

Strategic Plan Components

Developed with
broad stakeholder
input and
approved by the
Board of
Education

Foundation Statements

- Vision, Mission, Core Values

Strategic Priorities

- Major areas of focus for the work of the Board of Education and the Department of Education

Goals

- Broad statements of desired results, large in size, with a long-term timeframe

Outcomes

- Smaller parts of the desired results, when combined reaches the goal, medium-to-short term

Implementation Plan Components

Developed by the Board of Education and the Department of Education with final approval by the Board of Education

Objectives

- Specific actions to accomplish goals and reach outcomes, small in scope, measurable, medium-to-short term

Benchmarks and Metrics

- Measures of success, key performance indicators, time-bound, incremental

Monitoring and Reporting

- Processes and procedures for tracking progress, means and methods of sharing progress to stakeholders, specific and time bound

Communication and Engagement

- Processes for sharing plan with stakeholders, who you will work with, coordination with partners, strategies for support

Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

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

Our Mission

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

OUR MISSION – Version 1

The State of Hawai'i Board of Education leads the public education system through:

Strategic direction – by forging a compelling and shared vision, exercising transparent and collaborative leadership, ensuring equitable opportunities and access to high-quality and culturally responsive instruction, and fostering kuleana and personal growth for students, educators, and staff;

Policymaking and oversight – by strengthening and maintaining a policy structure that supports an effective and efficient system of public education, using research-informed and data-based decision making, and continuously monitoring and evaluating the public education system for opportunities to improve student outcomes and operational efficiency and effectiveness;

Systems support – by ensuring that all students are taught by highly effective educators and staff, promoting social-emotional well-being for all students, educators, and staff; and

Engagement and advocacy – by building, strengthening, and maintaining connections among partners to act in support of success for all learners, and meaningfully engaging stakeholders in decision making.

OUR MISSION – Version 2

The State of Hawai'i Board of Education leads the public education system by:

- Creating a compelling and shared vision that drives educational excellence;
- Strengthening and maintaining a comprehensive policy structure that supports an effective and efficient system of public education through transparent and collaborative leadership;
- Building, strengthening, and maintaining connections among all stakeholders to act in support of success for all learners;
- Ensuring equitable opportunities and access to high-quality, culturally -responsive learning experiences for all students;
- Encouraging and fostering kuleana, personal growth, and social-emotional well-being for all students, educators, and staff;
- Ensuring all educators and staff are effective in providing effective, high-quality instruction and monitor student progress; and
- Continuously monitoring and evaluating the public education system for achievement and growth by practicing research-informed and data-based decision making.

Priority I: High-Quality Learning for All

- **Goal 1:** All students will have equitable access to a rigorous, high-quality learning experience resulting in equitable outcomes for all learners.
- **Goal 2:** All students will learn in a safe, nurturing, and culturally-responsive environment.
- **Goal 3:** All students will graduate high school prepared for college, career, civic engagement, and community involvement.

Priority II: High-Quality Educator Workforce in All Schools

- **Goal 1:** All students will be taught by highly-qualified teachers and all schools will be led by highly-qualified principals.
- **Goal 2:** Complex areas and state offices will be comprised of highly qualified staff whose work is aligned to support student learning.
- **Goal 3:** All schools will be fully staffed by competent and caring support staff committed to providing quality services to support students.

Priority III: Effective and Efficient Operations at All Levels

- **Goal 1:** All school facilities will be safe, well-maintained, compliant, clean, and attractive to provide a positive and inviting learning environment for students and staff.
- **Goal 2:** All operational and management processes will be implemented in an equitable, transparent, and efficient manner.
- **Goal 3:** Families, stakeholders, and staff are informed of and engaged in planning and decision-making affecting students in a meaningful and timely manner.

POLICY E-2

MISSION, VISION, VALUES, AND BELIEFS

Our Mission

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

Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core Values

Hawaii seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawaii's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawaii's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.
2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawaii provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. **CONNECTION TO COMMUNITY, FAMILY, AND 'ĀINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawaii students value these connections and become stewards to help make our world a better place.

Our Beliefs

- Students do better when they come to school ready to learn, from the first day of kindergarten to the last day of senior year. Parents, caregivers, extended 'ohana, and community can provide crucial support and guidance to help students focus on and enhance their learning.
- All students need depth of knowledge that grows from a solid academic foundation in the core subjects of reading, math, science, and social studies.
- All students need breadth of knowledge and character development—a broad-based curriculum and development of the General Learner Outcomes ("GLOs") that result in joy in learning, respect for others, and lifelong spirit of inquiry.
- All students—from advanced to struggling—need support, resources, and diverse teaching methods in order to reach their fullest academic potential.

