Ho‘oha‘aheo
PUBLIC SCHOOL PROUD

Ideas That Transform
How to Get Involved

Donate supplies: Many Hawai‘i teachers have posted classroom and project needs to DonorsChoose.org and TeacherLists.com.

Donate money: The Hawai‘i Community Foundation (https://www.hawaiicommunityfoundation.org/) is a partner with the HIDOE and provides scholarships to students and grants for nonprofits supporting school communities and families.

Business engagement opportunities: The HIDOE is your talent pool! Open your doors to students and teachers who want to learn more about your operations and sought-after skill sets.

- Contact the Community Engagement Office at 808-305-0699.
- You can also contact school principals directly, or their Complex Area Superintendents (http://bit.ly/HIDOE-CAS) for regional collaborations.
- Join a career advisory council: The HIDOE’s Career Readiness Section (808-305-9705) can assist businesses and individuals interested in joining advisory councils at schools, as well as councils for each Career and Technical Education pathway, where members advise on standards and curriculum. Contact Troy Sueoka at troy.sueoka@k12.hi.us.
- You can learn more about what programs and project opportunities exist at schools by reviewing their school designs (http://bit.ly/HIDOE-SDs).

Join a School Community Council: This collaborative decision-making body comprised of teachers, parents, students and interested community members helps craft a school’s Academic and Financial plans, school designs and more (http://bit.ly/HIDOE-SCC). Similarly, you can join the governing board of a Charter School (https://www.charter-commission.hawaii.gov/governing-boards). Both mechanisms are also excellent doorways to mentoring opportunities.

HAWAI‘I STATE DEPARTMENT OF EDUCATION

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Complex Area Superintendents: Esther Kehanehalu, Hilo–Waikkea

ON THE COVER: Students from left to right: Levi Ganiron, Hero Henry, Elladine Sirivattha and Darlene Michubu
Teacher: Ken Kakesako
Principal: Katherine Balatico
Photographers: Eliot Honda, Eric Loo and Edgar Ambrosio
Location: Stevenson Middle School
WELCOME TO THE 2019-2020 SCHOOL YEAR!

This year, we will take our core work around equity and excellence to the next level, boosting our cycles of improvement through innovative approaches so we see better outcomes for every student in every school.

Our ability to achieve this as a system — in every school, for every child — hinges on working as a fluid, agile learning organization. Over the past couple of years, I’ve been gratified to see many of our schools and offices embracing our three strategies of School Design, Teacher Collaboration, and Student Voice:

- Empowering schools to meaningfully design around their communities,
- Unleashing the full potential of our educators through powerful collaborative structures and leadership opportunities, and,
- Listening to students and letting them choose what, where and how they learn.

Hawai‘i is not new to education innovation, and we are primed to lead it. In 1840, King Kamehameha III established Hawai‘i’s public education system, taught in the Hawaiian language, across the Islands. The Hawai‘i State Department of Education (HIDOE) is the oldest such educational system west of the Mississippi. As the only state with two official languages, we’ve done more than any other to expand language immersion learning and assessment, and we are in the vanguard of biliteracy expansion. Our HĀ outcomes capture the unique and enduring values of Hawai‘i’s host culture to be reflected in our students, our system, and our communities.

This long history and foundation infuses our ability to build greater educational equity, excellence and innovation. Our next phase of this work, the 2030 Promise Plan, will be completed this school year to begin implementation in 2020-21. To deliver on our promises to students over the next 10 years, we will build upon the gains we have made over the last several years and innovate to solve persistent challenges, so that students are ready for college, career and community. High-quality public education is the key to a thriving, sustainable Hawai‘i. This requires operational, policy, financial, and community partnership support — all of us, working together. The 2030 Promise Plan will be a tool by which we galvanize stakeholder vision and purpose around public education as a change agent for Hawai‘i.

During this school year, I encourage everyone to learn from our schools through their School Designs. As more of our schools complete this work, we will start to see greater accountability around the unique contributions that every community can make to realize the Hawai‘i we all want — highly educated, innovative, healthy, clean, sustainable, affordable, dynamic, and grounded in HĀ. Every community has a role to play, and every school is a portal to that future.

DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT. HAWAI‘I STATE DEPARTMENT OF EDUCATION

HIDOE is teaming with ‘Ōlelo Community Media on programming that examines each of the five student promises at the core of the 2030 Promise Plan, spotlighting great practices within the public education system to spark new ideas and grow success that reaches all schools and all students. Episodes will air each month starting September 2019. Follow us on social media for details or visit ‘Ōlelo at https://olelo.org.
Promise Plan Overview

The 2019-2020 school year is momentous, as we prepare to enter a new decade with an exciting vision. The HIDOE will complete a new phase of strategic planning centered on ambitious outcomes for all students — promises — to frame our academic design for the next decade.

By delivering on promises to students around Hawai‘i, Equity, School Design, Empowerment and Innovation, we will build upon the strong gains we’ve made in recent years, solve our persistent challenges, and bring together stakeholder vision and purpose around public education as a change agent for Hawai‘i. Our aim is a thriving, sustainable Hawai‘i grounded in the values of HĀ.

