

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

January 19, 2023

Our Vision

The State of Hawaii Board of Education envisions an ~~superior-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 Hawaii Board of Education leads the public education system through strategic direction, transparent policymaking, effective oversight, comprehensive systems support, 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'ohe '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.

Priority 1: 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

- **All-e** Entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.
- **All-s** Students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.
- **All-s** 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.
- **All-s** Student groups perform equally well academically, irrespective of background and circumstances.
- **All-s** 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

- **All-s** Students desire to and attend school regularly.
- **All-s** Students demonstrate positive behaviors at school.
- **All-s** Students experience a Nā Hopena A'ō environment for learning.

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

Desired Outcomes

- **All-s** Students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.
- **All-s** Students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.
- **All-s** Students graduate high school with a personal plan for their future.

Priority 2: 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

- All Teacher positions are filled with qualified permanent hires.
- 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

- All School support staff positions are filled with qualified permanent hires.
- 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

- All School administrator positions are filled with qualified permanent hires.
- 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

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

Priority 3: 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

- All School facilities meet Title IX and ADA requirements.
- 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

- All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.
- All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.
- All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.
- 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

- All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
- 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.
- All Families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.

HAWAII BOARD OF EDUCATION STRATEGIC PLAN FEEDBACK SURVEY

January 13, 2023

OVERVIEW

Survey released on December 19, 2022

Survey closed on December 13, 2021

Total Responses: 4,994

Survey Respondents		
▼ Female		68.67%
▼ Male		22.25%
▼ Transgender		0.22%
▼ Non-binary		0.42%
▼ Prefer not to disclose		8.41%
▼ Other (please specify)	Responses	1.15%
<hr/>		
▼ American Indian or Alaska Native		2.75%
▼ Asian (excluding Filipino)		34.52%
▼ Black		2.05%
▼ Filipino		19.53%
▼ Native Hawaiian		23.65%
▼ Pacific Islander		7.90%
▼ White		29.84%
▼ Hispanic		6.70%
▼ Prefer not to disclose		11.07%
▼ Other (please specify)	Responses	3.47%

▼ Parent/Guardian		55.45%
▼ Teacher		25.89%
▼ Student		13.14%
▼ Principal/School leader		6.84%
▼ Other school administrator		3.00%
▼ Other school staff		11.85%
▼ Complex/Department staff		5.04%
▼ Business leader		2.94%
▼ Elected official		0.76%
▼ Higher Education Affiliate		2.10%
▼ Other (please specify)	Responses	10.31%
▼ Kapaa-Kauai-Waimea		2.61%
▼ Baldwin-Kekaulike-Kulanihakoī-Maui		11.80%
▼ Hana-Lahainaluna-Lanai-Molokai		3.28%
▼ Kau-Keaau-Pahoa		5.86%
▼ Hilo-Waiakea		3.19%
▼ Honokaa-Kealakehe-Kohala-Konawaena		3.92%
▼ Castle-Kahuku		3.78%
▼ Kailua-Kalaheo		11.71%
▼ Campbell-Kapolei		7.00%
▼ Nanakuli-Waianae		3.56%
▼ Pearl City-Waipahu		10.79%
▼ Aiea-Moanalua-Radford		4.31%
▼ Leilehua-Mililani-Waiālua		6.05%
▼ Farrington-Kaiser-Kalani		5.66%
▼ Kaimuki-McKinley-Roosevelt		10.42%
▼ Other (please specify)	Responses	8.74%

1. The proposed vision provides an aspirational view of an excellent public education system and describes what you want for the families and students of Hawaii.

✓	<i>Strongly Agree</i>	34.13	}	89.91%
	<i>Agree</i>	55.78		
	<i>Disagree</i>	7.03	}	10.09%
	<i>Strongly Disagree</i>	3.06		

2. The proposed mission statement broadly describes what the Board of Education must do to achieve the proposed vision.

✓	<i>Strongly Agree</i>	27.66	}	87.35%
	<i>Agree</i>	59.69		
	<i>Disagree</i>	9.82	}	12.65%
	<i>Strongly Disagree</i>	2.83		

