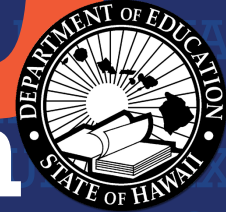


2030 Promise Plan



ACTION OPPORTUNITIES TO REALIZE
FIVE PROMISES TO STUDENTS

Phase I Community Input Report • September 2019



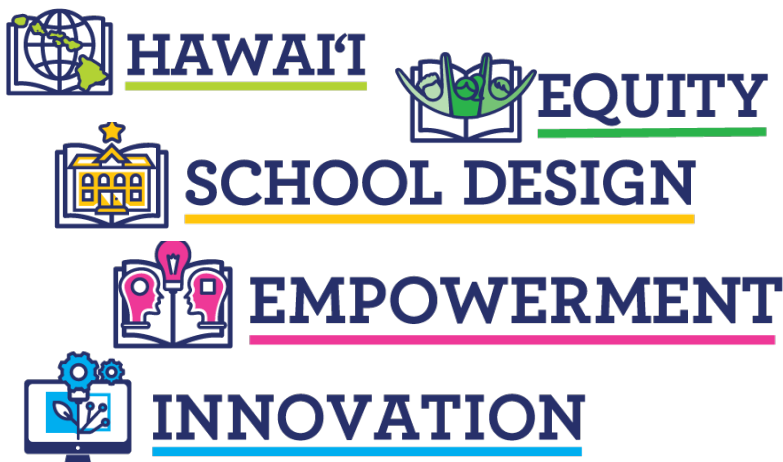
About the Plan

The 2030 Promise Plan is shaped by the ideas, experiences, and expertise of nearly 2,800 Hawai'i stakeholders who responded to the call for equity, excellence and innovation in our public schools. Feedback gathered during Board of Education (BOE) meetings and community meetings over the past two years is also reflected.

This plan frames our collective work in public education over the next decade by clarifying key concepts, defining priorities, and identifying action opportunities surfaced by our schools and communities toward the realization of five promises to students. It builds upon our past accomplishments and affirms some key targets, while also exploring new ways to pursue and assess what we truly value in a Pre-K-12 educational experience.

This plan does not prescribe a specific path to follow. We live in a moment of history when many arenas of society are ripe for reinvention, from housing and transportation; to the economy and climate change; to education and democracy. If the last decade has taught us anything, it is that the pace of change is quickening. In our time, perhaps the most important characteristics of a plan (especially one spanning 10 years) are that it be adaptable and that it engages the creativity and initiative of everyone working toward its aspirations. It must support our schools that already are leading hubs of innovation, while seeding the conditions to ensure all schools join them.

In Hawai'i, we have many assets to help us navigate the coming decade: Our diversity, our heritage, and Hawai'i itself. All are sources of wisdom we can draw upon. We will also need the imagination and initiative of students, schools, and communities to tackle the challenges and take advantage of the opportunities ahead. Indeed, it will take the energy and enthusiasm of every stakeholder in education if we are to prepare all students for college, career and community — so that all communities can contribute to a thriving, sustainable Hawai'i.



Organization & themes

Participants were asked to categorize their ideas and action opportunities under five promise themes. Each promise garnered hundreds of ideas and actions; no promise was neglected or minimized by participants. However, some promises proved easier to ideate than others. More specific actions were identified with “Hawai’i,” “Equity,” and “Innovation” than with “Empowerment” and “School Design.” These latter concepts will become better known and understood as the Hawai’i DOE (HIDOE) continues its internal leadership learning process, which empowers principals to lead community-based conversations about how their schools contribute to a statewide portfolio of innovative educational models and labs.

There was one overarching theme running through the comments that was difficult to capture as an action item: The need for a culture shift in education. This shift was described partly as a shift toward empowerment of people and schools. Phrases used to describe this aspect of the shift included: current system does not allow for flexibility “change the mindset...on compliance” “less compliance for teachers.” Comments also emphasized a growth mindset for students and adults, and more choice for teachers, schools, students and families. One group concluded that these kinds of changes are necessary to build an “ecosystem of innovation.”

A second element of the culture shift was the importance of community. Participants aspired to have schools that were caring communities, grounded in aloha. Community was also described repeatedly as an underused resource for schools – holding learning opportunities, expertise, and assets necessary to deliver in multiple promise areas.