The 2030 Promise Plan provides the framework through which schools and complexes will direct their greater decision-making authority. Following stakeholder feedback gathered in summer 2019, and initial drafting of the plan and benchmarks in fall 2019 with another round of feedback, a final plan will be reviewed and approved by the Board of Education in early 2020, in time for implementation in the following school year.

With about 22,000 full-time employees and 180,000 students, many of whom are already engaged in cutting-edge educational practices, the HIDOE is a driving force for education innovation. We graduate more than 10,000 students each year with significant applied learning experience and life readiness — we are the chief source of talent in the state. We are about to celebrate 180 years of public education in Hawai‘i; the HIDOE is the oldest such system in the U.S. west of the Mississippi. This foundation, this strength, is our power.

Our promise lies in our potential to do even more, to prepare every student in our system with the skills and aptitudes for college, career and community life. That hinges on how we will enable schools to meaningfully design around their communities’ power to contribute to a healthy future, unleash the full potential of our educators through powerful collaborative structures and leadership opportunities, and listen to our students and let them choose what, where and how they learn within a rigorous, engaging learning construct.

Our haumāna are too important for small promises. We will deliver on equity, excellence and innovation throughout Hawai‘i’s public education system. Learn more about the next Strategic Plan on the HIDOE website: http://bit.ly/DOEBOEstratplan.

Portfolio of Schools

- 292 Public Schools
  - 174 Elementary Schools
  - 44 Combo Schools
  - 34 High Schools
  - 40 Middle Schools

- 256 HIDOE Schools
  - 23 Immersion Schools
  - 24 Pre-K Schools

- 36 Charter Schools

- 55 Military-Impacted Schools
  - 183 Schools in O‘ahu
  - 26 Schools in Maui
  - 20 Schools in Kaua‘i & Ni‘ihau
  - 1 School in Lāna‘i
  - 6 Schools in Moloka‘i

- 36 Charter Schools
  - 1 School in Lāna‘i
  - 56 Schools in Hawai‘i Island

- 9% Maui: 26 Schools
- 19% Hawai‘i Island: 56 Schools
- 63% O‘ahu: 183 Schools
- 7% Kaua‘i & Ni‘ihau: 20 Schools
- 2% Moloka‘i: 6 Schools

Special Promotional Section
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. NĀ HOPENA A‘O; LANGUAGES; CULTURE; CONTEXT; PLACE-BASED; SAFETY & TOTAL WELL-BEING

“...One of the beautiful things about living in Hawai‘i [is that] we are able to continue learning about our connections and what unites us...So much of being able to transform through HĀ is being able to experience a sense of place.” (HIDOE teacher)

“Things experienced at the HĀ Summit continue to help me grow and respect what was, what is, and what will be.” (HIDOE student)

TRANSFORMATION REQUIRES sacred space. This April marked the third annual HĀ Summit and the first to be located outside of O‘ahu. Held in Waimea on Moku O Keawe, the summit brought together students, educators, and community members from across Hawai‘i to strengthen their sense of HĀ — the Hawai‘i State Department of Education’s (HIDOE) set of inter-dependent K-12 learning outcomes grounded in Hawaiian values, language, culture and history. Through huaka‘i experiences and the sharing of mo‘olelo, the summit provided sacred space for participants to connect to each other, to the community, and to the ‘āina:

“The opening invocation named and addressed all of the important mountains and hills in the region. The huaka‘i allowed...
us to bond with a specific area, to learn about the flora and fauna and the ecology of that specific place and to experience and understand it more deeply through storytelling (mo’olelo), poems (mele), and planting trees (a ma ka hana ka ‘ike)...

Witnessing the green hills & mountains, touring the student garden on campus, hearing the songs, feeling the love for Waimea in every moment created a profound sense of place for me and perhaps more importantly, I came to appreciate the potential for HĀ in Hawai‘i and at home. I was moved by the idea that a new way can emerge from the wisdom of what is already present: our names, our stories, our ancestors, our places, our hopes.” (Community partner/summit participant).

A teacher at the HĀ Summit described the experience as “transformative.” A transformative and transformed system is the goal of HĀ; such a system provides flexibility, equity and choice in designing for learning environments where all learners thrive. Through practices such as mo’olelo, HĀ creates sacred space by offering intention and processes to make transformation possible.

**WHAT IS HĀ?**

In 2015, the Hawai‘i State Board of Education unanimously approved Na Hōpēna A‘o or HĀ, a set of interdependent learning outcomes for use throughout our K-12 public education system. The HĀ framework includes a sense of Belonging, Responsibility, Excellence, Aloha, Total Well-being and Hawai‘i. These outcomes support a holistic learning process that can guide learners and leaders in the entire school community.

HĀ reflects the uniqueness of Hawai‘i and is meaningful in all places of learning. As a broad set of learning outcomes, HĀ also reflects competencies that equate to college, career and community readiness. Through HĀ, the HIDOE strategically aligns practice and policy in collaboration with schools and communities.