- We need to provide our teachers and school leaders with support and information-including professional development, mentorship, learning communities, and helpful real-time data-so they can excel in meeting the new demands of their professions.
- When teachers and school leaders work in teams, with all the resources and tools at their disposal, they are better able to understand and meet the individual learning needs of their students.
- We need to work together throughout the state to provide the resources to build 21st century school facilities with technology and equipment that ensure students are not left behind.

[Approved: 06/07/2016]



Nā Hopena A'o Statements

HĀ: BREATH

Introduction

What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture. 'O Hawai'i ke kahua o ka ho'ona'auao. Hawai'i is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A'o, are rooted in Hawai'i, and we become a reflection of this special place.

Nā Hopena A'o or HĀ are six outcomes to be strengthened in every student over the course of their K-12 learning journey. Department staff should also be models of behaviors that direct students to what these outcomes might look like in practice. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai'i. When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability through out school and beyond.

Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Through a widespread community process of dialogue, feedback, and co-creation, your BOE Advisory Policy 4000 Work Group more fully realizes the importance of a kind of culture and environment necessary for HĀ to thrive and bring life to learning. Thus, we present HĀ as life-long learning outcomes for all of us, as students of Hawai'i, to believe, understand, model and become.

Contributors

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1. Strengthened Sense of **B**elonging:

I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.

- Know who I am and where I am from*
- Know about the place I live and go to school*
- Build relationships with many diverse people*
- Care about my relationships with others*
- Am open to new ideas and different ways of doing things*
- Communicate with clarity and confidence*
- Understand how actions affect others*
- Actively participate in school and communities*

2. Strengthened Sense of **R**esponsibility:

I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.

- Come to school regularly, on-time and ready to learn*
- See self and others as active participants in the learning process*
- Question ideas and listens generously*
- Ask for help and feedback when appropriate*
- Make good decisions with moral courage and integrity in every action.*
- Set goals and complete tasks fully*
- Reflect on the quality and relevancy of the learning*
- Honor and make family, school and communities proud*

3. Strengthened Sense of **E**xcellence:

I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.

- Define success in a meaningful way*
- Know and apply unique gifts and abilities to a purpose*
- Prioritize and manage time and energy well*
- Take initiative without being asked*
- Explore many areas of interests and initiate new ideas*
- Utilize creativity and imagination to problem-solve and innovate*
- See failure as an opportunity to learn well*
- Assess and make improvements to produce quality work*

4. Strengthened Sense of **A**loha:

I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.

- Give generously of time and knowledge*
- Appreciate the gifts and abilities of others*
- Make others feel comfortable and welcome*
- Communicate effectively to diverse audiences*
- Respond mindfully to what is needed*
- Give joyfully without expectation of reward*
- Share the responsibility for collective work*
- Spread happiness*

5. Strengthened Sense of **T**otal Well-being:

I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'āina, community and world.

- Feel safe physically and emotionally*
- Develop self-discipline to make good choices*
- Manage stress and frustration levels appropriately*
- Have goals and plans that support healthy habits, fitness and behaviors*
- Utilize the resources available for wellness in everything and everywhere*
- Have enough energy to get things done daily*
- Engage in positive, social interactions and has supportive relationships*
- Promote wellness in others*

6. Strengthened Sense of **H**awai'i:

I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

- Pronounce and understand Hawaiian everyday conversational words*
- Use Hawaiian words appropriate to their task*
- Learn the names, stories, special characteristics and the importance of places in Hawai'i*
- Learn and apply Hawaiian traditional world view and knowledge in contemporary settings*
- Share the histories, stories, cultures and languages of Hawai'i*
- Compare and contrast different points of views, cultures and their contributions*
- Treat Hawai'i with pride and respect*
- Call Hawai'i home*



Nā Hopena A'o Statements

HĀ: BREATH



* Source: Pukui, M. (1983). *Ōlelo No'eau Hawaiian Proverbs & Poetical Sayings*. Honolulu, Hawaii: Bishop Museum Press.

POLICY E-3

NĀ HOPENA A'O (HĀ)

Nā Hopena A'o ("HĀ") is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH")** in ourselves, students and others.

With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

Rationale:

The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social emotional well-being of all our students to the fullest potential.