Strategic planning history

The first joint Strategic Plan of the HIDOE and Board of Education (BOE), implemented in 2012, focused on equity and excellence for all students and established avenues to engage all school communities in the education of our children.

The 2017-2020 Strategic Plan continued that focus, empowering a tri-level system of support to enable schools, complex areas, and state offices to better meet the educational needs of our unique learners and communities across the state. It serves as a guide to implement the federal Every Student Succeeds Act (ESSA), which granted greater flexibility to states in setting education agendas.



Our Anchors

Three essential touchstones helped to organize the ideas and sentiments of the thousands who participated in the planning process. These core concepts also serve as dependable anchors for our work, even as specific action opportunities may change over time.

Our Vision & Mission

We envision a Hawai'i where students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

The mission of the Hawai'i State Department of Education is to serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.

Our Five Student Promises

The five promises to students — Hawai'i, Equity, School Design, Empowerment, and Innovation — are not new concepts. Each promise addresses the qualities we know we want all students to experience in our public education system. They reflect themes that have been captured during prior strategic planning efforts, have arisen during HĀ implementation, and are routinely voiced by our educators, families, students, volunteers and community leaders. The promises were crafted with these voices in mind and guided by the following questions:

What do we value in a PK-12 educational experience?

Many will agree that what we value most in the school experience, which informs our understanding of student success, is not fully captured by quantitative measures.

How do we measure what we really value? We must take on the challenge of incorporating qualitative measures if we value students developing metacognition and empathy, and engaging in research and contributing to a knowledge base.

How do we support each child to experience success?

Learning structured around exploration, creativity, discovery and

The 2030 Promise Plan, when approved by the BOE, will build upon the work of the last two years, continuing the use of three high-impact strategies to strengthen the public education system:

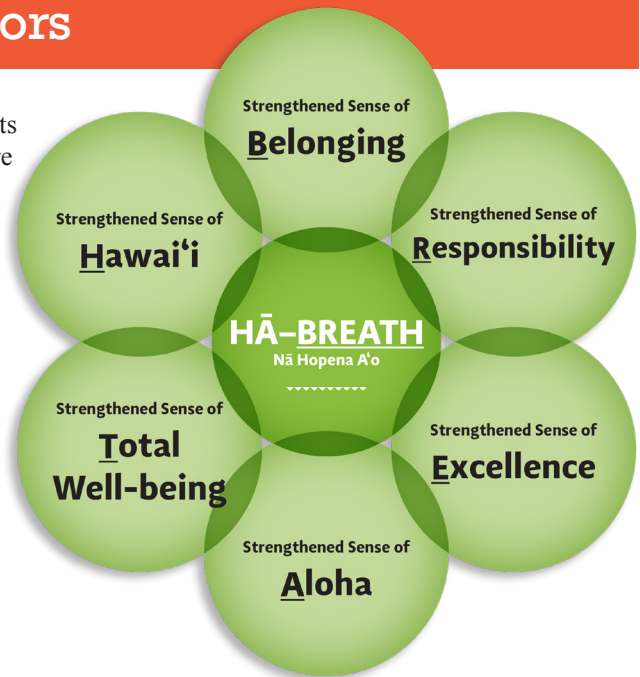
School Design: The purposeful design of schools to ensure that all students are highly engaged in a rigorous, creative and innovative academic curriculum, in their learning environment and in powerful applied learning practices aligned to college and careers.

Teacher Collaboration: Teachers continuously team to evaluate practice, design learning collaboratives, discuss student progress, identify

community opportunities, and mitigate challenges through change processes focused on highly effective student-centered practices that improve the school and raise student achievement.

Student Voice: Students' perspectives and aspirations are highly valued in the classroom, school, and community, and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders' decisions are informed by student input.

The 2030 Promise Plan seeks to build upon the gains we have made, innovate to solve persistent challenges, and bring collective vision and purpose to public education as a change agent for Hawai'i.



design is different from mandated content coverage and demonstration of isolated, discrete skills. More children are reached, engaged and supported by the former; it inspires lifelong learning.

Nā Hopena A'o (HĀ)

Hawai'i is the foundation of our learning and wisdom. By cultivating a relationship with place, we can help students develop a strong sense of their own place in the world. Connection to Hawai'i can also help students develop Belonging, Responsibility, Excellence, Aloha, and Total Well-being — the BREATH, or HĀ, that can be drawn on for strength and purpose throughout their lives.