**NĀ HOPENA A‘O (HĀ) AS ECOSYSTEM FOR DESIGN, COLLABORATION, AND VOICE**

Together, the six HĀ outcomes drive and support innovation in our educational system. Essentially, HĀ is design: specifically, the creation of learning spaces and experiences that transcend our current assumptions about teaching, learning and classrooms themselves. In Hawaiian, a‘o is both teaching and learning: A‘o aku, a‘o mai. When HĀ becomes the context for learning, hierarchies are flattened. Everyone becomes a learner, everyone a leader,

**‘AHA ‘ÒPIO O MOLOKA‘I**
The Moloka‘i Complex hosted its 3rd Annual ‘Aha ‘Òpio o Moloka‘i, an opportunity for keiki and kūpuna to exchange mo‘olelo about Moloka‘i’s wahi pana in order to strengthen students’ sense of HĀ. Video: https://vimeo.com/mauidistricttelevision/ahaopio
and the classroom itself extends beyond four walls.

HĀ is also about transforming the conditions for learning. Just as the root system of a thriving forest below the surface acts as an unseen but interconnected communication network to support the growth of all, HĀ creates the conditions for thriving classrooms, schools and communities in Hawai‘i.

In a healthy forest, ‘ōhi‘a, koa, ‘iliahi and lama trees connect through their root systems to balance each other’s nutrient needs. This metaphor of the forest—the canopy and under-story—conveys the essential interconnectedness between individuals and systems.

The intentional and purposeful design present in HĀ can both reveal and transform conditions for learning. With HĀ in place as the context—the sacred space—for Hawai‘i classrooms, the Office of Hawaiian Education (OHE) continues to develop the necessary tools and resources for learning and leading. As the sacred space has expanded in school and community environments, stakeholders have voiced a need for a framework of essential concepts allowing educators to ground teaching and learning to Hawai‘i. ‘Āina Aloha was developed to help lay the foundation for such Hawai‘i-based learning. With Hawai‘i as the foundation for learning through HĀ and ‘Āina Aloha, we hope to foster an abundant and thriving educational system where students are empowered through their kuleana for ‘āina and advocate for their communities and for Hawai‘i, our collective home.
Future Schools Now: Making Strides Toward Modern Learning Facilities

BY JOHN C.H. CHUNG, FACILITIES DEVELOPMENT BRANCH & NANE'A KALANI, COMMUNICATIONS BRANCH

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

ACCESS; PERSONALIZATION; COMMUNITY; CLOSING ACHIEVEMENT GAPS; QUALITY

School facilities play a critical role in our ongoing effort to provide campuses that promote and support world-class learning across Hawai‘i’s public school system.

Achieving this ambitious goal requires innovative solutions that address the need for fast-tracking immediate capital needs while strategically planning for future improvements.

To that end, the Hawai‘i State Department of Education (HIDOE) last fall initiated a three-part strategy to modernize and streamline our facilities program to better align our strategic focus on providing respectful learning environments with our core value of ensuring access to a quality public education for every student in every community.

We’ve named this initiative Future Schools Now to convey the urgency of modernizing every one of our public schools to foster innovation and 21st century learning.

The strategy involves streamlining how the Department contracts repair services to fast-track priority projects, increasing the community’s access to project details with an online database that provides real-time information, and implementing a data-driven analysis to guide planning for future school needs.
“This redesign effort provides our stakeholders and partners with information that allows them to be data-informed advocates for equitable funding and resources,” said Superintendent Dr. Christina Kishimoto.

Here’s a look at our progress with the three strategies.

**JOB ORDER CONTRACTING**

**UNDER FUTURE SCHOOLS NOW,** the Department is using a proven method called Job Order Contracting, or JOC, to expedite work on school roofs, the largest category on our repair and maintenance (R&M) backlog.

The method allows HIDOE to contract several vendors through competitive bidding for common projects over the life of a multiyear contract, rather than having to bid out individual jobs for routine repairs.

The Department began using JOC in January for school roof repairs and so far has completed 29 projects.

Just one example to highlight the difference between using JOC and the state’s traditional design-bid-build process: Castle High School’s auditorium roof was repaired in less than two months, from procurement through construction. By comparison, a roof repair at Radford High took six years. It was initiated in 2011 and finished in 2017 using the design-bid-build method.

This, Superintendent Kishimoto added, will be our new normal.

In the first six months of the year, we’ve procured more than $4 million in construction work under JOC. The aim is to eventually handle all roof repairs with this method, followed by heating, ventilation and air conditioning (HVAC) systems, and electrical upgrades in future rollouts.

**CAPITAL IMPROVEMENTS PROGRAM (CIP) PROJECT TRACKER**

The Office of School Facilities and Support Services created an online database that started off as an internal tool for our facilities team and Complex Area staff to track and monitor CIP projects from start to finish in real-time. The software can organize our repair and maintenance projects into categories, showing where our greatest needs are, and the data can be filtered by school, Complex Area, island and legislative district.

We’ve since expanded access of this database to lawmakers and we are working to expand access further to the school level and others sometime next school year.

With added transparency, we will be able to improve equitable access to quality learning spaces through data-informed decision making about project priorities.

