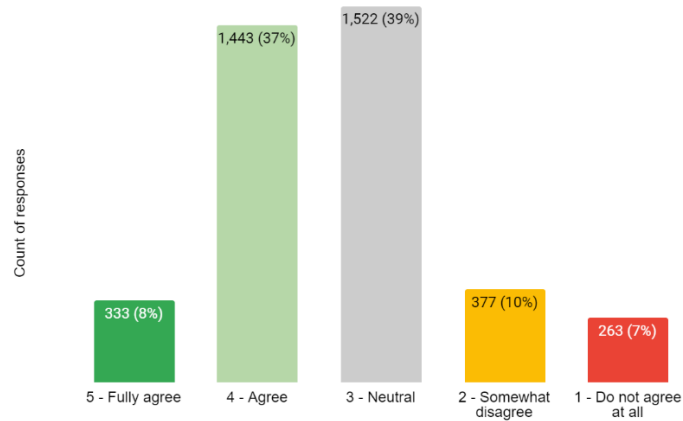
- **Include more detail (177 references)**
 - “More clarity on the indicators - what is TBD in indicator 17? How does having information accessible to families increase engagement in planning and decision-making processes?”
 - “3.1-Maintenance indicator needs to be more detailed. 3.2- Needs to be more clear and detailed. 3.3- Sounds more like it discusses communication rather than talking about actually engaging parents in planning and decision making process.”
 - “Both "clean" and "attractive" are terms listed in the KPIs, but there is no clear way to measure this. There is no accountability built in here, as I see it.”
 - “Creating a more defined KPI for Goal 3.2 since it is a little broad.”
 - “3.2.3 & 3.2.4 needs more explanation on how to measure effective practices and procedures. We might want to look into timeliness of meeting deliverable dates, rate of user participation (time or logins), and rate of inquiries that question data/information accuracy or consistency across multiple reporting.”
 - “All of these processes are ideal goals, but they do not address the problems we have with the process of repairs, the timetables of repairs, and the inequity between schools. A detailed strategized plan should be made. These overarching goals are too broad and do not address the outcomes that we really need.”

Section VI Feedback Results - Levels of Support for the Draft Implementation Plan

(Source: Online Implementation Plan Feedback Form)

Overall to what extent do you agree that the draft plan will achieve the Board of Education Strategic Plan vision of “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”?

(This question did not require an answer. Total of 3,938 responses)



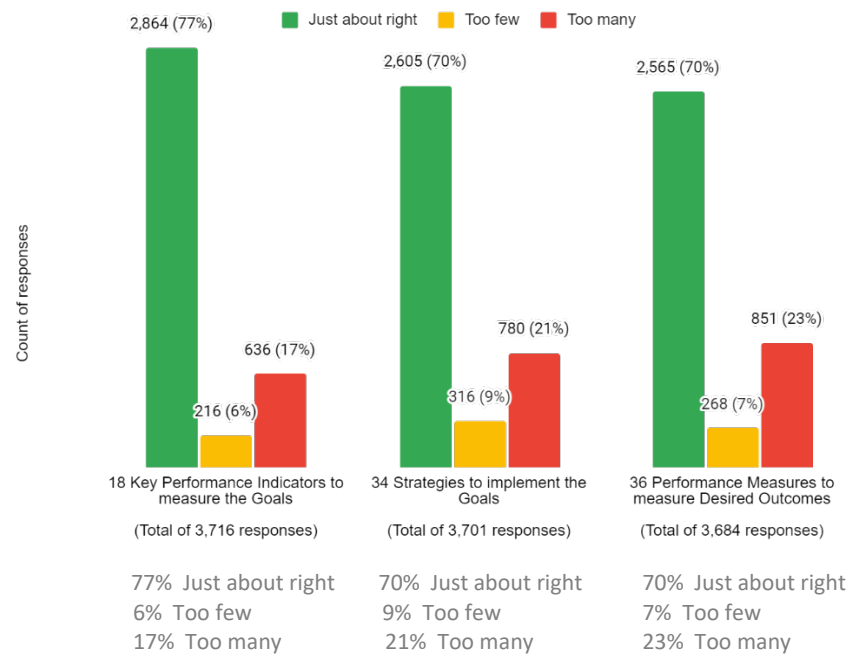
45% Agree/Fully agree
16% Somewhat disagree/Do not agree at all

Section VII Feedback Results - Quantity of KPIs, Strategies and Performance Measures

(Source: Online Implementation Plan Feedback Form)

To what extent do you think the number of KPIs, Strategies, and Performance Measures are the right amount for statewide implementation, reporting and accountability?

(This question did not require an answer.)



77% Just about right
6% Too few
17% Too many

70% Just about right
9% Too few
21% Too many

70% Just about right
7% Too few
23% Too many

Section VIII Feedback Results - Top Actions and Additional Feedback

(Source: Online Implementation Plan Feedback Form)

What do you think are the Department's top 1-3 actions that are necessary to support the implementation plan (KPIs, strategies and performance measures)?