[Approved: 06/16/15]



Hawai'i's University for Today and Tomorrow

University of Hawai'i

Strategic Plan 2023-2029

Our Aspiration

As the sole provider of public higher education in the state, the University of Hawai'i (UH) recognizes its many responsibilities to the people of Hawai'i. The University of Hawai'i is not just in Hawai'i, but must be of Hawai'i. UH is the single most important institution that can drive a more vibrant, sustainable, resilient, just and kind future across our islands. It must offer opportunity and hope for every resident of Hawai'i as it enables and empowers students to achieve their potential and their dreams. And its scholarship must address the opportunities and challenges of Hawai'i, the Pacific and our planet – with our students – during an extraordinarily challenging time in our history.

Hawai'i wants its university to be grounded in traditional Hawaiian values, in aloha, to create a strong sense of place, while also serving as a forward-looking economic engine driving hubs of innovation and research. This holistic nexus, and its structure as an integrated higher education system, positions the University of Hawai'i uniquely to advance the people of Hawai'i to build a better present and future for their families, their communities, and their islands.

As the University of Hawai'i begins its 116th year of service, it must remain vigilant, continually identify and respond to emergent needs, monitor what is happening, anticipate what is coming and act with agility and compassion to maintain a vital role in shaping the future of our island home. It must be Hawai'i's university for today and tomorrow.

Vision

The University of Hawai'i is the world's premiere integrated higher education system, advancing the quality of life for all the people of Hawai'i through robust educational offerings and world-class discovery while modeling how institutions must fulfill responsibilities to indigenous people and place in the 21st century.

Mission

With a focus on creating a healthy and thriving future for all, the University of Hawai'i provides broad educational opportunity for all as the higher education destination of choice in the Pacific that nurtures the personal success, leadership capacity and positive engagement of every resident of Hawai'i. It engages in world-class research, scholarship and service that promotes

the welfare and sustainability of Hawai'i's people and environment while achieving global impact by enriching the fundamental knowledge of humankind. Woven through all it does is an appreciation of and commitment to indigenous Hawaiian people, culture, values and wisdom.

Developing Our Strategic Plan - Collaborative Process and Broad Engagement

This strategic plan sets out to define the University of Hawai'i's path forward for the next six years. A dedicated Strategic Planning Steering Committee was established by the President with representatives recommended by the systemwide shared governance organizations, campus leaders and systemwide offices.

Recognizing that virtually everyone in Hawai'i is a stakeholder of the UH system and has a vested interest in its success, the Strategic Plan Steering Committee believed it was important to create opportunities not only for the university faculty, staff, and students to share their thoughts and perspectives, but also the broader community including residents, employers and government officials. The goal was to engage the community to collectively own the future of the UH. This plan as presented represents and incorporates hundreds of hours of listening and learning from individuals inside and outside UH who care.

The Committee deployed a number of methods to capture and analyze feedback from various stakeholders.

1. Surveys were sent to students, faculty, and staff to develop and identify key themes.
2. The UH hosted a series of town hall meetings in Spring 2022 to elicit feedback on the themes and directions that UH should prioritize. The Strategic Planning Steering Committee and the UH System Planning Committee met throughout Spring and Summer 2022 to further refine the themes, action items, and metrics.
3. The UH commissioned SMS Research and Marketing Services, Inc. (SMS), an independent, third-party market research firm, to also conduct an online survey open to those who wanted to share their thoughts about the University of Hawai'i. The majority of the respondents were UH alumni.
4. SMS also conducted key informant interviews with key elected officials, business and other community leaders to obtain their perspectives and to understand their hopes for the University of Hawai'i.
5. Finally, to close the loop, a draft of the strategic plan was shared with the UH community as well as members of the broader community during a series of town hall meetings and breakout sessions in September and October 2022 to confirm the findings and direction of the strategic plan.

Our Findings - What We Heard and Learned

The strategic planning process yielded valuable insights about the direction of the University of Hawai'i. Remarkably, UH faculty, staff, and students and others in the community share common aspirations for the UH. The Strategic Plan Steering Committee was able to distill the responses from the surveys, interviews and town hall meeting discussions into five foundational principles and four imperatives.

Foundational Principles

Hawaiian Place of Learning – UH champions the principles of aloha, caring for people and place, as we integrate Hawaiian language, culture, history and values across the institution and its work.

Statewide Need - The UH System's primary responsibility as the only public university system is to support the needs of the state of Hawai'i.