Nā Hopena A'o (HĀ), the Hawai'i State Department of Education's framework of outcomes, adopted in 2015, serves as the third anchor for this plan. The vast majority of ideas and comments received through the planning process referenced the importance of Hawai'i and the unique heritage, culture, values, and wisdom of this place.



Why Promises?

Goals are designed to measure progress toward a vision, setting specific targets to aim for. The advantage of goals is that they are measurable, and it is easy to know when they have been achieved. However, they can also focus us on what is easily measurable, obscuring results that are important but more difficult to quantify. Goals can also feel impersonal if they are about aggregate targets that do not reflect individual aspirations. Sometimes, we can get too narrowly focused on a goal, missing the big picture.

Promises help to address some of the shortcomings of goals. They are personal by nature. They are enduring commitments, inhabiting the present and the future, to provide students with experiences that help them grow – experiences that define an excellent education. They can help us organize and guide individual behavior, while also setting expectations that drive collective accountability. They can be difficult to measure, challenging us to develop new ways of assessing progress; but like goals, they can translate a broad vision into specific arenas of focus and energy.

Further, promises provide context for outcomes that can be reached in a variety of ways. As schools and complexes are charged with greater responsibility and decision-making, the Promise Plan provides the framework through which their actions are guided, so that improved student outcomes are consistently achieved across multiple diverse communities. Promises can also guide foundational relationships, particularly those of kumu and haumana in a discovery-based teaching and learning process.

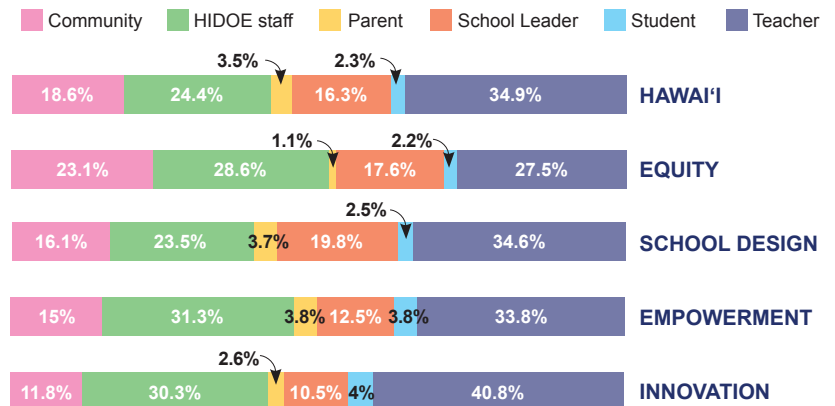
Our system has an abundance of measurable goals. Many of these remain important indicators of success. Thinking forward to the next decade, we also want to be guided by promises we make to our students. Promises and goals go hand in hand, balancing the quantitative and qualitative, the aggregate and the personal. Together, they ensure that we are providing an excellent education to all students of Hawai'i.



Phase I Input Process

The HIDOE invited people to contribute to a draft of the 2030 Promise Plan by holding community conversations about how to deliver on our five promises to students. HIDOE staff created a toolkit for community conversations to enable stakeholders across the state to provide input into the plan from May 6 to August 1, 2019. HIDOE staff coded input using software designed to help identify common themes and frequently mentioned ideas from the large number of narrative responses.

83 SESSIONS **414** GROUPS **2,782** PARTICIPANTS





HAWAI'I

Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution.

Our islands are home to people and places that offer rich learning opportunities for students — this view of the “Hawai'i” promise was commonly expressed. In particular, participants pointed to people and organizations already working as stewards of the ‘āina as potential partners to schools, offering ‘āina- or place-based applied learning opportunities. Other suggestions focused on public-private partnerships to take school beyond the classroom and make learning benefit both students and the community.

There was repeated emphasis on the importance of teaching Native Hawaiian culture and language as a way to access and understand the learning opportunities offered by place. At the same time, ideas related to the

Hawai'i promise also emphasized a desire to honor our cultural diversity. A pervasive sentiment was that our cultural diversity was a critical asset for education. As one group noted, “Students [should] have a multidisciplinary understanding of the diverse cultures in Hawaii and develop a sense of self, identity, and purpose while respecting differences in others.”

Action opportunities will need to be tailored to fit the unique place-based assets of different communities. For example, one group highlighted the need to “provide ‘learning journeys’ for teachers that will teach them how to take the classroom outdoors and into the community and how to bring the community into our classrooms.”

