



## 2023-2029 Strategic Plan Phase II: Implementation Plan EXECUTIVE SUMMARY

The Hawai'i Board of Education (BOE) approved its six-year strategic plan for public education on February 2, 2023 and developed a draft Implementation Plan Template. The Board directed the Hawai'i State Department of Education (HIDOE) to develop an implementation plan for the strategic plan, and established the timeline for the Department's completion of the implementation plan.

Please review the following sections to provide feedback on components of the Department's Implementation Plan for the Board of Education's Strategic Plan:

- **Key Performance Indicators** to measure success and progress toward achieving each of the Board-approved Goals,
- **Strategies** to achieve the Board-approved Goals, and
- **Performance Measures** for the Board-approved Desired Outcomes.

Prompts for the feedback requested in the online form are provided throughout the draft plan components.

### FEEDBACK

#### We want to hear from you

Your feedback will inform revisions to the Implementation Plan draft that the Superintendent will present to the Board for discussion on April 20, 2023 and for approval on May 4, 2023. By March 31, 2023, please provide your feedback using the online form. Please refer to this document when providing feedback.

- BOE Strategic Plan: [bit.ly/HawaiiBOEStrategicPlan-2023](https://bit.ly/HawaiiBOEStrategicPlan-2023)
- Implementation Plan Template: [bit.ly/ImplementationPlanTemplate](https://bit.ly/ImplementationPlanTemplate)
- Draft Implementation Plan Executive Summary: [bit.ly/DraftExecSummary-2023](https://bit.ly/DraftExecSummary-2023)
- Overview Video: [vimeo.com/808072250](https://vimeo.com/808072250)
- Frequently Asked Questions: [bit.ly/StrategicPlan2023-FAQs](https://bit.ly/StrategicPlan2023-FAQs)
- Implementation Plan Feedback Form: [bit.ly/HIDOEfeedback](https://bit.ly/HIDOEfeedback)



## KEY IMPLEMENTATION PLAN COMPONENTS FOR REVIEW AND FEEDBACK

**Key Performance Indicators:** Key Performance Indicators (KPIs) measure progress toward Board-approved Goals. Each Strategic Plan KPI is a statewide measure that represents a key aspect of the goal though a single KPI does not reflect the full breadth of the goal that it measures. Each KPI should also have a quality consistent data source and may be measured quantitatively or qualitatively. Strategic Plan KPIs will: be reported statewide annually; have targets for improvement (annually and six year); be able to track progress as a state; and be reported at the school level for some of the measures.

**Strategies:** The strategies are the priority actions to achieve the Board-approved Strategic Plan Goals. The Implementation Plan strategies will be shared by schools statewide and supported by the Department of Education state and complex area offices, though there may be regional or school differences in how the strategies are implemented. Complex areas and schools will also have additional strategies that are appropriate for their community and school based on their school and community context, learning conditions and aspirations. The selected strategies should impact student learning directly or improve the conditions for learning to achieve the goals. The Implementation Plan strategies should provide a strong statewide foundation for all students to graduate prepared for a future in Hawai'i and to support Hawai'i's future.

**Performance Measures:** The performance measures are quantitative or qualitative information on public schools' progress and attainment of Board-approved Desired Outcomes.

## PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL

<b>Board-Approved Goal 1.1</b> <b>All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.</b>		
<b>Draft Key Performance Indicators:</b> <ol style="list-style-type: none"> <li><b>Language arts proficiency:</b> Percent of students proficient on statewide assessments.</li> <li><b>Mathematics proficiency:</b> Percent of students proficient on statewide assessments.</li> <li><b>Science proficiency:</b> Percent of students proficient on statewide assessments.</li> <li><b>Improvement in academic performance:</b> Change in percent of students proficient, comparing current year with pandemic-impacted year (2020-21).</li> <li><b>Equity in student learning:</b> Above measures will be disaggregated by student group (i.e., race/ethnicity, English Learners, students receiving special education services, socioeconomically disadvantaged students).</li> </ol>		
<i><b>Draft Strategies</b></i>	<i><b>Board-Approved Desired Outcomes</b></i>	<i><b>Draft Performance Measures</b></i>
Students grow academically when engaged in rich, rigorous and relevant learning. Schools use effective academic practices and data to differentiate teaching and learning.  1. Align standards-based curriculum, instruction and assessment within grade levels and between grade levels to support students' transitions between grade levels and schools.  2. Provide differentiated, evidence-based support to address students' learning	1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1. <b>Kindergarten readiness:</b> Percent of kindergarteners who were assessed for kindergarten readiness.
	1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	2. <b>Third-grade reading proficiency:</b> Percent of third-graders at or near third-grade reading proficiency (benchmark assessments).
	1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who	3. <b>Eighth-grade mathematics proficiency:</b> Percent of eighth-graders demonstrating

<p>needs, especially for vulnerable students, based on the regular assessment of student academic progress.</p> <p>3. Integrate evidence-based, explicit instruction in reading across the K-12 curriculum.</p> <p>4. Provide students with opportunities to apply their learning in a Hawai'i-based context (e.g., project-based, work-based, 'Aina Aloha, place-based learning).</p> <p>5. Connect students with opportunities beyond the K-12 school day to accelerate students' learning (e.g., early learning, summer, after-school programs).</p>	are not proficient receive necessary and timely support to become proficient.	proficiency in mathematics (benchmark assessments).
	1.1.4. All student groups perform well academically, irrespective of background and circumstances.	4. Same as Key Performance Indicators for Goal 1.1 (disaggregated academic proficiency data - statewide assessment).
	1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	<p>5. <b>Elementary:</b> Percent of elementary schools with transition activities for newly entering students.</p> <p>6. <b>Middle:</b></p> <ul style="list-style-type: none"> <li>i. Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.</li> <li>ii. Eighth grade math foundation: Passing eighth grade math or higher, with a grade of C or better.</li> </ul> <p>7. <b>High:</b> Percent of eighth grade students promoted to 10th grade on time.</p>

<b>Board-Approved Goal 1.2</b> <b>All students learn in a safe, nurturing, and culturally responsive environment.</b>		
<b>Draft Key Performance Indicators:</b> <p>6. <b>Students regularly attend school to engage in learning:</b> Percent of students attending 90% or more days of instruction (in attendance at least 162 days per year; absent 18 or fewer days per year).</p> <p>7. <b>Students maintaining positive behaviors:</b> Percent of students with no Class A and/or B student misconduct offenses.</p>		
<i><b>Draft Strategies</b></i>	<i><b>Board-Approved Desired Outcomes</b></i>	<i><b>Draft Performance Measures</b></i>
<p>Nā Hopena A'o (HĀ/BREATH) outcomes represent the Department's commitment to provide Hawai'i-based learning and leading experiences that focus on strengthening relationships of students, faculty and staff to family, community, and our island community of Hawai'i. The skills and dispositions of our students, faculty and staff will be in alignment with this belief if educational policies, practices, programs and projects are set on a foundation (conditions/context) of HĀ. When</p>	1.2.1. All students desire to and attend school regularly.	8. Same as Key Performance Indicator for Goal 1.2 (students regularly attend school to engage in learning).
	1.2.2. All students demonstrate positive behaviors at school.	9. Same as Key Performance Indicator for Goal 1.2 (students maintaining positive behaviors).
	1.2.3. All students experience a Nā Hopena A'o	10. TBD.