Diversity and Equity – UH System upholds its commitment to provide higher education opportunities for all, especially those historically underrepresented including Native Hawaiian, Pacific Islander, Filipino, economically disadvantaged, first generation, LGBTQ+, rural and students with disabilities - as well as continue to diversify its faculty, staff and leadership.

Sustainability - UH recognizes its responsibility to the 'āina, to steward its natural resources, and to develop solutions to the complex challenges of sustainability, resilience, and climate change.

Stewardship of resources including facilities, processes, and human resources – UH will align institutional resources with the goals of the strategic plan.

Imperatives of the Plan

This led to four major actionable imperatives that form the heart of the plan, each with a goal, objectives, and a few high-level metrics that will help us monitor progress:

- Fulfill kuleana to Native Hawaiians and Hawai'i
- Promote successful students for a better future
- Meet Hawai'i workforce needs of today and tomorrow
- Diversify Hawai'i's economy through UH innovation and research

Imperative: Fulfill kuleana to Native Hawaiians and Hawai'i**Goal:**

Model what it means to be an indigenous-serving and indigenous-centered institution: Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai'i.

Objectives:

- Ensure that UH supports the success of Native Hawaiians in learning, teaching, service and research across our campuses and nurtures Native Hawaiians as leaders.
- Create opportunities for all UH students, faculty, staff, executives and regents to inform their work by learning about Hawaiian language, culture, knowledge, and the past and present impacts of colonization.
- Play an active role in the reconciliation of injustices, advancing language parity, and improving the lives of Native Hawaiians across the islands,

Metric:

- Support the Hawai'i Papa o Ke Ao Leadership Council in creating a detailed plan as an update to the 2012 Hawai'i Papa o Ke Ao Report in consultation and collaboration with the Pūko'a Council and others throughout the university. The detailed plan to achieve this imperative and these objectives will be presented to the Board of Regents within one year of the adoption of this plan.

Imperative: Promote successful students for a better future**Goal:**

Educate more students, empowering them to achieve their goals and contribute to society.

Objectives:

- Increase participation in post-secondary education statewide.
- Provide necessary support for student success, including addressing barriers to access, basic needs (such as food and housing insecurity) and holistic health and wellness.
- Fully deploy multiple modalities of instruction that recognize changing times and widely differing student preferences, needs, and goals.
- Provide innovative learning experiences that prepare students to achieve their personal and professional goals, while fulfilling their kuleana to people and place.
- Improve campus infrastructure to promote a vibrant, inclusive, and safe environment on campuses across the UH System.

Metrics:

- Number of degrees and certificates awarded, including industry-recognized credentials, disaggregated for underrepresented groups.
- Increase the number of returning adults and those enrolling in distance/on-line programs
- Social/economic mobility index or survey results of alumni perception of success after graduation.

Imperative: Meet Hawai'i workforce needs of today and tomorrow**Goal:**

Eliminate workforce shortages in Hawai'i while preparing students for a future different than the present.

Objectives:

- Prepare professionals to fulfill statewide needs in occupations that are essential to community well-being including education, health, technology, skilled trades and sustainability/resilience.
- Enhance non-traditional offerings, including micro-credentials serving needs of specific groups of students, and industry certified credit and non-credit credentials, for those seeking upskilling or career change opportunities.
- Partner with employers to ensure the necessary preparation and support for students to succeed in their careers.
- Prepare graduates for life-long learning, innovation and entrepreneurship.

Metrics:

- Size of workforce shortages in key sectors/occupations (e.g., teacher shortage).
- Number of students with work-based learning, entrepreneurial and research experiences, and internships with a preference for paid internships.

Imperative: Diversify Hawai'i's economy through UH innovation and research**Goal:**

Build and sustain a thriving UH research and innovation enterprise that addresses local and global challenges by linking fundamental scientific discovery with applied research necessary for technological innovation to create jobs and advance a knowledge-based economy.

Objectives:

- Build out and sustain research and innovation hubs in key areas: Climate Resilience, Energy and Sustainable Ecosystems; Ocean, Earth and Atmospheric Sciences; Astronomy and Space Sciences; Data Sciences and Global Cybersecurity; Health and Wellness; Food Security and Agriculture; The Asia-Pacific and Hawai'i.
- Leverage intellectual diversity and indigenous innovation.
- Generate intellectual property and spin off startup companies that create high-quality jobs.
- Advance meaningful engagement in the Indo-Pacific region.

Metrics:

- Amount of extramural and philanthropic funding, including in identified hubs.
- Number of active licenses and options.
- Number of UH spinoff companies and jobs created.

