

# Office of Strategy, Innovation, and Performance

**Purpose:** To cultivate strategic initiatives and goals with internal and external stakeholders to ensure high quality education for all students based on a data-driven approach.



**RODNEY LUKE**  
ASSISTANT SUPERINTENDENT



# 2018-19 deliverables

- Groundwork for a 10-year Strategic Plan
- Provide access to Data Reporting & Information
- Implementation of the School Design Matrix



# Consistent approach to improvement



VISIONARY, ASPIRATIONAL GOALS

2017-2020 ACTION PLAN

Hawai'i's Blueprint for Public Education

HAWAII STATE DEPARTMENT OF EDUCATION BOARD OF EDUCATION

**Strategic Plan**  
2017-2020

2017

Governor's ESSA Team

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



**Schools' 3-Yr Academic Plan, Financial Plan**

STATE OPERATIONAL PLANS

COMPLEX AREA PLANS

ESSA PLAN



School Improvement Activities

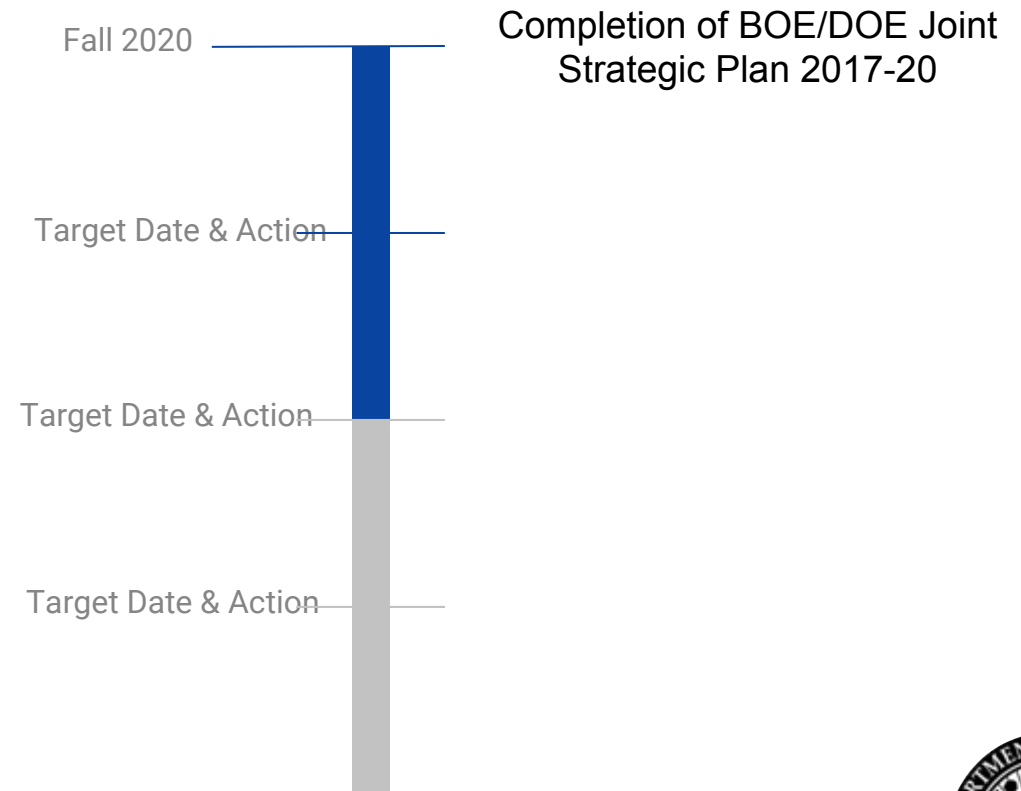
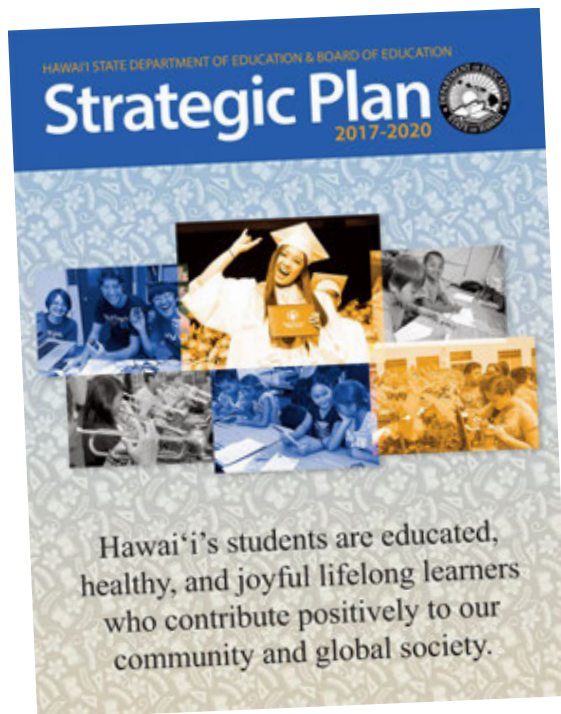
DATA

