

OUR VISION

The State of Hawai'i Board of Education envisions a superior 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 support, meaningful engagement, and vigorous advocacy.

OUR 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:

- Connections to and engagement with people and places as important drivers of action. **He pili wehena 'ole.** (*A relationship that cannot be undone.*)
- Initiative to perform motivated by a sense of kuleana and accountability to self and others. **Ma ka hana ka 'ike ma ka 'imi ka loa'a.** (*In working one learns, through initiative one acquires.*)
- Nurturing individual strengths, increasing proficiencies and abilities to be able to serve, and fostering excellence in ourselves and those we serve. **'A'ohe 'ulu e loa'a i ka pōkole o ka lou.** (*There is no success without preparation.*)
- 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. **E 'ōpū ali'i.** (*Have the heart of a chief.*)
- Pono practices that prioritize balance. **Ua ola loko i ke aloha.** (*Love is imperative to one's mental and physical well being.*)
- 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. **'O Hawai'i ku'u 'āina kilohana.** (*Hawai'i is my prized place.*)

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, 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 graduate high school with a personal plan for their future.
- 1.3.2. All students, throughout their K-12 experience, explore a variety of career opportunities.
- 1.3.3. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

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 permanent 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 permanent 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 permanent 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. 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, 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. Data systems are designed and data collected to align with the strategic plan goals and outcomes.

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 decision-making processes 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.