3. The proposed core values symbolize what is important to Hawaii's families, students, and communities.

✓	<i>Strongly Agree</i>	38.03	}	90.42%
	<i>Agree</i>	52.39		
	<i>Disagree</i>	6.90	}	9.58%
	<i>Strongly Disagree</i>	2.68		

4. The goals for Priority 1 are appropriate and target the right issues to improve learning for all students.

✓	<i>Strongly Agree</i>	32.63	}	85.87%
	<i>Agree</i>	53.24		
	<i>Disagree</i>	10.58	}	14.13%
	<i>Strongly Disagree</i>	3.55		

5. The desired outcomes for Priority 1, if achieved, will indicate Hawaii has a superior public education system that provides high-quality learning for all.

✓	<i>Strongly Agree</i>	29.91	}	82.73%
	<i>Agree</i>	52.82		
<hr/>			}	17.27%
	<i>Disagree</i>	13.32		
	<i>Strongly Disagree</i>	3.95		

6. The goals for Priority 2 are appropriate and target the right issues to ensure effective educators, administrators, and staff in all schools, complex areas, and state offices.

✓	<i>Strongly Agree</i>	35.59	}	90.40%
	<i>Agree</i>	54.81		
<hr/>			}	11.60%
	<i>Disagree</i>	8.42		
	<i>Strongly Disagree</i>	3.18		

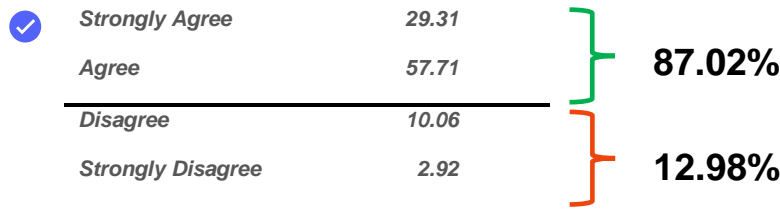
7. The desired outcomes for Priority 2, if achieved, will indicate Hawaii has a superior public education system that provides a high-quality educator workforce in all schools.

✓	<i>Strongly Agree</i>	31.42	}	85.32%
	<i>Agree</i>	53.90		
<hr/>			}	14.68%
	<i>Disagree</i>	11.40		
	<i>Strongly Disagree</i>	3.28		

8. The goals for Priority 3 are appropriate and target the right issues to improve the efficiency and effectiveness of Hawaii's public education system.

✓	<i>Strongly Agree</i>	30.92	}	89.89%
	<i>Agree</i>	58.97		
<hr/>			}	10.12%
	<i>Disagree</i>	7.52		
	<i>Strongly Disagree</i>	2.60		

9. The desired outcomes for Priority 3, if achieved, will indicate Hawaii has a superior public education system that provides effective and efficient operations at all levels.



10. What additional thoughts do you wish to share with the Board of Education as they move forward with the adoption of the strategic plan?

This question did not require an answer. 1,628 respondents provided an answer, and 3,365 respondents skipped this question.

Reponses suggesting wording changes
Replace the word superior in the vision with another term such as exemplary . The term superior requires an exact measurement to a standard which quantifies superior to something less than superior.
Remove the word all at the beginning of desired outcomes as it sounds like a federal mandate, like No Child Left Behind, and is unrealistic and daunting.
Consistent themes and recurring items
1. While the content of the Strategic Plan looks good, there is a lack of detail on how it will be accomplished. Specific targets and measures are needed. There is a lack of specificity on how to achieve or measure the plan, including how to get funding, monitor progress, and hold the Board and Department accountable.
2. Use a more strategic approach to Career Technical Education by focusing on in-demand trade, trades that do not require a college degree, and ensuring CTE programs are designed to provide students with useful skills.
3. Retain school level personnel with professional development, increased compensation, and leadership pipelines.
4. Address basic student needs, including child nutrition services, transportation, and student safety, which includes bullying and facilities issues.
5. Waiting too long to assess proficiency and provide appropriate student supports for reading (third grade) and math (eight grade).
6. Focus on student academic growth in addition to or instead of academic proficiency.
7. State level administration and the Board of Education are not valuable to the education system and use resources that should be distributed to the school level.
8. There is a lack of emphasis on well-rounded or whole-child education and recognizing the value of the art, music, language, athletics, and physical education.
9. Respecting families' vastly different views on topics like race, sexuality, and gender identity.
10. Incorporating families into education by giving them opportunities to decide what their children are taught and helping them understand how to support their children in partnership with schools.
11. Prepare students with real world knowledge like financial literacy.
12. Specifically address Kaiapuni (Hawaiian immersion) education.