<p>HĀ conditions for learning are present, students are connected to school and able to engage in learning.</p> <ol style="list-style-type: none"> <li>1. Nurture conditions for learning that reflect HĀ and are culturally responsive.</li> <li>2. Provide evidence-based support to address students' social and emotional health, based on the regular assessment of students' social and emotional health. Provide support through direct services and partnerships, available statewide, to address mental and physical health needs.</li> <li>3. Support students' attendance by working with families and collaborating with community and government partners.</li> </ol>	environment.	
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<b>Board-Approved Goal 1.3</b> <b>All students graduate high school prepared for college and career success and community and civic engagement.</b>		
<b>Draft Key Performance Indicators:</b> <ol style="list-style-type: none"> <li>8. <b>On-time high school graduation:</b> Percent of students graduating with a high school diploma “on-time” (i.e., four-year adjusted cohort grad rate).</li> <li>9. <b>Extended high school completion:</b> Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma within five years of high school.</li> <li>10. <b>Postsecondary education and training immediately after high school:</b> Percent of graduates who enroll in a postsecondary educational institution by the following fall. Includes vocational or trade schools and two-year colleges, as well as colleges in Hawai'i and on the continent.</li> </ol>		
<b><i>Draft Strategies</i></b>	<b><i>Board-Approved Desired Outcomes</i></b>	<b><i>Draft Performance Measures</i></b>
<p>Students' K-12 experiences prepare them for success in contributing to the community, in supporting themselves and their family and in becoming lifelong learners.</p> <ol style="list-style-type: none"> <li>1. Provide K-12 students with scaffolded experiences for career exploration and development.</li> <li>2. Align high school framework (Vision of a High School Graduate, Personal Transition Plan, graduation requirements and distinctions) to prepare graduates for current and</li> </ol>	<p>1.3.1. All students throughout their K-12 experience, engage in a variety of career, community and civic opportunities.</p>	<p>11. <b>Career readiness:</b> TBD.</p> <p>12. <b>Work-based learning:</b> Number of high school students completing formal work-based learning experiences.</p> <p>13. <b>Civic and community engagement:</b> Count and percent of schools having at least three civic and community opportunities.</p>
	<p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and</p>	<p>14. <b>Advanced coursework:</b> Percent of graduates who successfully earn an industry-valued credential or complete advanced</p>

3. Equip students to responsibly engage in local and global issues.	advanced-level coursework aligned to career pathways.	coursework (e.g., Advanced Placement, International Baccalaureate, college-level courses).
	1.3.3. All students graduate high school with a personal plan for their future.	15. <b>Personal Transition Plan:</b> TBD.

Prompts for the feedback requested in the online form are provided throughout this document, after each set of goals and accompanying draft components.

**Feedback question #1:** Please review the Priority 1 Key Performance Indicators. Do you agree that the Key Performance Indicators will represent the status and progress of student learning statewide? If you think changes in the Priority 1 Key Performance Indicators are necessary, which changes would be necessary for you to support the Key Performance Indicators?

**Feedback question #2:** Please review the Priority 1 Strategies. Do you agree that the strategies, when implemented effectively and for all students, will result in high quality learning for all? If you think changes in the Priority 1 Strategies are necessary, which changes would be necessary for you to support the strategies?

## PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

<b>Board-Approved Goal 2.1</b> <b>All students are taught by effective teachers who are committed to quality teaching and learning for all.</b>		
<b>Draft Key Performance Indicator:</b>  <b>11. Classes taught by teachers prepared for assignment:</b> Percent of classes taught by teachers who have training specifically in the subject matter of the assignment (i.e., meet “Highly Qualified” requirements).		
<i><b>Draft Strategies</b></i>	<i><b>Board-Approved Desired Outcomes</b></i>	<i><b>Draft Performance Measures</b></i>
<p>Every student deserves effective and qualified teachers who are prepared and improving their effectiveness through ongoing support and professional learning opportunities.</p> <ol style="list-style-type: none"> <li>1. Provide structured opportunities for teacher development that align with statewide, complex area and/or school strategic priorities and are differentiated and designed for adult learning.</li> <li>2. Improve recruitment process to ensure fit between applicants and schools’ needs, and results in timely hiring.</li> <li>3. Differentiate support for key shortage areas to attract qualified hires for “in-demand” assignments.</li> <li>4. Partner with in-state teacher preparation programs to increase the number and readiness of teacher candidates who reflect the diversity of Hawai‘i’s students and for key shortage areas.</li> </ol>	2.1.1. All teacher positions are filled with qualified hires.	16. <b>School year begins with qualified staff:</b> Percent of classroom teacher positions filled during a predetermined point(s) in time with teachers who completed a State Approved Teacher Education Program (SATEP).
	2.1.2. All teachers are effective or receive the necessary support to become effective.	17. <b>Support for new teachers:</b> Percent of first- and second-year teachers participating in a formal induction and mentoring program.  18. <b>Teachers evaluated:</b> Count of teachers evaluated as effective or higher each year.