**FACILITIES MASTER PLAN GUIDE**

A comprehensive facilities study being finalized will provide data to guide future facility improvements and maintenance projects.

The study will establish a facilities roadmap that is driven by data and stakeholder input. Many of our principals, students, teachers and Complex Area Superintendents participated in the multiyear effort to draft this study.

When integrated into our planning and budgeting process for capital projects, it will ensure the state gives equal weight to future improvements and immediate needs.


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**CARING FOR STUDENTS THE BARBERS POINT ELEMENTARY WAY**

Rosa Fanuaea’s three children, who each have serious medical needs, attend Barbers Point Elementary, where Rosa says the staff takes extra care to ensure her children are properly cared for while in school. Video: vimeo.com/hidoe/bpeway
Equitable Access to Quality Healthcare Available at Schools

BY COMPLEX AREA SUPERINTENDENT ANN MAHI, NĀNAKULI-WAI’ANAÉ COMPLEX AREA & DEREK INOSHITA, COMMUNICATIONS BRANCH

Nānākuli High and Intermediate School (NHIS) and the Wai'anae Coast Comprehensive Health Center (WCCHC) dedicated their new School-Based Health Center (SBHC) in September. The SBHC was created to address chronic absenteeism. Attendance is one of the most powerful predictors of student success. NHIS is the third school that has partnered with the WCCHC to open a SBHC. In 2016, SBHCs were established at Wai'anae Intermediate and Wai'anae High School. The SBHCs were established after convening a community group consisting of school leadership, families, staff and local organizations, who identified student health as one of the primary factors underlying chronic absenteeism. Parents suggested the creation of a health clinic on campus as one way to address this issue.

“Chronic absenteeism can impact a student’s ability to stay focused and graduate on time, which affects their college and career potential well into the future,” said Superintendent Kishimoto. “Nānākuli High’s new Health Center will help to diagnose health issues on site and reduce absences, keeping students on track toward academic success.”

The SBHCs offer students a full range of pediatric clinical services including diagnosis and treatment of illness and injuries, sports physicals, management of chronic diseases such as asthma and diabetes, and referrals for behavioral health services such as anxiety and depression. A federal grant provided initial funding for the SBHCs with an additional $86,000 in

What would a school of the future look like to you?

BY SAM SCHATZ, GRADE 7, NIU VALLEY MIDDLE SCHOOL

If I were designing a school for the future, I would make sure to get the opinions and perspectives of multiple kids; this way you have lots of ideas and you can be sure the school meets everyone’s needs. I would like to see more project-based learning and group work so that you can learn while you are also learning to interact with others. There should also be choice in terms of the projects we get to pick. Another idea I have is to include a variety of courses that go beyond just the core courses like mathematics and English language arts. For example, we might have courses in robotics, gardening, construction or video-game design!
Running an organization as complex as HI-DOE requires modern tools and processes, and we continue to push ahead with improvements to ensure that everyone in our schools and offices has access to efficient and effective systems to carry out our work. As part of our commitment to transparency, we are working to modernize our financial management system and creating new ways of visualizing financial data to increase understanding and engagement around our budget and expenditures from the system level down to the school level. Learn more about the Department’s budget and what it takes to run it here: bit.ly/DOEbudget.

Above, the blessing ceremony for Nānākuli’s SBHC.

grants from Kaiser Permanente. From August 1, 2016, to May 31, 2019, a total of 6,647 primary care service visits were made at the three locations for everything from coughs and abrasions to headaches and ankle injuries. Of these visits, 6,047 or 91 percent of cases were able to return to class immediately after treatment. From January 1, 2017, to May 31, 2019, SBHC clinic providers also made referrals for 1,944 behavioral health services visits.

“Many teens have not had a comprehensive physical exam or even been seen by a primary care provider in years,” said Dr. Vija Sehgal, chief quality officer and director of Pediatric Services at WCCHC. “Thanks to our partnership with the schools and support from Kaiser Permanente, these clinics located conveniently on their campus will help change that while also empowering teens to play an active role in their personal health and well-being.”
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.

**CORE VALUES: CURRICULUM: INFRASTRUCTURE: COLLEGE & CAREER: PARTNERS**

**School Design Journey**

*Over the past year administrators have been strengthening and developing School Design profiles to help them communicate their vision to students, parents, and the community. The profiles were designed to address:*

- What instructional practices increase student engagement and student success?
- What is the learning experience of our students?
- What are we doing to increase student voice opportunities?

Forty percent of the Hawai'i State Department of Education’s (HIDOE) schools completed their initial designs. The full portfolio of school designs, when completed, will make it possible to answer these questions:

- Families: Which schools are aligned to my child’s interests, talents, and aspirations?
- Community Groups, Volunteers: Which schools are aligned with the services I render?
- Business and Industry: How does the School Design embed opportunities for pathway exploration and experiences?
- Students: Which schools will be preparing me with the skills, aptitudes, pathways, and experiences to develop and pursue my passion, dreams, and aspirations?


A sample of school designs available on the HIDOE website.