STATE OF HAWAII PUBLIC EDUCATION

2023-2029 IMPLEMENTATION PLAN

I. IMPLEMENTATION PLAN STRUCTURE AND AUTHORITY

A. Implementation Plan Components. This Board of Education (the “Board”) and Department of Education (the “Department”) designed this implementation plan (the “Implementation Plan”) to make meaningful progress toward achieving the goals and desired outcomes in the *State of Hawaii Public Education 2023-2029 Strategic Plan* (the “Strategic Plan”). The Implementation Plan contains the following components:

- Evaluation and accountability (key performance indicators and processes for monitoring progress, evaluating success, and reporting results);
- Communication plan;
- Alignment of agenda setting, budgeting, and advocacy;
- Strategies and measures;
- Process for revising the Implementation Plan; and
- Process for initiating the next strategic plan.

The Implementation Plan does not include specific actions, work timelines, projected costs, risk assessments, risk management plans, or roles and responsibilities for executing strategies and achieving goals. The Board and Department’s respective internal work plans may contain these components.

B. Structure and Definitions. The Strategic Plan is structured around priorities, goals, and desired outcomes. The Implementation Plan builds on this structure by adding key performance indicators, strategies, and measures. These key terms are defined below and the hierarchy and relationships are depicted in **Figure 1**.

A “strategy” represents a theory of action developed to make progress toward achieving a goal in the Strategic Plan. Each strategy in the Implementation Plan is associated with a single goal in the Strategic Plan, and each strategy is associated with at least one or more desired outcomes from the Strategic Plan. A goal may have more than one strategy to achieve it, and a strategy may lead to more than one desired outcome.

A “key performance indicator” (or “KPI”) is a primary measure of success for a goal within the Strategic Plan. Each goal has at least one KPI, and every KPI has a target that the Board and Department will strive to reach during the duration of the Strategic Plan. A KPI target is specific, measurable, achievable, relevant to the associated goal, and time-bound.

A “performance measure” is a quantitative or qualitative measure that helps the Board, Department, and stakeholders track progress toward and/or attainment of a desired outcome in the Strategic Plan. Each desired outcome has an associated performance measure. Typically, performance measures have targets. A performance measure target is specific, measurable, achievable, relevant to the associated desired outcome, and time-bound and may be based on deliverables or milestones.



Figure 1

- C. Authority. The Board and Department collaborated on the Implementation Plan with the Board having final approval authority over the Implementation Plan and any revisions to it. The superintendent maintains the authority to determine the Department’s strategies in the Implementation Plan to achieve the goals and desired outcomes in the Strategic Plan. The superintendent will consider the Board’s input when determining the Department’s strategies.

Internal work plans with detailed information on how to execute the Implementation Plan do not require Board approval.

II. EVALUATION AND ACCOUNTABILITY

- A. Key Performance Indicators. KPIs are the primary measures of success in achieving the goals in the Strategic Plan, and the Board and Department strive to meet the targets for each of the KPIs in pursuit of those goals. However, it is important to note that meeting the targets is not the objective; achieving the goals

is the objective, and the KPIs help the Board and Department determine if they are on the right track to achieve the goals.

The table below provides the KPIs and their respective baselines and targets for the entire term of the Strategic Plan. The Board and Department may adjust the targets annually as necessary; however, the KPIs will remain the same.

[*Insert key performance indicators]

- B. Annual KPI Evaluation. The Board and Department will establish baselines and targets for the KPIs during the 2023-2024 school year.¹ Annually thereafter, the Board and Department will evaluate the progress on the KPIs relative to the set targets.

While KPIs are the primary measures of success, meeting a KPI target does not necessarily mean the Board and Department made adequate progress toward achieving a goal, nor does failing to meet a KPI target necessarily mean the opposite. A KPI is the main signal of where the Board and Department stand in meeting the relevant goal, but it is by no means the only signal nor does it tell the whole story. When analyzing KPI results, the Board and Department need to consider contextual factors, including conditions for success (e.g., availability of funding) and other data, such as performance measure data.