Action Opportunities

PHASE I FEEDBACK

Partner with organizations that are stewards of the ‘āina to provide students with place-based learning experiences.

Partner with kupuna and other culturally-knowledgeable community members to develop curriculum, serve as guest speakers, and identify projects that students can work on in school and in the community.

Expand curriculum for Hawaiian language, culture, and history instruction.

Embrace multilingual and multicultural approaches to culture-based curriculum, recognizing that language is an important way to access and understand the unique learning opportunities offered by Hawai'i.

Consider alternative assessments that embrace HĀ and demonstrate student knowledge and gifts in various ways.

Incorporate non-traditional classroom design: Hawaiian and ‘āina-based structures, flexible learning spaces with movable furniture, innovation spaces that support group projects and learning, spaces designed to meet the requirements of academy models.

BOE/COMMUNITY MEETINGS

Infuse HĀ-based orientation into induction of all new employees, and embed into the design of HIDOE's Leadership Institute.

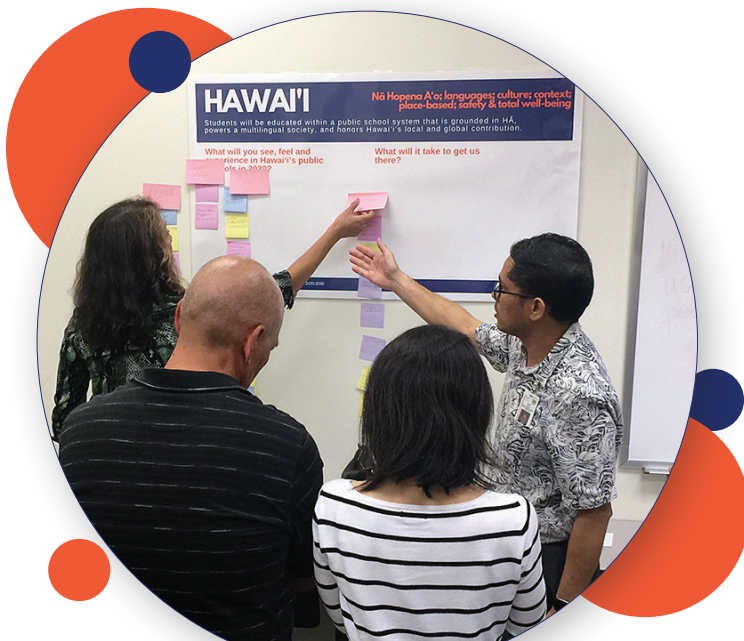
Ensure HĀ and the spirit of voyaging is at the heart of teaching and learning.

Utilize the ‘āina — it is our classroom.

Provide every student with multi-language learning experiences.

Ensure responsibility within the tri-level leadership design (autonomy & accountability)

Promote excellence in HIDOE organizational design: finance, information technology, facilities, risk management.





EQUITY

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

The dominant feedback related to Equity was a desire for schooling to be personalized and for schools to be welcoming, inclusive, nurturing places for all students. Participants stressed that equity is not sameness — rather it embodies the spirit and practice of inclusion and differentiates education in ways that help each student to identify and grow their unique gifts.

Recognizing and cultivating the unique gifts of each student was emphasized in several comments: “Create a gifts-based system where all pathways are respected equally: college, vocational,

and more.” “Enrich, empower and celebrate students who speak more than one language.” Allow students to “express their gifts and talents in unique ways; appreciate non-standard representations of learning/mastery.” “Chang[e] the conversation regarding ‘close the achievement gap.’ Instead, focus on identifying needs to support for potential.”

Comments like these stressed a desire to move from standardized and categorized approaches to differentiated and personalized ones.

Action Opportunities

PHASE I FEEDBACK

Increase the presence of community members and kupuna on school campuses to serve as teachers and models in creating a climate of inclusivity, respect, and aloha.

Build relationships with parents through various means, such as workshops with a focus on social-emotional learning (SEL) at home or on supporting special-needs students

Conduct training for teachers and administrators in effective parent communication and engagement.

Create peer-mediation or peer-counseling programs at schools.

Encourage all high school students to develop post-high school plans and provide resources to support these efforts in schools.

Conduct professional development on differentiated instruction, trauma-informed care/schooling, and SEL for faculty and administrators.

Establish competency- or mastery-based assessments, credits, and diplomas to allow students to demonstrate their knowledge and gifts in a variety of ways.

Develop curriculum and assessments which draw upon local and national best practices for SEL skills, whole-child, and mental well-being.