*SCHOOL DESIGN PROCESS: ĀLIAMANU MIDDLE SCHOOL*

Principal Albert Hetrick describes where he and his staff at Āliamanu Middle School are in the School Design process. Video: [https://vimeo.com/hidoe/ams](https://vimeo.com/hidoe/ams)
State and district leaders are taking a holistic approach when it comes to School Design and figuring out how each school complements the offerings and needs of their communities so that schools are not operating in silos but rather in tandem with one another.

Complex area superintendents Bob Davis and Kathleen Dimino share their School Design journey and plans for how to move this work forward with their team of school leaders.

Leilehua-Mililani-Waialua

BY COMPLEX AREA SUPERINTENDENT BOB DAVIS

THE CONCEPT OF SCHOOL DESIGN was new to many of us, and we are still learning more about it. Doing so, however, has been an opportunity to revisit why we exist as school leaders. Focusing upon the elements of core beliefs, curriculum and learning, student products and voice, and infrastructure was necessary to bring the elements of learning together, and is invigorating to our field of principals. It was a mindset shift and the principals in the Complex Area took on this challenge ready to learn together.

Prior to the School Design rollout, we considered our schools to be comprehensive, meaning that schools would offer our students all programming possible. Now, with this new concept, while we still offer a wide variety of opportunities, we evaluate and highlight the ones that best serve the unique needs of our communities. We then are working to take it a step further and convey this message in a dynamic format to message to the community.

I knew that as we went on this journey together, we needed to have a common understanding and language to create a solid foundation for our work. Principals started to document their school designs using a digital portfolio and we incorporated this into their evaluations to ensure it was tied into standards and goals that we set for our school leaders.

Schools were then tasked with creating a School Design profile or one-pager as part of the next phase of this initiative. To facilitate this deliverable, we set up a recent professional development with industry experts. These individuals provided training to principals on marketing and branding as well as how to use technology to tell their stories through a variety of formats, including videos. Each principal was able to depict the unique characteristics of their school community and answered the call for innovation. Principal Brenda Vierra-Chun of Wheeler Middle School stated, “If our School Design profile floated away and someone picked it up, would that person be able to tell it was about our school? Would that profile be unique?”

This process has lead to discussions that have galvanized our school communities and they are reflecting on their role in terms of empowering communities. This is the essence of our School Design work as we have the opportunity and responsibility to embrace it. I am both humbled and inspired to work along with our principals in the Leilehua, Mililani and Waialua communities.
Baldwin-Kekaulike-Maui

BY COMPLEX AREA SUPERINTENDENT KATHLEEN DIMINO

We started our school design process two years ago by examining what we already had in place—what’s working for our school communities. We reviewed our complex plan and reflected on how it aligned to each school’s academic plan to ground our work. This provided the information we needed to design a framework that would be structured while empowering our schools to address the evolving needs of their students, staff, and families.

At the start of this past school year, each school formed a committee made up of administrators, teachers and student representatives to review their school’s programs. Their committees put pen to paper to document their school’s design. As an added support, the Complex Area hosted a series of professional development opportunities to help with the creation of School Design profiles. Topics ranged from project-based learning to Student Voice. This provided information and the groundwork needed to design BKM schools to meet the needs of our students for the years to come.

This past May, a group of teachers were asked, “What will you see, feel and experience in Hawai’i’s Public Schools in 2030?” One teacher responded via a feedback form: “Students collaborating with community members to solve local problems.” This was a good representative sample of similar feedback we received from other teachers and administrators. What was clear by the end of these discussions was the sense of urgency everyone felt in developing school designs that included strong core values around equity and emotional health.

The process of putting our school designs into a visual representation provided our leaders with a better understanding of how they are perceived by different role groups and the type of information and communication that is needed to build strong relationships.

In the next year, we will be working diligently to design our schools to meet the unique challenges presented to our 21st century learners. We are excited for the opportunity to be able to collaborate with all our stakeholders to develop truly innovative school designs that provide equitable learning opportunities for every child in our schools.

How would you redesign your school so that all the students have a voice?

By Alyssa Tagawa, Grade 5, Konawaena Elementary School

I would redesign my school by first having a school version of ‘open mic night.’ It would be in the cafeteria. The way it would work is that kids would stand on the stage and would say their problems into the mic. There would also be teachers that would listen to the child and try to resolve the problem. So the kid doesn’t feel embarrassed in front of their peers, the other kids would go into a different classroom and do some sort of activity. This event would probably take place on Saturday morning when most are free.

Another way I would redesign my school is by training the teachers to explain why they said no instead of a flat no. I have heard other people who have been told no and some even asked ‘why?’ This is how I would redesign the school.
My Voice, My Choice, My Future

BY PRINCIPAL KEITH HAYASHI, WAIPAHŪ HIGH SCHOOL

The transformational school design journey is exciting. It embraces the core beliefs and values of our organization, leverages our collective creativity, and inspires innovative ideas and possibilities that transform into real opportunities for the stakeholders in our system.