Putting Our Plan into Action

This strategic plan is a huge milestone, but it is only the first step. Next begins the hard work of implementing the plan. These are challenging and important imperatives and goals for the next six years; some of them are truly transformational. We all know change is never easy. However, based on our accomplishments over the past six years and how far we have advanced, we are confident the UH can achieve success and excellence in executing this strategic plan.

Just as the development of this strategic plan has been a collaborative effort, implementing this strategic plan must also be a collaborative effort. As we work together, both across our 10 campuses and with the community, the University of Hawai'i will continue to evolve and grow to create a better future for our people and our islands.

Hawai'i Graduates for Hawai'i's Future

Approved by Hawai'i P-20 Council, Nov. 2022

As a remote island state, Hawai'i's future will rise and fall based on the aspirations and talent of our people.

We envision a Hawai'i where plentiful local jobs that pay a family-sustaining wage are filled by talented local residents, eager to make a difference right here at home, a Hawai'i where all residents are equipped to contribute to kind and thriving communities regardless of their backgrounds and locations.

We envision an equitable Hawai'i where all children – of every race, ethnicity, economic background and location – can begin as learners in a high quality early childhood education system and continue to successfully navigate their own educational journeys.

We envision a Hawai'i where all adults interested in education, training and upskilling are welcomed into and supported through flexible educational pathways that lead to rewarding employment.

We envision a Hawai'i in which our students, faculty and residents are motivated and supported with education and opportunity in innovation and entrepreneurialism, accompanied by an understanding of Hawai'i's opportunities and challenges, that enables them to create economic and social vitality for themselves and others.

We envision a Hawai'i with a full P-20 pipeline that educates students to understand and reconcile Hawai'i's colonial history and practices and their impacts on Hawaiians, as well as to appreciate Hawai'i's responsibilities to preserve and promulgate Hawaiian language, culture, values, and traditional indigenous knowledge.

We commit to eliminating equity gaps across all elements of the educational ecosystem for currently underserved populations including Native Hawaiians, Pacific Islanders, Filipinos and those who are economically disadvantaged, whose parents never attended college, and who live in rural communities.

Our vision requires that our educational systems and organizations embrace this attainment goal in their strategic and operational plans.

Our vision requires that employers, entrepreneurs, and educators across the state act together as true partners to provide clear alignment and opportunity for work-based learning within education and training programs in support of a shared vision for a diverse workforce that supports a dynamic and sustainable economy.

Goal #1: Universal access to high quality early care and education

From birth to age 5, a child's brain develops more than at any other time in life. The evidence is clear that every family must have access to high quality early care and education so that every child in Hawai'i has the opportunity to succeed in life.

Core Metric: Percentage of Hawai'i 3-4 year olds in Pre-K or Early Childhood Education

Each year, we will monitor the following metrics:

- A. Percent of early education classrooms with a qualified and experienced educator and retention of educators, with geographic breakdown
- B. Percent of kindergarten students who exhibit readiness for kindergarten as evidenced by the Kindergarten Entry Assessment, with equity breakdown*

Goal #2: Universal preparation of every K-12 student throughout their education for college, career, and citizenship

The entire K-12 educational experience in Hawai'i must provide a strong academic foundation for all students to engage in vibrant career exploration, to succeed in education and training after high school, and to be effective lifelong learners in preparation for the inevitable changes over the decades to come.

Core Metric: Percent of high school graduates that go on to postsecondary education, training or the military

Each year, we will monitor the following metrics:

- A. Percent of K-12 classrooms with a qualified and experienced educator and retention of educators, with geographic breakdown
- B. Percent of high school students meeting or exceeding proficiency on standardized tests in Grades 3, 8 and 11*, with equity breakdown
- C. Percent of 9th grade students promoted to 10th grade on time
- D. Percent of students who graduate from high school on time (i.e., 4 years) and within 5 years, with equity breakdown
- E. Percent of high school graduates who complete a CTE Program of Study*, with equity breakdown
- F. Percent of high school students who successfully complete advanced coursework, including but not limited to, dual credit, IB courses, or AP courses*, with equity breakdown

Goal #3: Universal access to postsecondary opportunity and success

Living wage jobs of today and tomorrow require some education and/or training beyond high school. These opportunities must be fully accessible for all residents of all

backgrounds and locations throughout the state – including for working adults looking to retrain, upskill or change professions – with the academic and financial support they need to succeed.