(This question did not require an answer. Total of 2,667 responses)

Most frequently recurring themes with selected representative comments:

1. Focus on employee retention, with most frequent strategy as higher compensation
 2. Allow for training, preparation time, collaboration time and professional development for all employees
 3. More support and resources are needed to achieve goals
 4. Ensure clear communication and consistency throughout the implementation of the strategic plan
 5. Prioritize consistent student attendance
 6. Prioritize safe facilities and timely repairs
 7. Focus on fundamental reading and math proficiency.
 8. Improve family and community engagement to support the goals.
 9. Ensure administrator support and accountability
 10. Focus on the implementation of Nā Hopena A'o
- **Focus on employee retention, with most frequent strategy as higher compensation (993 references)**
- “Focus on teacher retention by offering increased opportunities for compensation, teacher directed preparation time and staff collaboration to achieve goals. “
 - “I believe first priority should focus on school staff. Teachers and support staff need to feel supported and have an incentive to stay in education if we are to teach students effectively. Some of the major reasons teachers are leaving the profession in Hawaii are low pay, lack of administrative action, and a lack of support accompanied with a massive workload.”
 - “Provide proper/competitive compensation and training for newly hired and veteran teachers and support staff to become effective toward meeting Strategic Plan Goals.”
 - “Pay teachers higher salaries to retain them because you are asking a lot from teachers who are extremely burnt out & overwhelmed. For so long much has been added to teachers plates without any support or appropriate resources & training.”
 - “In order to effectively implement this plan, I believe that all staff will either make or break this plan. If you have high quality educators and support staff you will be successful at implementing Priority I, and if other high quality staff such as custodial workers, cafeteria workers, grounds keepers, etc. are supporting each school, priority III will be a success. People are your greatest asset to effectively implement this plan.”
 - “First of all, the Department needs to start caring about all employees, not just teachers and principals. The Department needs to make all school level staff a priority and give them the recognition they deserve.”
 - “Work on the leadership pipeline and incentives to promote interest in administration. Work with the community to increase interest in careers in education (support staff) and strengthen systems to support staff development.”
 - “Increase the number of support staff positions at the school level to do all of the things needed.”
- **Allow for training, preparation time, collaboration time and professional development for all Department employees (448 references)**
- “Provide support for teachers, provide dedicated staff, and training opportunities.”
 - “Allow schools to use curriculum that works for their students. There should not be a "one size fits all" attitude to educate our students. If data shows the tools teachers are using works to meet the standards and students are having success, teachers should be allowed to use material that works with their students.”
 - “Mandate teacher training and implementation of teaching based on the science of reading/learning.
 - “Professional Development/training for all staff in each priority.”
 - “Provide structured and differentiated training opportunities that align with statewide, complex area and/or school strategic priorities.”

- “Teacher training needs to be provided to ensure that students are receiving quality instruction. (Training on curriculum or instructional strategies).”
 - “Provide support (ex. funding for additional training, extra teachers, and programs) for schools that struggle to meet the goals of the plan.”
 - “I believe the Department needs to provide adequate funding, training, and personnel support to push through these ideas. Smaller schools that do not qualify for Title I should be considered for additional funding if WSF will not cover costs to implement the initiatives since they are barely making budget now. Proper support needs to be given to teachers and staff since many are overwhelmed trying to help students be on grade level.”
- **More support and resources are needed to achieve goals (237 references)**
- “Support schools that are struggling academically and socially with support staff. (High EL community provide more funding to have more EL teachers. More social/emotional concerns, allow school to have more counselors.)”
 - “Supporting all educators with the appropriate and essential resources and making them feel valued.
 - “Provide resources and incentives for those who are entering the education field. Make it more enticing. Because all the public sees are teachers who are burnt out and leaving the field instead. Instead of only supporting incoming teachers, have mentors for those who reach their 10 year mark, 20 years, and so on. Retain and support those who are here.”
 - “Providing sufficient resources and funds to support teachers, staff, and students.”
 - “I think it is necessary for the Department to give schools the resources they need to ensure effective and efficient operations at all levels.”
 - “Funding and expertise provided for differentiated and effective professional development at all levels. There needs to be the capacity (knowledge, commitment, and resources) to implement before we will be able to make the plan a reality.”
- **Ensure clear communication and consistency throughout the implementation of the strategic plan (221 references)**
- “In terms of actually implementing whenever a plan is finalized, the department needs to provide some common foundations and understandings throughout HIDOE. There is room for some local control and tailoring to the function of an office, but so many times my colleagues and I have been asked to realign our work to a new plan and we just look at each other wondering what parts of that new plan actually mean, and then just keep doing what we do anyway.”
 - “Ensuring that consistent communication and collaboration with state teacher prep programs is occurring and programs are aligned to the implementation plan so teachers entering the HIDOE have background in these strategies and measure. “
 - “Better communication between DOE and teachers.”
 - “Define clearly which level in the tri-level system (school, complex area, state) is responsible/measured for each KPI and related measures.”
 - “Improved communication between state level offices so things are not down in silos.”
 - “Knowledge of the plan by all stakeholders and input as to specific strategies and performance measures that can be implemented with fidelity.”
 - “Keeping families and staff supported and engaged through open communication and transparency.”
- **Prioritize consistent student attendance (105 references)**
- “I feel the children public schools lost a great deal of education during covid and really nothing has been done to get them back on track.”
 - “Reach out to parents about the importance of school and coming on time. It is out of the control of the school to have students attend regularly. We can influence them but the parents are the one who have control whether or not the child comes to school.”