At Waipahū High, we embrace our student-centered motto, “My Voice, My Choice, My Future.” It’s essential to support innovative processes and practices that inspire and empower members to think creatively. It’s through our college- and career-focused Academies of Waipahū that we work collaboratively with each other and with our industry, post-secondary education, and community partners to provide an array of innovative opportunities for our students and staff.

Our school’s curriculum, student learning, and infrastructure are updated to support these opportunities. Disruption and disorder are natural outcomes of a collaborative process involving so many people; that should be embraced as a critical component for improvement. It’s also essential to maintain and nurture positive relationships that promote trust. Providing a continuous flow of up-to-date information is also important, to avoid counterproductive misinformation within the system. Collaboratively created visual structures that define and capture the School Design help provide a common reference for all stakeholders to reflect, learn, and support a collective understanding and organizational purpose.

School Design may be further enhanced when all schools within a K-12 complex define and align articulated efforts. It provides a focus for schools within the complex while still allowing for diversity in meeting the needs of its students and staff.

The process of School Design takes time, collective commitment, and energy. To move an organization forward, these are valuable and essential investments. As stakeholders are empowered to lead in innovative teams that embrace the core beliefs and values of the school and the larger community through School Design, our public education system will become an even greater change agent for Hawaiʻi.

HIDOE’s Office of Curriculum and Instructional Design developed a website with research-based and future-focused information on curriculum and instruction. The purpose of the site is to share resources on instruction, assessment and student learning; highlight local, national and global instructional design elements that supplement the 2030 Promise Plan; and support complex areas and schools as they construct their school design. Learn more here, http://learningdesign.hawaiipublicschools.org.
Kaua‘i Educators Team Up to Advance Student Voice

BY KRISTEN BRUMMEL, HOPE STREET GROUP & CHRISTINE STROBEL, COMMUNICATIONS BRANCH

It’s good timing for this work. Superintendent Christina Kishimoto has made student voice a foundational strategy for implementing equity and excellence in public education, and has called for student voice to inform a statewide SEL Framework. It’s ambitious work for a team of educators who have full-time jobs in the classroom, but as the adults closely connected with students on campus, they’re the right leaders of this work to answer ... Do students have the power to improve the culture of their schools?

FINDING ROOTS

THE FELLOWSHIP MEETS quarterly to share impactful classroom practices. At its third meeting this school year on January 31, they started with a review of place-based learning and Philosophy for Children (p4c) to help ground them in the SEL work.
They met at the Lawa‘i International Center near Kalāheo to hear about the history of the Lawa‘i Valley and spend time in its new Hall of Compassion, built in the style of a traditional 13th-century Japanese temple. At the turn of the century a replica of the pilgrimage of Shikoku was built there, with 88 Buddhist shrines, by Japanese immigrants who worked at the Kōloa Sugar Company. For years it was the epicenter of community celebrations, but as families moved away and sugar production declined, it fell into memory and was consumed by tropical growth.

A former teacher, Lynn Muramoto, made it her life’s work to restore the site. It’s now open two Sundays a month and hosts an annual Pilgrimage of Compassion.

Unearthing a place of peace... growing schools of compassion.

FINDING PHILOSOPHY

In the Hall of Compassion, fellows sat in a circle to learn about p4c from fellow teacher Laurelle Catbagan; she was trained in p4c through UH-Mānoa’s Uehiro Academy. It starts with an understanding of Intellectual Safety — no comments intended to negate, devalue, or ridicule. Teachers were prompted to consider a “good wondering” — makes you think deeply, has more than one answer, something everyone can talk about ... and interesting! The fellows chose to discuss: “Does everyone deserve compassion?”

Catbagan tossed a Community Ball to the teacher who crafted the question, granting him the right to speak. He then chose who spoke next and tossed the ball; it goes around the circle until all have contributed, while the teacher facilitates. (Anyone can pass.) At the end of the discussion, a reflection is conducted on how the group listened, focused, and participated. They analyze the quality of the thinking — was something new learned? did it get beneath the surface? Catbagan shared ways the activity can be differentiated for an elementary versus a high school classroom.

With the morning sessions providing context, the fellows reconvened at Kaua‘i High to get to the task at hand.

SETTING QUESTIONS

The fellowship refined questions, identified during their November convening, to determine if students are empowered to make positive culture change in their schools, gathering student and teacher perspectives. Student questions were adjusted for age groups to ensure adult guidance isn’t needed.

That spring, they conducted an islandwide online form survey with open-response fields, as well as at least one focus group each of students and teachers at each fellow’s school. (See table below for sample questions.)

The fellows met with Kaua‘i administrators at the end of the school year to reflect on results and discuss next steps.