Metric: Number of credentialed graduates from Hawaii's postsecondary education and training programs, with equity breakdown

Each year, we will seek continuous growth in the following metrics:

- A. Overall college going rate for high school graduates, with equity breakdown
- B. Postsecondary success rates, with equity breakdown
- C. Percent of residents with postsecondary degrees or Promising Credentials, with equity breakdown
- D. Number of degrees and certificates awarded to adult learners seeking upskilling or opportunities for career mobility

Goal #4: Universal education and training of Hawai'i residents to fill and create living wage jobs available across the state

Create and operate, in partnership with employers, robust and high value career pathways that include degree and credential programs for residents throughout the islands. The pathways will include a lattice approach which enables workers to make progress toward economic mobility and ensures qualified local applicants are prepared for living wage job openings in Hawai'i. Innovation and entrepreneurship are infused throughout the educational ecosystem because we believe the jobs of the future will be created and filled by today's students.

Metric: Number of living wage jobs existing and created in Hawai'i; number of living-wage job openings filled by current and returning Hawai'i residents

Each year, we will seek continuous growth in the following metrics:

- A. Number of postsecondary students graduating in the high skill, high wage, high demand fields*, with equity breakdown
- B. Number of high school and postsecondary students completing formal work-based learning experiences*, with equity breakdown
- C. Number of paid internships available by employers to high school and postsecondary students*, with field and geographic breakdown
- D. Percent of postsecondary graduates employed in Hawai'i, particularly in high wage, high skill, high demand fields*
- E. The number of jobs created by companies spurred by innovation at Hawai'i postsecondary institutions*



State of Hawai‘i Board of Education

Building Capacity for Effective Leadership and Governance Through Strategic Planning

December 1, 2022

Session Objectives



To review and reach consensus on Strategic Plan and Implementation Plan structure



To reach consensus on Vision and Mission Statements



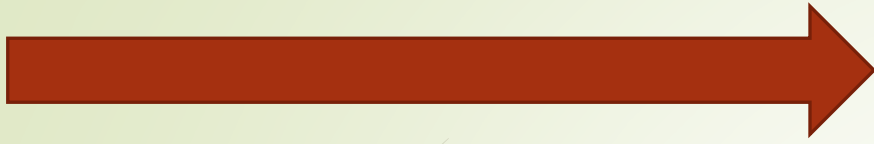
To discuss Core Values in relation to Policies E-2 and E-3



To reach consensus on Goals for each Priority Area



To discuss and brainstorm outcomes for each goal



To review and reach consensus on Strategic Plan and Implementation Plan structure



To reach consensus on Vision and Mission Statements



To discuss Core Values in relation to Policies E-2 and E-3



To reach consensus on Goals for each Priority Area



To discuss and brainstorm outcomes for each goal

PLAN COMPONENTS

FORMAT TO BE
DETERMINED

AGREED TO A 5-6 YEAR
TIMEFRAME

- **Foundation Statements**
 - Vision, Mission, Core Values
- **Priorities**
- **Goal Statements**
 - Broad declaration of the desired result
- **Objectives**
 - Specific actions to be taken
- **Essential Indicators of Success**
 - How progress and success is measured
- **Strategies**
 - Operational engagements

Strategic Plan Components

Developed with
broad stakeholder
input and
approved by the
Board of
Education

Foundation Statements

- Vision, Mission, Core Values

Strategic Priorities

- Major areas of focus for the work of the Board of Education and the Department of Education

Goals

- Broad statements of desired results, large in size, with a long-term timeframe

Outcomes

- Smaller parts of the desired results, when combined reaches the goal, medium-to-short term

Strategic Plan Components

Anticipated Timeline

- December 15 - Board finalizes first draft
- December 19 -Board launches stakeholder survey
- January 13 – Survey closes (4 weeks)
- January 19 – Board discusses survey results
- February 2 – Board reviews revised draft
- February 16 – Board adopts Strategic Plan

Foundation Statements

- Vision, Mission, Core Values

Strategic Priorities

- Major areas of focus for the work of the Board of Education and the Department of Education

Goals

- Broad statements of desired results, large in size, with a long-term timeframe

Outcomes

- Smaller parts of the desired results, when combined reaches the goal, medium-to-short term

Implementation Plan Components

Developed by the Board of Education and the Department of Education with final approval by the Board of Education

Objectives

- Specific actions to accomplish goals and reach outcomes, small in scope, measurable, medium-to-short term