Provide affordable access to preschool to ensure all children across the state are ready for kindergarten.

BOE/COMMUNITY MEETINGS

Establish a set of effective models for inclusion that includes co-teaching and others to improve the academic success of students receiving special education services, along with the appropriate funding structure.

Create an asset-based approach to language acquisition to encourage biliteracy to address English Learner needs and world language development opportunities.

Continue to implement other **strategies identified by state Special Education and English Learner task forces**.

Build integrated Support Services Continuum to reduce the achievement gap for Special Education and English Learner students.

Continue to **implement Title IX Facilities Plan**.

Provide every entering Kindergarten student with access to a low-cost or free quality school readiness experience, with at least half having direct access to a formal Pre-K program.

Ensure there is a certified or alternatively well-prepared teacher in every classroom using an effective recruitment and retention design for hard-to-fill locations.





SCHOOL DESIGN

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

School Design is the purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum; in their learning environment; and in powerful applied learning practices aligned to college and careers. In SY 2018-19, 40 percent of our schools completed their School Design profiles; this partial portfolio can be explored online at bit.ly/SD-portfolio.

With a portfolio of School Designs, Hawai'i will have clear pathways for students, families, business and industry, community groups, nonprofit agencies and others to engage with and support their public schools.

Community ideas and action items on the School Design prom-

ise varied more than other promise areas, spanning physical design and school facilities, academic pathways, and 'āina-based learning. In general, comments extended the concept of "school" beyond the classroom — to school gardens, 'āina-based partners, and maker spaces. There was considerable overlap between items under School Design and other promise themes. As with Innovation, ideas under School Design emphasized the need for a greater variety of educational environments — on-campus and off-campus, small learning communities, career academies, virtual/e-schools, and more. Ideas also overlapped with the Empowerment promise, stressing the need for teachers, students, and community to be involved in school design planning and decision-making.

Action Opportunities

PHASE I FEEDBACK

Partner with institutions of higher education to create early college pathways for K-12 students including more virtual learning opportunities.

Partner with community organizations to create place-based learning opportunities beyond the school/classroom.

Partner with industry to create internships, apprenticeships, and other learn-by-doing opportunities with companies and community organizations.

Engage the full range of stakeholders, including students, families, faculty, staff, and community partners, in school design.

Create opportunities to work with students to help them develop employable skills, apply academic skills to real-world projects, and exhibit their work to the community.

Conduct professional development in problem-solving methodologies such as Design Thinking for faculty and administrators.

Give stakeholders a greater voice in shaping curriculum, including allowing for teacher-developed curriculum rather than standardized curriculum.

Establish feedback loops for continuous improvement — from students to teachers, teachers to principals, and principals to system leaders.

Allow for redevelopment of under-used campuses for uses that benefit students (teacher or kupuna housing; office/incubator/co-work space for industry partners).

Create more spaces on campuses that can be reconfigured for multiple purposes, i.e., open spaces with modular setup.

Create more school gardens, particularly to incorporate multicultural approaches to food and agriculture, science, health/wellness, and culture-/aina-based learning.

BOE/COMMUNITY MEETINGS

Produce a diverse portfolio of school models that represent industry innovations.

Allow every PK-8 student to experience math learning through a mastery-based curriculum plan, which may include an embedded, multidisciplinary approach.

Provide every high school student with access to six college credits, an applied learning work-based experience, and quality college and career counseling.

Incorporate recommendations of Facilities Master Plan at all campuses.

Reframe the teacher pay structure to recruitment and retention goals and school design needs.





EMPOWERMENT

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

Comments and ideas under Empowerment emphasized voice and choice for families and students. This included choice of schools, courses of study, curriculum, and learning environments. One oft-cited approach was to increase the variety of academic paths and options, such as more academies, learning centers, magnet schools, and e-school options, or to allow students to earn credits online, at home, or at school. As in other promise areas, revamping assessment to allow for a variety of ways to demonstrate mastery was expressed. Incorporating student and parent voice at school, system, and policy levels is valued.

There was a general recognition that existing mechanisms for student voice should be reconsidered, such as the need to “re-imagine student government” and “redesign senior year so they can be in community leadership roles more.” Participants also acknowledged that schools, students, and families would need to build capacity for effective collaboration.

Finally, there was agreement, as reflected in the following quote: “If we are going to advocate for students, then student voice must be at the forefront. We need to consistently seek input from students.”