<b>Board-Approved Goal 2.2</b> <b>All schools are fully staffed by effective support staff who are committed to providing quality services to support students.</b>
<b>Draft Key Performance Indicator:</b>  <b>12. Support staff positions are filled by qualified hires:</b> Percent of support staff positions filled at a predetermined point(s) in time.

<b><i>Draft Strategies</i></b>	<b><i>Board-Approved Desired Outcomes</i></b>	<b><i>Draft Performance Measures</i></b>
Learning for all students is supported when qualified and caring support staff are trained and provided with opportunities for professional growth and advancement.	2.2.1. All school support staff positions are filled with qualified hires.	19. Same as Key Performance Indicator for Goal 2.2 (support staff positions are filled by qualified hires).
1. Provide structured and differentiated training opportunities that align with statewide, complex area and/or school strategic priorities. 2. Develop career ladders for entry-level school support roles to attract, develop and retain effective staff. 3. Develop new recruitment strategies for hard-to-staff support roles.	2.2.2. All school support staff are effective or receive the necessary support to become effective.	20. <b>Opportunities for training and advancement:</b> <ul style="list-style-type: none"> <li>i. Number of designated entry-level classes of work with available career ladders.</li> <li>ii. Percent of staff having opportunities for training and advancement.</li> </ul>

<b>Board-Approved Goal 2.3</b> <b>All schools are led by effective school administrators who are committed to supporting all staff and students.</b>		
<b>Draft Key Performance Indicator:</b> <b>13. Schools with prepared principals:</b> Percent of schools with a certified principal during a predetermined point in time.		
<b><i>Draft Strategies</i></b>	<b><i>Board-Approved Desired Outcomes</i></b>	<b><i>Draft Performance Measures</i></b>
Learning for all students is supported when certified, caring and passionate administrators are recruited, trained and supported to effectively lead a school.	2.3.1. All school administrator positions are filled with qualified hires.	21. <b>Schools with prepared principal</b> Percent of principal vacancies filled with a certified principal within six months.
1. Provide differentiated support and professional development for new and experienced administrators. 2. Redesign recruitment process for administrator candidates to build a strong principal pipeline of candidates who reflect the diversity of Hawai'i's students.	2.3.2. All school administrators are effective or receive the necessary support to become effective.	22. <b>Support for new principals:</b> Percent of first- and second-year principals being mentored/coached. 23. <b>Support for new vice principals:</b> Percent of first- and second-year vice principals participating in a formal induction and mentoring program.

<b>Board-Approved Goal 2.4</b> <b>Complex area and state offices are comprised of effective staff whose work is aligned to support</b>
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student learning.		
<b>Draft Key Performance Indicator:</b>  <b>14. Effective staff:</b> Percent of effective complex area and state staff. Effective staff are those earning a “meets,” “exceeds,” “effective” or “highly effective” on annual performance appraisals, as appropriate to the rating used for the role.		
<i><b>Draft Strategies</b></i>	<i><b>Board-Approved Desired Outcomes</b></i>	<i><b>Draft Performance Measures</b></i>
<p>Learning for all students is supported when complex area and state office staff provide schools with support for policy, planning, continuous improvement, communication and implementation support.</p> <p>1. Provide training for complex and state office staff that is differentiated based on their evaluations (i.e., performance objectives).</p>	<p>2.4.1. All complex area and state office staff are effective or receive the necessary support to become effective.</p>	<p>24. Same as Key Performance Indicator for Goal 2.4 (percent of effective complex area and state staff).</p>

Prompts for the feedback requested in the online form are provided throughout this document, after each set of goals and accompanying draft components.