Benchmarks and Metrics

- Measures of success, key performance indicators, time-bound, incremental

Monitoring and Reporting

- Processes and procedures for tracking progress, means and methods of sharing progress to stakeholders, specific and time bound

Communication and Engagement

- Processes for sharing plan with stakeholders, who you will work with, coordination with partners, strategies for support

Implementation Plan Components

Anticipated Timeline

- December 15 - Begin work on sections 3 & 4 while survey is conducted
- January 19 – Board discusses sections 3 & 4 and begin working on sections 1 & 2
- February 16 – Board reviews work on draft plan
- March 23 Board reviews draft plan
- April or May – Board approves plan

Objectives

- Specific actions to accomplish goals and reach outcomes, small in scope, measurable, medium-to-short term

Benchmarks and Metrics

- Measures of success, key performance indicators, time-bound, incremental

Monitoring and Reporting

- Processes and procedures for tracking progress, means and methods of sharing progress to stakeholders, specific and time bound

Communication and Engagement

- Processes for sharing plan with stakeholders, who you will work with, coordination with partners, strategies for support



To review and reach consensus on Strategic Plan and Implementation Plan structure



To reach consensus on Vision and Mission Statements



To discuss Core Values in relation to Policies E-2 and E-3



To reach consensus on Goals for each Priority Area



To discuss and brainstorm outcomes for each goal

Foundation Statements

➤ A vision statement focuses on tomorrow and what an organization wants to ultimately become. A **mission statement focuses on today and what** an organization does to achieve it. Both are vital in directing goals.





Foundation Statement – *Vision*

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

Foundation Statement – *Mission*

► Our Mission – **Version 1**

The State of Hawai'i Board of Education leads the public education system through:

Strategic direction – by forging a compelling and shared vision, exercising transparent and collaborative leadership, ensuring equitable opportunities and access to high-quality and culturally responsive instruction, and fostering kuleana and personal growth for students, educators, and staff;

Policymaking and oversight – by strengthening and maintaining a policy structure that supports an effective and efficient system of public education, using research-informed and data-based decision making, and continuously monitoring and evaluating the public education system for opportunities to improve student outcomes and operational efficiency and effectiveness;

Systems support – by ensuring that all students are taught by highly effective educators and staff, promoting social-emotional well-being for all students, educators, and staff; and.

Engagement and advocacy – by building, strengthening, and maintaining connections among partners to act in support of success for all learners, and meaningfully engaging stakeholders in decision making.

► Our Mission – **Version 2**

The State of Hawai'i Board of Education leads the public education system by:

- Creating a compelling and shared vision that drives educational excellence;
- Strengthening and maintaining a comprehensive policy structure that supports an effective and efficient system of public education through transparent and collaborative leadership;
- Building, strengthening, and maintaining connections among all stakeholders to act in support of success for all learners;
- Ensuring equitable opportunities and access to high-quality, culturally -responsive learning experiences for all students;
- Encouraging and fostering kuleana, personal growth, and social-emotional well-being for all students, educators, and staff;
- Ensuring all educators and staff are effective in providing effective, high-quality instruction and monitor student progress; and
- Continuously monitoring and evaluating the public education system for achievement and growth by practicing research-informed and data-based decision making.



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What they are and why they matter

- How would you define Core Values?
- Not an example, but a definition or synonym





Core Beliefs

- The representation of an organization's highest deeply held beliefs, and core, fundamental driving forces.
- *They are the heart of what an organization and its employees stand for in the world.*
- The ethics or ideals that guide an organization when making decisions, building relationships, and solving problems.
- *The root beliefs that an organization operates from. They are the principle perspectives that guide an organization's behavior.*
- The root values and beliefs which form the basis on which the organization and its employees operate from. They ultimately serve as the "guiding light" that steers the company's attitude and behavior towards others.
- *An organization's guiding principles*
- Core values represent the lens through which an organization sees the world. They should be specific and align with the vision of the organization.

Core Values Considerations

➤ Policy definition

- A sustained course of action toward desired results.
- Core values can propel and sustain that course of action if used effectively

➤ Ask yourselves

- Do they accurately represent what the system stands for?
- Do these values bring the system's "why" to life?
- Are these values action driven?
- Will these values provide a sense of grounding for the board and Department?



Policy E-2

Our Core Values

Hawaii seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawaii's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawaii's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.
2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawaii provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. **CONNECTION TO COMMUNITY, FAMILY, AND 'ĀINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawaii students value these connections and become stewards to help make our world a better place.