Action Opportunities

PHASE I FEEDBACK

Provide more opportunities for students to engage in civic discourse that impacts students, schools, and communities; conduct related professional development for educators.

Share school data with students and families and teach them how to use it in decision-making for schools.

Provide opportunities for students to develop their own education goals by planning in early grades and helping them revise throughout their K-12 career.

Increase options for students to design a self-directed course of study, particularly in high school.

Rethink the role of School Community Councils (SCC) in school decision-making as well as SCC membership composition to ensure adequate role group representation.

Systematically gather student feedback on curriculum choices each year and incorporate into curriculum and school design decisions.

Rethink ways to increase choice by reframing the Geographic Exceptions policy.

Increase parent/family access by engaging through a variety of modes (e.g., paper, electronic, forums, surveys) and translating into multiple languages.

BOE/COMMUNITY MEETINGS

Implement more broadly a leadership development structure for at-risk students.

Utilize a Special Education funding structure to create greater flexibility at school level within scope of federal requirements.

Offer micro-credentialing for advanced and individualized learning growth.

Promote quality, cohesive and innovative decision-making with a final design of the tri-level empowerment system that clarifies supports.

Advance design work around a teacher leadership structure.





INNOVATION

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

Innovation refers to an important shift in mindset toward trying new ideas, replacing dated practices, and driving toward better solutions. In a work and learning environment that embraces innovation, we are open to learning from one another ways to elevate our collective work, push our capacity, and improve student learning. Ideas in Innovation clustered around partnerships with business, industry, nonprofits, research labs, colleges and universities to create relevant, cutting-edge learning experiences for students. Such partnerships can yield internships, student projects, or new curriculum linked to real-world, real-time problems and solutions.

An overarching emphasis was placed on developing the skills and mindsets needed to fuel innovation. Schools need to have access to great technology, and teachers' ability to use technology needs to be bolstered through training and professional development. Growth mindset needs to be fostered in schools and throughout the system. Also noted were the ways that high-stakes assessments can stifle creativity and innovation among teachers and students. These comments point to a need to build a more supportive "ecosystem of innovation" in schools and across the school system.



Action Opportunities

PHASE I FEEDBACK

Engage community/business leaders as guest speakers and lecturers to share the outlook and needs for their fields in schools.

Establish extracurricular activities to support innovative enterprises such as makerspaces and entrepreneurship led by business and community leaders.

Develop internship or apprenticeship opportunities with local businesses for students to gain real-world experience.

Develop externships for faculty and administrators in companies/industries that equip them to create career-relevant, project-based, or internship-based learning for students.

Develop career academies in schools in partnership with industry leaders, particularly in industries that offer living wage career opportunities.

Develop classroom curriculum, including real-time, project-based learning opportunities, in partnership with industry leaders.

Develop mentoring programs that pair students with business/industry leaders.

Streamline the process to allow students to work with community/businesses, particularly liability waivers and enabling industry leaders to work on campuses.

Explore changing graduation requirements to include a service-learning or industry-based project requirement.

Provide schools with flexibility to use funds to upgrade facilities or acquire new technology.

Explore modifying the bell schedule to allow for more flexibility, such as the creation of longer periods for project-based, interdisciplinary learning.

Create more makerspaces and 1-to-1 technology environments to ensure that students have access to conditions that support innovative learning.

BOE/COMMUNITY MEETINGS

Establish a HIDEOE Foundation.

Create an internship development program using salary savings and vacant positions.



Next Steps

With Phase I of community engagement around the five student promises completed, we are moving on to the evaluation and validation of action opportunities and providing an opportunity for community members to add their “stake in the ground” for how they will support schools to get there. This is to be gathered via online survey during Sept. 5 to Sept. 20, 2019. A link to the survey is available at HawaiiPublicSchools.org.

In addition, a HIDEO workgroup is convening to formulate additional benchmarks and metrics to be included in our state accountability system based on feedback provided during summer 2019.

Considerations for Benchmarks and Metrics

Many measures of success in the HIDEO’s accountability system, Strive HI, remain important for us to track. They have been collected over many years and provide a key yardstick of student, staff and system progress, enabling us to track improvements over time and benchmark our performance with other states. However, input from schools and communities also highlights that the quantitative measures of Strive HI are, by themselves, not enough, and that many of the things we value in education are not captured by these measures. (See below.)

We must develop new ways to assess our work that complement existing evaluation methods.