**STRIVE HI**

Our Students • Our Future • Our Promise



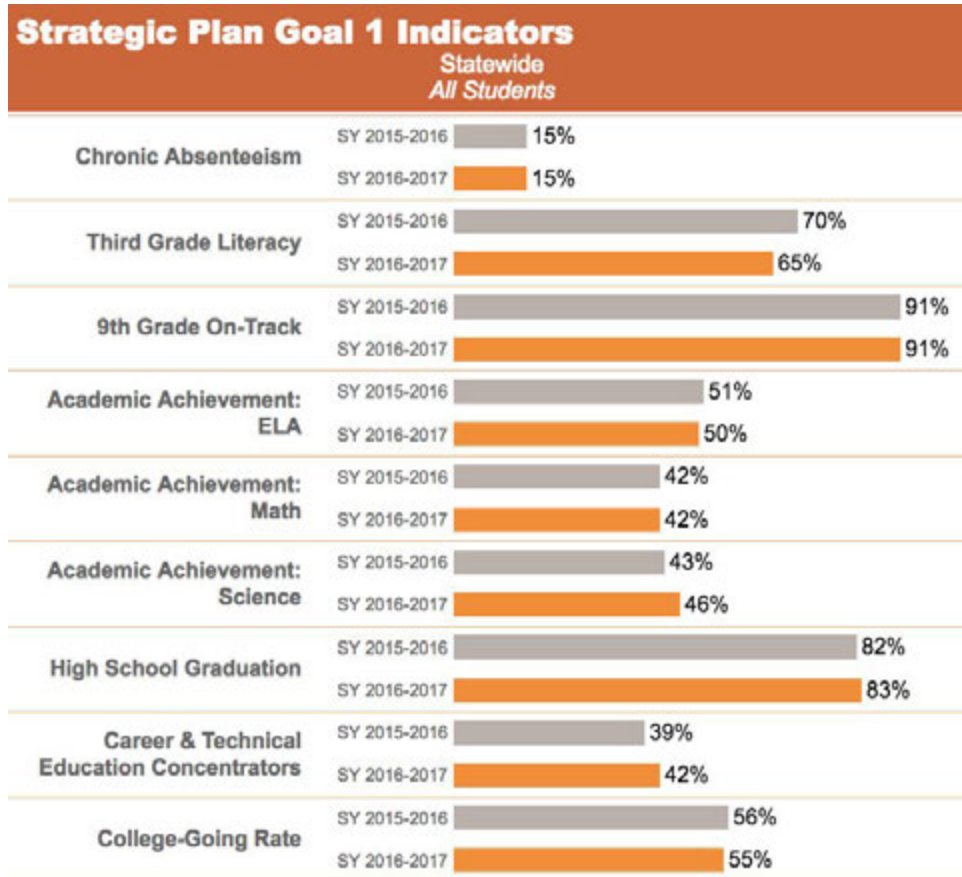
# Groundwork for a 10-year Strategic Plan





