



STATE OF HAWAII
BOARD OF EDUCATION
News Release

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GOVERNOR

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Board Approves First Phase of 6-Year Strategic Plan

View the release online [here](#).

HONOLULU – The first phase of the *State of Hawaii Public Education 2023-2029 Strategic Plan* was unanimously approved by the Hawaii State Board of Education (Board) at its February 2 meeting. The first phase of the strategic plan includes the mission, vision, core values, priorities, goals, and the desired outcomes for Hawaii's K-12 public education system.

"The first phase of the strategic plan establishes goals that we will collectively work towards to create a system of public schools that will inspire our students," said Board Chairperson Bruce Voss. "This plan will help us to focus our efforts and resources in areas with the greatest challenges, including recovering from the loss of learning, especially for our most vulnerable students, ensuring schools are fully staffed, and addressing the plight of our aging school facilities."

Phase II of the plan will consist of the implementation plan, which includes the strategies and metrics that the Department and Board will use to reach the goals. The Board plans to review and approve the implementation plan by May 2023.

"The Department appreciates the Board's diligent efforts to develop a strategic vision and overarching goals to help elevate public education in Hawai'i and set a clear path forward," Superintendent Keith Hayashi said. "The second phase of the strategic planning process will be critical as we work together with our entire tri-level team — state offices, complex areas and schools — to determine how best to implement our shared goals, and measure meaningful progress. It will take all of us working together, in the spirit of ne'epapa, to make this plan a reality and ensure all students reach their fullest potential."

Phase I of the plan was developed using a comprehensive community engagement process, which included two surveys, community meetings in each of the Department's 15 complex areas, multiple public meetings dedicated to the development and discussion of the strategic plan and meetings with legislators and community organizations. The two surveys, combined, had close to 13,000 responses and 903 participants attended the community meetings. The Board

engaged with various stakeholders, which included students, parents, guardians, teachers, school administrators, school staff, complex area and state level staff, representatives from community organizations, and other members of the public.

"The Board takes seriously the public's concerns and insights and hopes that this strategic plan represents the priorities of our families, teachers, administrators, and, most importantly, our students," said Board Chairperson Bruce Voss.

At the meeting, Board Chairperson Voss expressed his appreciation for Robert Hull, Senior Advisor of the National Association of State Boards of Education for guiding the Board through this process and facilitating the discussions that led to the creation of the plan.

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

OUR VISION

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

OUR MISSION

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

OUR CORE VALUES

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

- **He pili wehena 'ole.** *(A relationship that cannot be undone.** Connections to and engagement with people and places as important drivers of action.
- **Ma ka hana ka 'ike ma ka 'imi ka loa'a.** *(In working one learns, through initiative one acquires.)** Initiative to perform motivated by a sense of kuleana and accountability to self and others.
- **'A'oha 'ulu e loa'a i ka pōkole o ka lou.** *(There is no success without preparation.)** Nurturing individual strengths, increasing proficiencies and abilities to be able to serve, and fostering excellence in ourselves and those we serve.

- **E ‘ōpū ali‘i.** (*Have the heart of a chief.*)* Reciprocal partnering and sharing that calls forward a deep sense of aloha and generosity, especially towards those needing the most help in pursuit of equity.
- **Ua ola loko i ke aloha.** (*Love is imperative to one’s mental and physical well being.*)* Pono practices that prioritize balance.
- **‘O Hawai‘i ku‘u ‘āina kilohana.** (*Hawai‘i is my prized place.*)* Hawai‘i based processes to preserve, honor, and elevate the unique qualities that define and sets Hawai‘i apart from the rest of the world.

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

PRIORITY I: HIGH-QUALITY LEARNING FOR ALL

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

Desired Outcomes

- 1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.
- 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.
- 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.
- 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.
- 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

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

Desired Outcomes

- 1.2.1. All students desire to and attend school regularly.
- 1.2.2. All students demonstrate positive behaviors at school.

1.2.3. All students experience a Nā Hopena A‘o environment for learning.

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

Desired Outcomes

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

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

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

PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

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

Desired Outcomes

2.1.1. All teacher positions are filled with qualified hires.

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

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

Desired Outcomes

2.2.1. All school support staff positions are filled with qualified hires.

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

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

Desired Outcomes

2.3.1. All school administrator positions are filled with qualified hires.

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

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

Desired Outcomes

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

PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

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

Desired Outcomes

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

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

Desired Outcomes

- 3.2.1. All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.
- 3.2.2. All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.
- 3.2.3. All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.
- 3.2.4. All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.

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

Desired Outcomes

- 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
- 3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.

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

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