**Feedback question #3:** Please review the Priority 2 Key Performance Indicators. Do you agree that the Key Performance Indicators will represent the status and progress of a high quality educator workforce in all schools? If you think changes in the Priority 2 Key Performance Indicators are necessary, which changes would be necessary for you to support the Key Performance Indicators?

**Feedback question #4:** Please review the Priority 2 Strategies. Do you agree that the strategies, when implemented effectively and for all schools, will result in a high quality educator workforce in all schools? If you think changes in the Priority 2 Strategies are necessary, which changes would be necessary for you to support the strategies?



## PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

<b>Board-Approved Goal 3.1</b> <b>All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.</b>		
<b>Draft Key Performance Indicator(s):</b>  <b>15. Deferred maintenance:</b> Dollar amount in list of unfunded or deferred major repair and maintenance projects. <b>16. Safe facilities:</b> Percent of schools with a current vulnerability assessment (performed at least every two years).		
<i><b>Draft Strategies</b></i>	<i><b>Board-Approved Desired Outcomes</b></i>	<i><b>Draft Performance Measures</b></i>
Learning for all students and staff effectiveness are supported by optimal conditions for teaching and the student inquiry process.  1. Provide timely resolution of school repair and maintenance issues for all schools.  2. Update and prioritize the master plan for school facilities.  3. Implement a facilities plan with priorities for Americans with Disabilities Act (ADA) and Title IX compliance, health and safety.  4. Maintain current vulnerability assessments (every two years) for all schools and implement a plan to improve school safety consistently and equitably.  5. Align tri-level roles and responsibilities for facilities to ensure safe learning environments at all schools statewide.	3.1.1. All school facilities meet Title IX and ADA requirements.	25. <b>Title IX Compliant:</b> Percent of secondary schools compliant with Title IX priority items based on plan.  26. <b>ADA Compliant:</b> Percent of schools compliant with ADA priority items based on plan.
	3.1.2. All systems to address school facility needs are responsive and able to meet all needs effectively, efficiently and quickly.	27. <b>Response time to resolve repairs:</b> i. Number of facilities work orders in queue and resolved. ii. Average time to close a facilities work order. iii. Average time to close a facilities emergency work order.

<b>Board-Approved Goal 3.2</b> <b>All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.</b>		
<b>Draft Key Performance Indicator:</b>  <b>17. Key Administrative Systems:</b> TBD. Report on status of the functionality of reports on administrative systems (e.g., fiscal, human resources, information technology, school food services, transportation, data).		
<i><b>Draft Strategies</b></i>	<i><b>Board-Approved Desired Outcomes</b></i>	<i><b>Draft Performance Measures</b></i>

<p>Learning for all students and staff effectiveness are supported by modernized and efficient systems and processes that are adaptive and provide accurate information and data to inform decision-making and action.</p> <ol style="list-style-type: none"> <li>1. Assess and align the role and function of state offices and complex areas (i.e., clear articulation of tri-level structure, state and complex area organization).</li> <li>2. Modernize Enterprise Resource Planning systems (e.g., human resources, fiscal, performance) to allow for data integration.</li> <li>3. Align planning processes to be data-informed and to achieve strategic plan goals. <ol style="list-style-type: none"> <li>a. Establish performance routines for state offices that communicate and achieve annual priority deliverables.</li> <li>b. Align biennium budget development process with strategic plan goals.</li> <li>c. Align and integrate school planning processes. Align academic plan templates with strategic plan and integrate multiple planning requirements, as appropriate.</li> </ol> </li> <li>4. Report and use quality, relevant, user-friendly data to inform decision-making for educators, policymakers and the public.</li> <li>5. Modernize or transition systems that are high risk and that are unintentionally redundant.</li> <li>6. Redesign workflows for efficiency and automate workflows.</li> </ol>	3.2.1. All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.	28. BOE will propose measures for this Desired Outcome.
	3.2.2. All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.	29. <b>State and Complex Area organizational alignment:</b> Progress on reorganization plan.
	3.2.3. All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.	30. <b>Efficient operations:</b> Key operational metrics are reported regularly.  31. <b>Streamlined processes:</b> Number of processes redesigned and automated.
	3.2.4. All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.	32. TBD.