<table>
<thead>
<tr>
<th>STUDENT VERSION</th>
<th>TEACHER VERSION</th>
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<tbody>
<tr>
<td>What are your ideas on how to make your schools a better (safer) place?</td>
<td>How can we involve students in changing the culture of our school, as it relates to ensuring a strengthened sense of well-being?</td>
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<tr>
<td>Are you able to share your thoughts, ideas, and feelings about your life, your school, your learning with your teacher? When and how are you able to do this?</td>
<td>In your role, what opportunities do you provide to students to share their thoughts, ideas, and feelings about their lives; their school; their learning; their classes (as it relates to a total sense of well-being)?</td>
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CREATIVE EXPRESSION AT MOLOKA‘I HIGH SCHOOL

The ability to think creatively, bring expressive ideas to life, and communicate imaginatively are skills that help students succeed far beyond art class. For the past 22 years, art & media teacher Perry Buchalter has been empowering students at Moloka‘i High School to discover and express their voices by establishing foundational techniques, and then giving students freedom to explore.

Video: https://vimeo.com/mauidistricttelevision/molokaise
ANY HAWAI’I RESIDENTS WONDER if neighborhood schools are meeting the true needs of today’s learners. Rather than thinking of Hawai’i’s school system as a contractor that spray paints the same hue on every campus, let’s consider a system of schools that each create their own unique color according to the strengths of its stakeholders and then shine together in a vibrant rainbow. After all, the innovative and complex world we live in is no longer sustained by a standard-issue eight-pack of Crayolas.

Because teachers are the ones trusted to effectively integrate solid instruction and emerging research to ensure students are college, career and community-ready graduates, schools need to rise to the immense challenge of widespread collaboration. Maximizing the benefits of technology, honoring diversity, strengthening the arts, as well as beefing up STEM, environmental and computer science instruction require more time.

Kristilyn Oda collaborates with teacher-leaders statewide to improve outcomes for students.
How do you use your student voice to make a difference in your school or community?

BY DANIELLA WHITE, GRADE 12, HAWAII STATE BOARD OF EDUCATION STUDENT REPRESENTATIVE, JAMES CAMPBELL HIGH SCHOOL

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

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

energy, talent and resources than ever before. There is a call to invest in professional learning that brings all parties to advance design thinking around local solutions that impact the greater population. By opening the doors so that a school’s students, families, staff and local partners contribute to discussions on major concerns and plans, a variety of perspectives can be valued and time allotted to listen with the intent to center the next steps wisely.

Enthusiastic educators are currently organizing professional learning experiences such as unconferences, cross-school visitations, and Elevating and Celebrating Effective Teaching and Teachers (ECET2) events. They are writing about practices to national audiences and hosting focus groups for input to the Superintendent’s office. Teachers are also engaging more readily on Twitter, creating content to inspire others with discussions about education issues in real-time. Statewide #808educate chats include a wide range of public, public charter and private school educators exploring social-emotional learning, digital literacy, equity, place/project-based learning and diversity through sharing curated links, connections and firsthand experiences.

As educators are empowered to lead, the experiences cultivate belonging and shared vision, a greater sense of interdependence, and prompts tremendous progress on collective goals. A strong learning environment is one that sets staff free to grow and apply their strengths in well-suited leadership roles that contribute to student success. A system of schools striving to create more opportunities for teachers to give their perspective to expand vision, make decisions for positive outcomes and share the responsibility to monitor the quality of instruction is one that sets up an imperative channel of communication that taps into highly relevant expertise. Schools moving forward with a core value of shared leadership strengthen the commitment to shape policy that is responsive to the needs of their students and communities.
Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

**APPLIED LEARNING; DESIGN THINKING; PROJECT-BASED LEARNING; CREATIVITY**

BY MATHIEU WILLIAMS, 2019 HAWAI‘I STATE TEACHER OF THE YEAR, KEALAKEHE INTERMEDIATE SCHOOL

**B EING THE LEAD LEARNER** within my classroom the last seven years has taught me the motivating responsibility I have to spark intentional learning experiences and collaborations necessary for my students’ learning outcomes to go from good to great. Through constant reflection, observations, mentorship, and failures, I have come to learn that my innovation process has come down to three simple, key ideas: experience place, find one more partner, and let students lead.

When we actively choose to find ways for our students to experience place, through ‘āina-based education, authentic learning unfolds beyond anything we could have planned. Recently, my students and I had the opportunity of piloting a Virtual Field Trip (VFT) using 360 video to help students learn the significance of Makalawena, a culturally significant beach area here in Kona. My students thoroughly enjoyed having the opportunity to intentionally explore an area that they considered being just for recreation but discovered a deeper understanding to this historic site. As my student Kaninau so wonderfully put it when referring to ‘āina-based education, “I just think it allows me to connect personally to my background and my history, which will allow me to succeed in my school work, at home, or even how I treat or act with others.”
Students of Kealakehe Intermediate’s media program and staff of Kamehameha Schools Virtual Field Trip project wrapping up their day of capturing video and hearing the mo’olelo from Aunty Ku‘ulei Keakealani at Makalawena on Hawai‘i island.

With the dynamic rate of information changing, it becomes impossible for educators to be the primary holder of knowledge, even within the area of their expertise. To stay relevant in our practices, mindsets, and knowledge, it becomes essential that we find one more partner as we learn with our students. It was Kamehameha Schools and Arizona State University (ASU) that provided the immersive VFT experience and Aunty Malani DeAguiar who taught my students the power of mo’olelo (story), which became the inspiration for them to use media to tell other mo’olelo. Learning partners, such as Kamehameha Schools and ASU are absolutely necessary for innovation to take place. These partners become our connectors of meaningful experiences and highlight what is and will be needed within the various global industries of our local communities.