- “Support students’ attendance by working with families and collaborating with community and government partners.”
 - “With regards to student attendance, that should not affect the effectiveness of the teacher or school because it is not in our control if and when students are brought to school.”
 - “Provide free breakfast and lunch programs at all schools. This will support goal one. Healthy and happy students that are well fed are more likely to engage in school activities.”
- **Prioritize safe facilities and timely repairs (79 references)**
- “The main issue would be that everything is fair to ALL school in the state - not just on O’ahu or where the majority of the population is. Small country schools don’t seem to get a fair shake especially when it comes to facilities and how quickly things get done.”
 - “Prioritize healthy and clean environments for students and staff to be in so we can focus on learning and teaching”
 - “Right now, I am most concerned about our vulnerability in an active shooter situation. All the classrooms in our building have only one door through which to enter and exit. In the event of an active shooter, we have no way out once he/she enters. Timely vulnerability assessments are needed so these problems can be addressed for the safety of all.”
- **Focus on fundamental reading and math proficiency (57 references)**
- “There should be a heavy emphasis on language and literacy skills and not a heavy focus on social emotional learning. Language is the foundation for effective communication and therefore, the means by which students will be able to understand and express their emotions.”
 - “We need a large emphasis on these two very basic yet highly important fundamental skills. Continued and increased support to strengthen these two areas is vital.”
- **Improve family and community engagement to support the goals (56 references)**
- “Increase collaboration with students and families to be responsive to need and build true belonging--the Panorama reveals huge gaps in belonging and we need ALL to feel involved and included in the school community to make it a true community.”
 - “I think the department needs to work on actions that engage and empower the families and communities they serve. Without supporting the community to access education, it is harder to get students to place value in their own education and perform well in school.”
- **Ensure administrator support and accountability (53 references)**
- “Without leadership and support, morale and trust will go down and that will affect the educators, which will affect student learning.”
 - “The accountability for student learning and growth seems to be placed on classroom teachers and schools, but rarely on the complex and state level. It would be encouraging to see complex and state level staff held accountable for their actions and for students achievement as well.”
 - “I think the most important is to look at CAS and school administrators, are they good leaders? Moral is reflected on their leadership and there are a lot of horrible administrators out there. How are they going to be evaluated.”
- **Focus on the implementation of Nā Hopena A’o (42 references)**
- “Nā Hopena A’o because this is so foundational to strengthening BREATH for haumāna and school staff. It’s building relationships with school staff, ‘ohana, and community.”
 - “Establishing a Nā Hopena A’o lead for each district. Someone to help schools integrate Nā Hopena A’o to their current management systems.”
 - “Nā Hopena A’o training for all teachers in staff meetings.”

Any additional feedback about the draft plan.

(This question did not require an answer. Total of 1,389 responses)

General feedback with selected representative comments:

- “Survey questions 2, 4, and 6 include the term “when implemented effectively.” This phrase is a giant assumption that renders critical feedback practically meaningless. There is not enough evidence to indicate effective implementation of the plan.”
- “Regarding survey question #9, the number of items is irrelevant. Only the quality and extent of strategies, measures, and indicators matter. Evaluation of the performance measures is not even included in this survey.”
- “Making the DOE offices/website/administrations more efficient. There are so many things that are done that require people right now, that could be automated, including payments for cafeteria meals.”
- “Goals and strategies are not rooted in the reality of current budgetary conditions. Goals seems to be developed from the top down without any real input or consideration from the everyday of experience of students and teachers in the classroom on a daily basis that would allow a realistic road map or scaffold to reach the stated goals.”
- “As the plan gets underway, how will progress be assessed so that the correct interventions and changes can be made at the right level? How does the DOE plan to lift up exemplary schools or teams, and what incentives are available to recognize excellence? It is conspicuous that the legislature and the local non-profit sector are not mentioned at all in the 12 page executive summary.”
- “I did not see much information about security on campus. Where are the targets and supports for our custodial staff, for our security?”
- “Please consider that you have an incredible high number of schools without access to a qualified school librarian in a functioning library that provides programming and services aligned to the 2018 School Library Standards”
- “Thank you for soliciting my feedback. The plan is already loosely aligned to our current academic plans at the schools. With the full adoption and approval of this plan, I believe it will not be too much of a shift to align it with our schools ac/fin plans, WASC, etc.”
- “Complex area and schools can do a temperature check on the progress of the enabling activities at Complex Meetings with Principals. Based on principal feedback from each school on areas of struggle, individualized support (differentiate for schools) can be provided for school leadership on next steps (but not on ELA or math) since schools always have PDs on ELA and Math during embedded days as well as PC days. Maybe have more support on other types of areas. In school Academic Plans sometimes there are many Interim Measures of Progress (last column listed). It is okay to have that long list written as is, but out of that list, school's should identify by highlighting 1-2 measures of progress to better track the data of that particular enabling activity to see whether it is being implemented effectively.”
- “Our chronic absenteeism rate also needs improvement which is tied to our Panorama Engagement Score as well as family/community support on coming to school. Complex can get schools to share how other schools get their students to come daily and how they get their students engaged (not only refer to the Panorama playbook). E.g., engagement through career pathways, real world projects, or mentoring by older students.”
- “If the DOE plans to use Na Hopena A'o as a guide towards Goal 1.2 All students learn in a safe, nurturing, and culturally responsive environment, then we need additional training and support. I went through the Teacher Leader Academy and they had a very informative session towards understanding the story of the Na Hopena A'o statements and I thought this would be good for schools to hear as well. Can there be someone at the state level in charge of leading schools through this initiative? To provide resources and assessments that track our progress.”
- “Although I agree as a Kindergarten teacher that it is very important to collect baseline data for every student entering kindergarten, it is unrealistic to think that a kindergarten teacher can assess every one of their students within the first month of school on their own. Many schools do their own incoming Kindergarten assessments over the summer to assist with creating groups that are more balanced. The testing is done one on one with a Kindergarten teacher or Student Service Coordinator providing an uninterrupted & non-distracting environment. Kindergarten teachers are in a different category compared to their colleagues. We

spend the first month of school building relationships with our students, gaining their trust & their parent's trust, and helping students transition from home to school or from preschool to Kindergarten. We also focus on routines, schedules, and readiness skills as many of our students come unprepared to learn.”

- “For Desired Outcomes, will kinder assessment for social, emotional and academic readiness be identified as to what model is used? Will it be universal in nature across the state? Will support in terms of curriculum be provided for social and emotional readiness so that teachers will have materials to use? For Reading proficiency, will milestones be identified for each grade K, 1, and 2 so that expectations aren't dumped on 3rd grade where everyone has their part to shoot for? Same goes for math for each grades up to and including grade 8? As students transition from one school to another and across district, will there be a plan that goes with them so the receiving school can continue to support the students with limited background or fractured circumstances? Are the critical points identified as only between elementary to middle and middle to high school?”
- “All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Allow practices that WORK, whether they are yet proven via peer reviewed papers or not. I'm talking specifically about a method for non-speakers (most with autism) to communicate, called Spelling to Communicate.”
- “To support Goal 1.1, there needs to be a way to answer the pressing discipline issues that are pervasive in our schools. It is very difficult to learn when there is persistent and habitual behavior from the same small amount of students that disrupts the learning of others. Every school should have a dedicated in-school suspension program where chronically disruptive students can have academic and social skills explicitly taught. Currently, particularly in small and rural schools, there is no additional staff to provide these services, so the students are either simply kicked out of class (thus learning nothing but work avoidance strategies) or they remain in class, and the students who WANT to learn cannot. Teachers are spending at least a quarter of their instructional time managing student behavior instead of teaching students.”
- “I love the idea of all of the PD that will be offered but what we have found is that on the days that the PD is offered there aren't enough subs available so that the teacher can attend the PD. Then someone else in the school such as a non-classroom teacher has to cover the class and can't do their own job. Also, as a result of covid, we are in need for more Rtl in mental health and academics. There aren't enough qualified people to run our systems efficiently and effectively. Same goes for Principals.”
- “Regarding Support Staff: I agree to those strategies. However, at certain points in time, what if funding is not available for the career ladder advancement? (Maybe have a reasonable cut off point-which you probably already figured out). Another way to do this is if funding is not available is to provide funding for a designated person that needs to be an admin paired with the SPED GLC or use an existing position like a vice principal to be the a paired lead with the SPED GLC of all EAs to have consistent ongoing meetings, pds, and check ins for support and to also do projects that will provide more sense of a real world purpose in addition to fulfilling classroom responsibilities. When projects have an impact on the larger community outside of just 1 class, it increases purpose and engagement, which sometimes outweighs pay.”