The superintendent will present both the KPI results and an analysis of the results for the Board to review annually.

- C. Monitoring and Periodic Reporting. The Board's standing committees are responsible for periodically reviewing at least twice annually the progress and effectiveness of the relevant strategies in achieving the desired outcomes and reporting to the Board as follows:
- The Student Achievement Committee reviews the progress and effectiveness of the strategies related to the goals under Priority I: High-quality Learning for All.
 - The Human Resources Committee reviews the progress and effectiveness of the strategies related to the goals under Priority II: High-quality Educator Workforce in All Schools.
 - The Finance and Infrastructure Committee reviews the progress and effectiveness of the strategies related to the goals under Priority III: Effective and Efficient Operations at All Levels.

¹ Baselines and targets may be quantitative or qualitative. Some KPIs may require the Department to collect new data and/or develop new data systems. Developing new data systems may take the Department multiple years to design, secure funding for, and implement prior to quantitative data being available. With this in mind, the Board and Department may not be able to establish baselines and targets for some KPIs until later years.

Over the course of the meetings, each committee will review the progress in achieving their respective goals. In collaboration with the superintendent, the committee chairpersons will establish the schedules for reviewing the progress and effectiveness of the respective strategies.

The superintendent, in consultation with the Board chairperson, will establish a standardized status report format to provide to the committees for the periodic reviews and will publish all status reports on the Department's website.

- D. Annual Reporting. The superintendent will present an annual report to the Board on Strategic Plan progress. The annual report will contain the KPI results and analysis and an analysis on the progress and effectiveness of all strategies in achieving the desired outcomes to date. In addition to presenting the annual report to the Board, the superintendent will transmit it to any key stakeholder the Department identifies as an important partner to achieve the goals and desired outcomes of the Strategic Plan.
- E. Annual Superintendent Evaluation. The Board and superintendent will mutually agree to an annual superintendent evaluation that incorporates progress on the Implementation Plan and Strategic Plan goals.

III. COMMUNICATION PLAN

When	Who		What and How
	Sender	Receiver	
Upon approval of Strategic Plan	Board Members	General public	Communicate Strategic Plan by informing individuals and organizations about the plan whenever possible
	Board Support Office	General public and attached agencies	Communicate Strategic Plan using using messaging developed by the Board Chairperson and distributed via a Board press release, Board website, and agenda mailing list

When	Who		What and How
	Sender	Receiver	
	Department Communications Office	Department employees	Communicate Strategic Plan using messaging developed by the Board Chairperson and distributed via Department website, Department employee newsletters, and social media
		Families	Communicate Strategic Plan using messaging developed by the Board Chairperson and distributed to principals with instructions to distribute to families and distribute messaging via social media
		General public	Communicate Strategic Plan using messaging developed by the Board Chairperson and distributed via the Department newsletter and social media
Upon approval of Implementation Plan	Board Members	General public	Communicate Implementation Plan by informing individuals and organizations about the plan whenever possible
	Board Support Office	General public and attached agencies	Communicate Implementation Plan

When	Who		What and How
	Sender	Receiver	
			using messaging developed by the Board Chairperson and distributed via a Board press release, Board website, and agenda mailing list
	Department Communications Office	Department employees	Communicate Implementation Plan using messaging developed by the Board Chairperson and distributed via Department website, Department employee newsletters, and social media
		Families	Communicate Implementation Plan using messaging developed by the Board Chairperson and distributed to principals with instructions to distribute to families and distribute messaging via social media
		General public	Communicate Implementation Plan using messaging developed by the Board Chairperson and distributed via the Department newsletter and social media
At least twice annually Strategic	Board Members	General public	Communicate Strategic Plan status

