About the 6 Priority Strategies
Our “Big Bet” = 6 Priority Strategies

We’ve focused schools’ attention on 6 Priority Strategies within the Strategic Plan. If implemented with quality, at scale, we expect measureable progress on Strategic Plan objectives.
What are the 6 Priority Strategies?

1. **Induction & Mentoring**

2. **Formative Instruction/Data Teams**
   - Use of data in classrooms and school teams to tailor instruction to student needs.

3. **Educator Effectiveness Systems**
   - Teacher evaluation (EES) & Principal evaluation (CESSA)

4. **Academic Review Teams**
   - Performance management routines to regularly review implementation of 6 strategies, grounded in data.

5. **Comprehensive Student Supports**
   - Removing student barriers to academic success.

6. **Common Core**
   - • Common Core State Standards
     • SBAC (New assessment)
     • Public education about new standards and assessments

These strategies are designed to improve educator effectiveness and student academic success.
Our Journey to Implement the 6 Priority Strategies

Summer 2012: Identification

SY2012-13: Implementation

SY2013-14: Implement at scale, with quality

Challenges

1. Lack dedicated staff with expertise and legitimacy in these topics

2. Need ways to gather timely, high-quality feedback

3. Lack of aligned structures, staffing, and processes to maximize effective implementation

4. Need to free up CASs to better lead, monitor, coach and strategically manage people, time, and resources.

Solutions

1) Clearly define roles and responsibilities for State, complex area, and Schools

2) Establish dedicated positions and hire capable staff to lead implementation in the field

3) Improve routines, opportunities for feedback, and communication to support staff at all levels
Core Components

**What**
- Implementation Continuum
  - Describes implementation progress in 4 phases
  - School level
  - Includes evidence

**How**
- State Implementation Plan
- Complex Area Implementation Plan (1 per Strategy; Exploring combining)
- School Academic Plan

**Who**
- Executive Sponsor
- State Lead (collectively “State Support Team”)
- Complex Area Lead (collectively “Complex Area Support Team or CAST”)

**When**
- Performance Management
  - Stocktake routines at Executive, Project and CAS Level
- Collaboration & PLC
  - at Executive, State Lead, CAS, CAST, and Complex Area
- Master Calendar
  - All Stocktakes, CAST convenings, Field Assessment, etc. scheduled for year

*Grounded in data:* outcome metrics (short, mid, long-term) and field assessment (quarterly progress, by school, on each continuum)
Dedicated Staff for Every Complex Area

State Support Team

- Common Core
- Formative Instruction/Data Teams
- Induction & Mentoring
- Academic Review Teams

Complex Area Support Team (CAST)

- Common Core
- Comprehensive Student Support System
- Educator Effectiveness Systems
- Academic Review Teams
- Induction & Mentoring
Roles & Responsibilities

State Support Team

- Lead state’s **implementation plan**
- **Facilitate (PLC)** among CA leads
- Provide field with timely **communication and feedback opportunities**
- Gather and **analyze implementation data** to guide improvements
- **Develop / share resources** to support quality implementation
- Provide **feedback to DOE leadership**

Complex Area Support Team (CAST)

- **Collaborate** across 6 Priority Strategies
- Lead CA **implementation plan**
- **Participate** in PLC
- **Communication & feedback linchpin** between state and schools
- **Gather and analyze data & evidence** school implementation
- Support CAS’s efforts to **differentiate school support**
- **Build schools’ capacity**
Implementation Continuums

Describes implementation progress in 4 phases
School level
Includes evidence

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<tbody>
<tr>
<td>Establishing</td>
<td>Applying</td>
<td>Integrating</td>
<td>Systematizing</td>
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<td>Building knowledge through content-rich nonfiction</td>
<td>The school shows little or no evidence of providing students with a balance of literary and informational texts.</td>
<td>The majority of classes in the school have evidence of a balance of literary and informational text.</td>
<td>The entire school consistently shows evidence of students reading a balance of 30% literary and 70% informational text in the elementary school. The balance for middle school is 55% informational texts and 45% literary texts. The balance for high school is 70% informational text and 30% literary during the school day.*</td>
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<td>Reading, writing, and speaking grounded in evidence from text, both literary and informational</td>
<td>The school shows some evidence of moving towards the balance of text recommended in the CCSS. Text selection is becoming more intentional so that texts are more carefully sequenced to build deep content knowledge.</td>
<td>The majority of classes across all content areas in the school intentionally sequence texts students read and hear to develop deep content knowledge.</td>
<td>All teachers across all content areas intentionally sequence texts students read and hear to develop deep content knowledge. Students demonstrate knowledge in multiple ways (i.e., through an art or movement form). The school has set aside professional time for teachers to collaborate on this topic.</td>
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*The shift to get an equal balance of literary and informational texts does not require counting of pages, titles, etc. This balance should be reflected in the relative proportion of what students spend their time on. The percentages reflect those in the national Assessment of Educational Progress 2009 Framework. Information retrieved from achievethescore.org.
Quarterly Field Assessment to Understand Progress

CAS provide their rating of EVERY school on each of the 6 Priority Strategies. We provide reports STATEWIDE and for EACH COMPLEX AREA, by SCHOOL.
Implementation Plans

State
- State Implementation Plan

Complex Area
- Complex Area Implementation Plan

School
- Academic & Financial Plan

Includes short, mid-, and long-term outcome metrics from the Strategic Plan

Revised to align with 6 Priority Strategies
For more information:

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