<p><b>Board-Approved Goal 3.3</b>  <b>Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.</b></p>	
<p><b>Draft Key Performance Indicator:</b></p> <p><b>18. Accessibility of information for families:</b> Percent of schools that have at least three communication mechanisms for families with at least one via two-way communication. These may include an identified family/parent outreach coordinator (e.g., Parent Community Networking Center coordinator), electronic communication system for families/parents (e.g., School Messenger), school website with current key information (e.g., school calendar, information about resources for parents who have concerns about their child's education or school, school contact information, and School Community Council meeting information).</p>	

<b><i>Draft Strategies</i></b>	<b><i>Board-Approved Desired Outcomes</i></b>	<b><i>Draft Performance Measures</i></b>
<p>Learning for all students and staff effectiveness are supported by clear and timely processes for communication between schools, students, families and communities to provide information and for families to share their perspectives on educational issues impacting their child and family.</p> <p>1. Support effective School Community Councils in every school by providing information about SCCs and training for SCC members.</p> <p>2. Provide clear information for parents and employees on where and how to direct their concerns. Review, track and address concerns at state level in an appropriate and timely manner.</p>	3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	33. <b>Representation of stakeholders on SCC:</b> Percent of schools with all required stakeholders represented in SCC membership.
	3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision-making at the school, complex area and state levels.	34. Same as Key Performance Indicator for Goal 3.3 (families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner).
	3.3.3. All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.	35. <b>Access to information about directing concerns:</b> Number of visits on Department's hawaiipublicschools.org website with information regarding the process for addressing concerns.  36. <b>Concerns are addressed:</b> Percent of complaints/concerns (tracked at state level) that are addressed.

Prompts for the feedback requested in the online form are provided throughout this document, after each set of goals and accompanying draft components.

**Feedback question #5:** Please review the Priority 3 Key Performance Indicators. Do you agree that the Key Performance Indicators will represent the status and progress of effective and efficient operations at all levels? If you think changes in the Priority 3 Key Performance Indicators are necessary, which changes would be necessary for you to support the Key Performance Indicators?

**Feedback question #6:** Please review the Priority 3 Strategies. Do you agree that the strategies, when implemented effectively, will result in effective and efficient operations at all levels? If you think changes in the Priority 3 Strategies are necessary, which changes would be necessary for you to support the strategies?

**Feedback question #7:** What do you think are the Department's top 1-3 actions that are necessary to support the implementation plan (Key Performance Indicators, strategies and measures)?

**Feedback question #8:** 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”?

**Feedback question #9:** To what extent do you think the number of Key Performance Indicators, strategies, and performance measures are the right amount for statewide implementation, reporting and accountability?

- Too few
- Just right
- Too many

**Feedback question #10:** Your role (check all that apply)

- Teacher
- School support staff
- Principal/School leader
- Complex/state office staff
- Student currently enrolled in a Hawai'i public school
- Parent/guardian of a student currently enrolled in a Hawai'i public school
- Parent/guardian of a student formerly enrolled in a Hawai'i public school
- Community member
- Other

**Feedback question #11:** Additional feedback about the draft plan.

**Please provide your feedback by March 31 using the online form [bit.ly/HIDOEfeedback](https://bit.ly/HIDOEfeedback) or QR code.**