SAMPLE TERMS

- ACCOUNTABILITY
- ADAPTABILITY
- COLLABORATION
- EMPOWERMENT
- ENGAGEMENT
- EQUITY
- EXCELLENCE
- INCLUSION
- INNOVATION
- INTEGRITY
- RESPECT
- RESPONSIBILITY
- SERVICE
- STUDENT CENTERED
- TRANSFORMATION
- TRANSPARENCY



Hopena

End goals, the result of an action

A'o

Learning and teaching



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Consensus Priorities for Strategic Planning

High-Quality Learning for All

- Improving student achievement and success
- Enhanced learning opportunities and high-quality instruction

High-Quality Educator Workforce in All Schools

- Teacher workforce (preparation, recruitment, retention, professional learning, etc.)
- Principal workforce (preparation, recruitment, retention, professional learning, etc.)

Effective and Efficient Operations at All Levels

- Fiscal responsibility and equity of resources
- Facilities and infrastructure
- Department of Education effectiveness and organization

Priority 1: High-Quality Learning For All



Goal 1: All students will have equitable access to a high-quality learning experience resulting in equitable outcomes for all learners.

Goal 2: All students will learn in a safe, nurturing, and culturally-responsive environment.

Goal 3: All students will graduate high school prepared for college, career, civic engagement, and community involvement.

Priority 2: High-Quality educator workforce in all schools



Goal 1: All students will be taught by highly-qualified teachers and all schools will be led by highly-qualified principals.

Goal 2: Complex area and state offices will be comprised of highly qualified staff whose work is aligned to support student learning.

Goal 3: All schools will be fully staffed by competent and caring support staff committed to providing quality services to support students.



Priority 3: Effective and efficient operations at all levels

Goal 1: All school facilities will be safe, well-maintained, compliant, clean, and attractive to provide a positive and inviting learning environment for students and staff.

Goal 2: All operational and management processes, including resource allocation, will be implemented in an equitable, transparent, and efficient manner.

Goal 3: Families, stakeholders, and staff are informed of and engaged in planning and decision-making affecting students in a meaningful and timely manner.



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To reach consensus on Goals for each Priority Area



To discuss and brainstorm outcomes for each goal





The Role of Outcomes

Foundation Statements

- Vision, Mission, Core Values

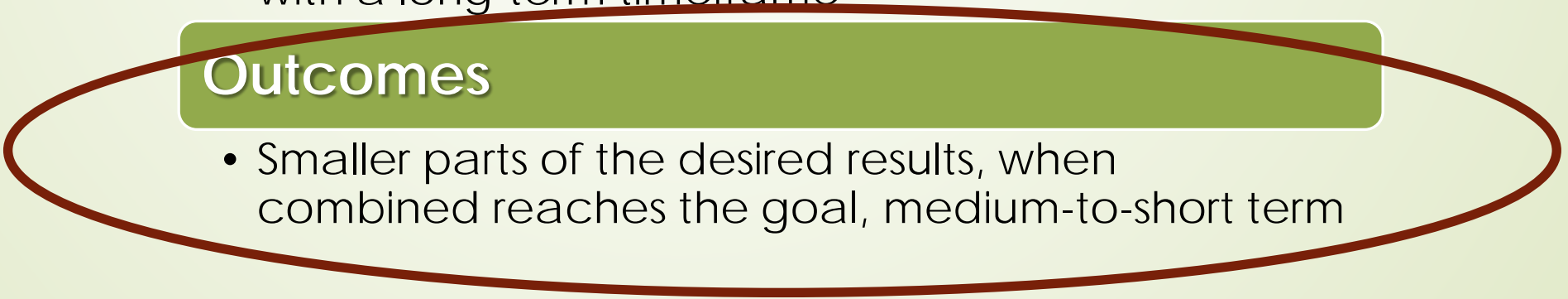
Strategic Priorities

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Outcomes

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- 

Priority I: High-Quality Learning for All

- **Goal 1:** All students will have equitable access to a rigorous, high-quality learning experience resulting in equitable outcomes for all learners.
 - **Outcomes**
 - All students are prepared socially, emotionally, and academically for success in kindergarten.
 - All students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.
 - All students are proficient in mathematics by the end of eighth grade, and those who are not have the necessary supports to become proficient.
 - Academic achievement gaps are eliminated with all student subgroups performing equally well.



Next Steps

➤ December 15

- Reach consensus on outcome statements
- Reach consensus on final language of Draft 1 for public comment
- Further Define work on Implementation Plan