When	Who		What and How
	Sender	Receiver	
Plan status reports			reports presented at board standing committee by informing individuals and organizations about the reports whenever possible
	Board Support Office	General public and attached agencies	Communicate Strategic Plan status reports presented at board standing committee meetings messaging developed by the Board Chairperson and distributed via the Board website, and agenda mailing list
	Department	Board standing committees	Strategic plan status reports presented at Board standing committee meetings (for Desired Outcomes that are primarily Department implemented)
	Department Communications Office	Department employees	Communicate Strategic Plan status report using messaging developed by the Board Chairperson and distributed via Department website, Department employee newsletters, and social media
Throughout the year	Board Members, Board Support Office,	General public in all complex areas	Board strategic plan community meetings

When	Who		What and How
	Sender	Receiver	
	and Communications Office		in each complex area to get feedback on strategic plan progress
Annual Strategic Plan status report to Board	Board Members	General public	Communicate annual Strategic Plan status report to Board by informing individuals and organizations about the annual report whenever possible
	Board Support Office	General public and attached agencies	Communicate annual Strategic Plan status report to board using messaging developed by the Board Chairperson and distributed via the Board website, and agenda mailing list
	Department Communications Office	Department employees	Communicate annual Strategic Plan status report to Board using messaging developed by the Board Chairperson and distributed via Department website, Department employee newsletters, and social media
		Families	Communicate annual Strategic Plan status report to Board using messaging developed by the Board Chairperson and distributed to

When	Who		What and How
	Sender	Receiver	
			principals with instructions to distribute to families and distribute messaging via social media
		General public	Communicate annual Strategic Plan status report to Board using messaging developed by the Board Chairperson Communicate annual Strategic Plan status report to Board using messaging developed by the Board Chairperson and distributed via the Department newsletter and social media

IV. ALIGNMENT OF AGENDA SETTING, BUDGETING, ADVOCACY

- A. Board Agenda Setting. The Board chairperson and committee chairperson’s will place on their respective agendas only matters that advance the goals and desired outcomes in the Strategic Plan and execute the Implementation Plan unless the matter is necessary to comply with an applicable law or is related to public charter schools or public libraries. Each agenda will identify the specific goal of the Strategic Plan to which each item aligns (unless the matter is necessary to comply with an applicable law or is related to public charter schools or public libraries).

- B. Budgeting. The Board and Department will ensure that all of the Department’s fiscal resources and budget requests serve to execute the strategies of the Implementation Plan with the exception of budget items necessary for compliance with applicable laws.

- C. Advocacy. The Board and Department will advocate for policies, resources, and partnerships that help with the execution of the Implementation Plan and advance the goals and desired outcomes of the Strategic Plan.

V. STRATEGIES AND MEASURES

[*Insert the Board and Department's strategies and performance measures]

VI. PROCESS FOR REVISING THE IMPLEMENTATION PLAN

- A. Annually. The Board and superintendent will review the Implementation Plan annually to determine if any adjustments are necessary to the KPI targets, strategies, or performance measures. The Board and superintendent may consider revisions to other parts of the Implementation Plan; however, to ensure consistency among the fundamental components of the Implementation Plan, the Board will avoid revising, as much as possible, the plan structure (as described in section I.B.) and KPIs (except KPI targets).

The superintendent may recommend revisions to the Implementation Plan to the Board for consideration. The review will take place after the annual KPI evaluation.

- B. Extenuating Circumstances. The superintendent may request the Board's approval of revisions to the Implementation Plan at any time if there is an extenuating circumstance that requires the Department to pivot strategies prior to the next annual process for revisions.

VII. PROCESS FOR INITIATING THE NEXT STRATEGIC PLAN

- A. Planning Committee. By June 30, 2026, the Board chairperson will select a planning committee made up of Board and Department staff. The planning committee will develop a proposed plan for the development of the next strategic plan, including a timeline that meets the strategic planning cycle deadlines described in section VI.B. In developing the proposed plan, the planning committee will consider whether an outside project manager or facilitator needs to be procured, the stakeholders involved and to what extent, the scope and scale of public engagement, and a proposed schedule of Board meetings that ensures the Board has input at every key stage of the strategic planning process and multiple chances to review important proposed concepts.

The planning committee, through the Board chairperson, will provide the proposed plan to the Board for consideration by June 30, 2027.

- B. Strategic Planning Cycle. The Board will conduct its initial strategic planning discussion by August 31, 2027. The Board will adopt the next strategic plan by December 31, 2028, to be effective July 1, 2029.

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