In fall 2019, decisions will be made around benchmarks and metrics that will include those sourced from non-traditional assessments, such as those cited during Phase I feedback. Other benchmarks and metrics to be considered include those belonging to categories such as community involvement, whole child supports, and professional development and training. Decisions will be reflected in a final draft to be released in late 2019.

Shift Sought in Assessment

Ideas and actions under the promise themes included calls to change how we assess performance and how we measure success:

“The high stakes summative once a year test for Language Arts, Math and Science are obsolete if we truly want to have a viable 21st and 22nd century learning experience for our students.”

“Authentic assessment, graded by teachers, should augment or replace testing company standardized tests providing more curricular flexibility and increasing the respect that is appropriate for our teachers.”

“Shift measurements from individual learner achievement to community outcomes, shift measurements from quantitative to a mixture to include qualitative measures.”

Other suggestions included portfolio-based assessment, measures of whole child development and social emotional learning outcomes, and competency or mastery-based assessments that enable students to earn credits and a diploma by showing what they know rather than based upon course-taking alone.



Supt. Christina M. Kishimoto and Deputy Supt. Phyllis Unebasami work with Waipahu High School students on their Tiny House Design Challenge at the State Capitol.

What is Your ‘Stake in the Ground’?

Our public schools are hubs of innovation. HIDEO graduates more than 10,000 students each year with increased college, career and community readiness. We have laid out five bold promises that aim to boost this progress while going beyond discrete targets to include experiences and outcomes that we value.

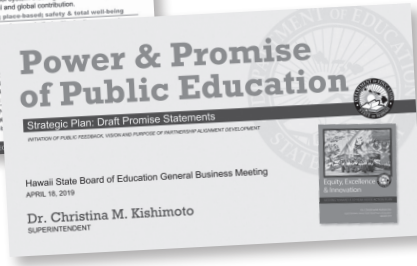
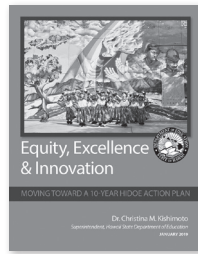
But we can only achieve this with all of our communities and stakeholders dipping oars and paddling together. The 2030 Promise Plan is an instrument to bring common vision and purpose around public education as a change agent for Hawai‘i.

All survey participants who are interested will be asked to provide their contact information, preferred region(s) of participation, and a selection from a menu of engagement options that are aligned to our promises. Select one that resonates with you, or as many as you like. Consider adding your company’s community outreach contact.

We often hear from the public, “How can I help the schools?” This is a great opportunity to learn how. Share with your favorite community groups and neighbors. We will build a database of community supports that will match directly with school needs in alignment with their school designs.



Timeline



We are here

First draft of Promise Plan released for Phase II feedback to evaluate and validate action opportunities, and collect 'stake in the ground' commitments to support action opportunities.

Winter 2019

Supt. Christina M. Kishimoto initiated the conversation around the Hawai'i DOE's next phase of strategic planning with a vision statement, "Equity, Excellence & Innovation."

Spring 2019

The five promises to students were announced at the April 18, 2019 BOE meeting. Phase I community feedback window around the promises was launched on May 6, 2019.

Summer 2019

Phase I feedback conducted with nearly 2,800 stakeholders; window closed August 1, 2019.

Fall 2019

Phase III feedback on benchmarks and metrics in October 2019. Final draft to be released in late 2019.

Winter 2020

2030 Promise Plan presented to Board of Education for approval.

Conclusion & Acknowledgments

The planning, data-gathering, and community engagement process behind the 2030 Promise Plan has been organized by the HDOE's Office of Strategy, Innovation and Performance. Mahalo to our partners Kamehameha Schools, Hawai'i Community Foundation, and the Charter School Commission for providing their unique and valued insight. Mahalo to Social Ventures LLC for drafting support and to key stakeholder groups who provided input in addition to helping spread the word about stakeholder engagement opportunities: Hawai'i Teacher Fellowship Group, Hui for Excellence in Education (HE'E), HawaiiKidsCAN, Parents for Public Schools Hawai'i, our schools and complex area and state teams.

With nearly 2,800 participants in this first round of community input on the next 10 years of public education in Hawai'i, there is encouraging interest in helping the system and schools create more fertile ground for equity, excellence, and innovation. We look forward to working with our stakeholders and all who are interested in Hawai'i's public schools on a final 2030 Promise Plan.