# Data reporting & access, trend analysis

**Strategic Plan  
Dynamic Report**



**ARCH – Accountability  
Resource Center Hawaii**

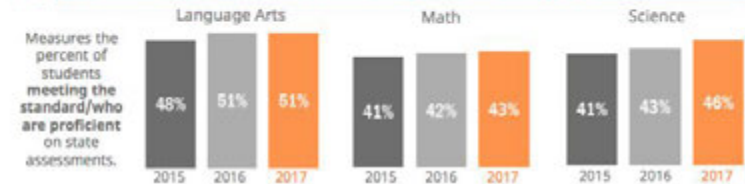


**Strive HI Reports**

**Strive HI Statewide Snapshot**

This annual summary of the state's performance on key indicators of student success shows the state's progress on the Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

**How are students performing in each subject?**



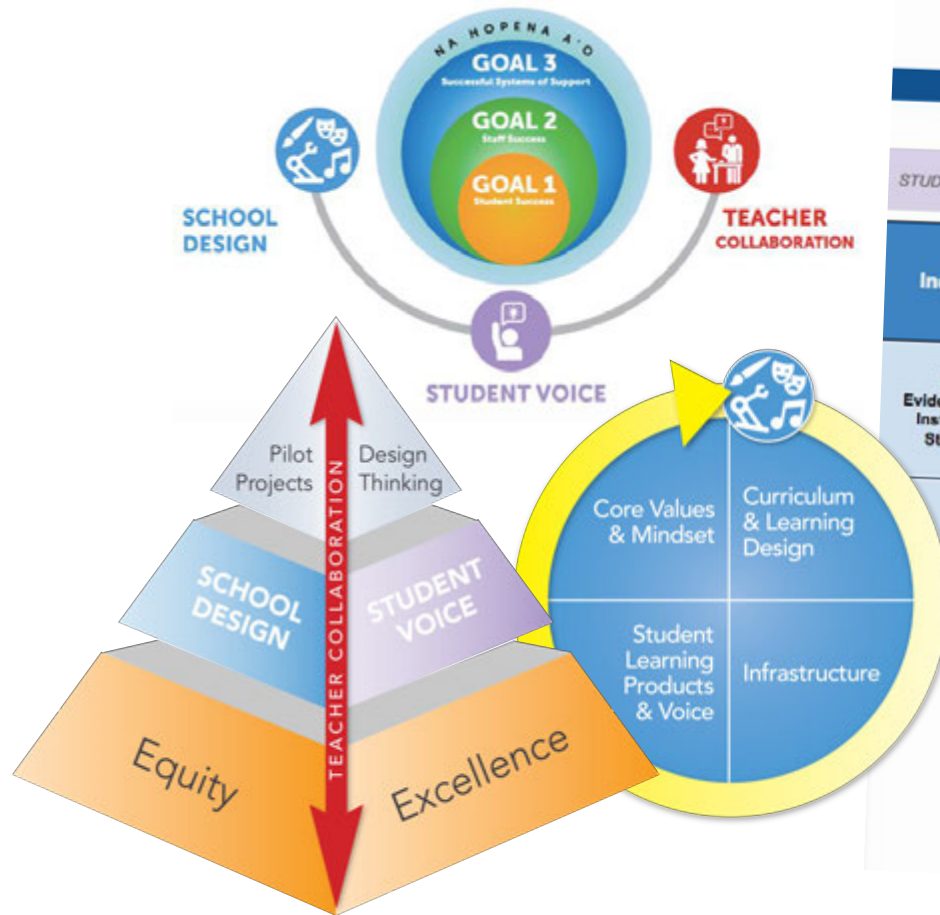
**How are student subgroups performing?**



**How many students are prepared for transition?**



# School Design implementation



**School Design Matrix**

**DESIGN PRINCIPLE 2: CURRICULUM AND LEARNING DESIGN**

**BIG IDEAS:** + Core work of Teaching and Learning + College and Career Pathways + Interdisciplinary and Industry-Vetted Curriculum + Learning and Exploration Time  
 + Student Choice in Curriculum + Student Collaboration + Teacher Collaboration + Access and Supports + Major Partners