Finally, and most importantly, innovation has a chance of existing and being successful when we actively choose to let students lead. The safe feeling we get when we take the lead and make learning linear is understandable. However, this approach fails to develop the type of creative and agile learner necessary for solving the global challenges facing our planet. If I hadn’t given my students the opportunity to choose where they would take their learning from the VFT, none of these outcomes (www.westhawaiistudents.org) would have ever happened. Our primary role as educators is to teach the process for learning how to learn, the mindsets (HĀ), and provide an active feedback and reflection loop for a quality product.

Kealakehe Intermediate media student Kody Mitchell, intentionally capturing moments and experiences at Pu‘u Wa‘awa’a for the 2019 HĀ Summit.

WORLD SURF LEAGUE ‘LEGACY’ PROJECT – FARRINGTON HIGH SCHOOL
Farrington High School’s Engineering Academy students unveiled their World Surf League (WSL) ‘legacy’ project to a group of lawmakers, HIDOE leaders, community partners and alumni. The mobile merchandise trailer, built from the ground up by more than 200 students, will be used by the WSL to sell t-shirts, stickers and other merchandise at surf meets. Video: https://vimeo.com/hidoe/fhswsl
An Innovative Twist on Academy Pathways

BY PRINCIPAL SHELDON OSHIO, WAIKELE ELEMENTARY SCHOOL & KRISLYN YANO, COMMUNICATIONS BRANCH

In March, Waikele Elementary School held its second annual academy pathway showcase, which proudly displayed the final projects of its academy pathway program. Final projects included architectural structures, engineered machines, bottle rockets, entrepreneurial brochures, paintings, knitted products, collages, self-portraits, and more.

Waikele Elementary is the only elementary school in Hawai‘i to fully integrate academy pathways into its school design. This design prepares students for college, careers and community with explorative learning experiences that spark and shape student passion.

The academy pathways include: arts and communication, health services, business, industrial and engineering technology, natural resources, and public and human services. Examples of the Waikele Elementary academy pathway classes include sewing, movie-making, nature art, basketball, nutrition, finance, STEM, coding, architecture, cooking, veterinary studies, and much more.

These learning experiences are made possible through the support and collaborative engagement of the Waikele and Waipahu communities. Community organizations like Waikele Center, Waikele Community Association, and the Waipahu Waikele Pet Hospital provide financial support to the program. To prepare students for their academy learning, an annual Career and College Fair takes place on campus, where parents, friends and community members are invited to share insight relating to various career pathways. Students from Waipahu Intermediate and Waipahu High also visit campus throughout the year to speak with students about future career academies and pathways.

Teachers help to develop academy class ideas based on their own personal passion.
More educators and administrators are making use of an innovative suite of data tools that allows for in-depth performance analysis of students, classrooms, schools and complex areas—known as the Longitudinal Data System, or LDS. Managed by the Data Governance & Analysis (DGA) Branch in the Office of Strategy, Innovation and Performance, the LDS gives users the ability to compile and view student performance data from multiple sources in a single place with an unprecedented level of customization and precision.

Student data, such as attendance, behavior, test scores and grades, among others, can be used to highlight strengths and areas in need of improvement in classrooms and schools. Deeper dives can also be made to compare and cross-reference data types to show predictive trends and patterns to better inform decisions.

LDS training begins with a simple conversation about the unique qualities of a school, its students and community. “In order to support our schools, we need to know what their needs are,” said Jan Fukada, DGA director. “Through conversations, we focus in on high and low performing areas and use the LDS to provide customized data analysis that can support schools’ decision-making and actions.”

DGA has been working with educators to increase data use and to continually improve the quality of data, dashboards and the overall user experience, which has led LDS usage to quadruple over the past four years. Requests for training is also on the rise with over 100 conducted in the spring semester of 2019 alone.

“Partnerships, relationships and support are crucial to positive outcomes in this process,” said Fukada. “Feedback from educators about their experiences is crucial to making the LDS even better moving forward. We want to thank all of our users so far and we look forward to working with more schools so quality data can help to support better decisions ahead.”

Looking forward, the Hawai‘i State Department of Education (HIDOE) is creating the Longitudinal Education Information (LEI) system, a single, shared repository of validated data that will include all information in the current LDS, to improve data standardization and efficiency. The LEI system will further improve HIDOE’s ability to use data for decision making, research, and to support future innovation and improvements at schools. Data is empowerment!
Honored educators from 2018-19 (L to R): Mathieu Williams, Hawaii TOY, and District TOYs; Sara King, Milken Educator Award; Lori Kwee, LifeChanger of the Year finalist; Principal Stacie Kunihiisa and Tokioka Excellence in School Leadership Award nominees; Raemie Pagaduan, Hawaii School Counselor of the Year; Principal Stacie Kunihiisa and National Distinguished Principal nominees; AP Meryl Matsu-mura, State Asst. Principal of the Year.