**STUDENTS' VOICE:** When students were asked about this component, they shared:

- Curriculum and learning design is the foundation of students' knowledge that affects their learning for the future.
- Testing = Improvements
- Student population
- Course options
- Classroom and school environment
- Structuring lesson plans that best fit the needs of all students.
- Equity – to be fair
- Multi-purpose (adaptable)
- Unique – different teaching styles
- Finance – providing appropriate funding
- Teacher willingness to go beyond
- Commitment – teachers are committed to change/grow

Indicators	Implementation Phases			
	EXPLORATION School explores and identifies the needs of the target population.	INSTALLATION School organizes existing structures and begins staging integration.	INITIAL IMPLEMENTATION School implements new ways to work and learns from mistakes. This stage is characterized by frequent problem-solving.	FULL IMPLEMENTATION School implementation components are fully integrated into the organization and are functioning effectively to achieve desired outcomes. Evaluating-Systematizing-Innovating
<b>Use of Evidence-Based Instructional Strategies</b>	School identifies instructional strategies tied to core standards and seeks ways to meet student needs. Lessons and assessments aligned with strategies are from core programs or supplemental materials. School is defining a common understanding of evidence-based instructional strategies.	School utilizes a variety of evidence-based instructional strategies to meet student needs across all tiers of instruction. School connects student learning to the instructional strategies so adjustments can be made to meet the individual needs of the students. School constructs opportunities for formative feedback so students can demonstrate growth or mastery of proficiency.	School assesses and revises use of assessments and high impact evidence-based strategies to customize the learning experience and to promote student voice and agency. Students are actively engage and work collaboratively with peers on relevant and meaningful tasks.	School designs and differentiates learning experiences based on the belief that each student is unique. School personalizes learning based on student interest, needs, aspirations, culture and relevance. Students assume considerable responsibility for the success of the lesson by initiating topics, asking questions and contributing to discussions.
<b>Access and Supports Partnerships</b>	School identifies over- or under-served populations and recognizes the need for equitable access and least restrictive environments for all students. Staff members schedule time with peers (e.g., grade-level, content) to work collaboratively to meet the needs of students with high risks (i.e., those receiving universal, targeted, and/or intensive instruction).	School organizes processes to improve equitable access for all students and to ensure a range of instructional strategies and interventions are available to meet the needs of students. The school's Problem Solving team* collaboratively defines a procedure (i.e., who, what, when, where, etc) for examining data to determine: • if academic, behavior, physical, and social-emotional well-being, curriculum and instruction are effective; and • if curriculum and instruction are matched to groups of students' needs.	School integrates formative assessment processes to ensure all students are benefiting from a comprehensive curriculum in all content areas. Family and community partnering are aligned to support learning goals. The school's Problem Solving team* consistently: • interprets screening data at regular intervals during the year for academics, behavior, physical and social-emotional need; and • collects data on and cites evidence of fidelity of curriculum and intervention • determines general overall adjustments	School regularly evaluates if all students are benefiting from a rich, balanced and rigorous curriculum. Students, parents and community members are partners in the problem solving process, which is embedded in the school culture as a part of a continuous improvement cycle. The Problem Solving team(s)* routinely analyzes data in order to: • synthesize feedback to stakeholders on the effectiveness of academic, behavior, physical and social-emotional instruction and supports; • adjust programming based on student data/results; and • evaluate the quality of interventions available and systemic trends



# Anticipated outcomes

- To develop and design a ten-year state Strategic Plan that aligns all plans, sets direction and reflects the changing educational needs of our schools and students.
- To refine data reporting & communication that is accurate, timely, and accessible to all internal and external stakeholders.
- To implement the School Design Matrix that provides continued support for complex areas and schools thinking about a K-12 (P-20) systems approach.

