

DoDEA Community Strategic Plan Status Document

Red: Not Initiated

Yellow: Initiated-Minimal Progress

Green: Completed

Bolded Pink: POCs

Goal 1: All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning.

Objective	Strategy	Action	P.O.C.	Data	STATUS
1. All students will show academic growth (beginning to end of school year) in student achievement through a curriculum that challenges each student to excel	Data-driven decision making to inform an aligned continuous improvement process	By December 2008, clearly defined content standards are developed for English Language Arts, Science, Social Studies, and Mathematics curricular areas	Headquarters-Assessment Branch and Curricular Areas BRANCH CHIEFS	Standards' Review Report	Social Studies, English Language Arts, Science and K-8 Math have all received ratings of 3 and 4 on the McREL evaluation. HS Math Standards are in the process of being revised and will go to McREL in the Spring of 2009 for evaluation.
		By January 2011, clearly defined content standards for Health Education, Physical Education, Music, Art Drama, Speech, Journalism English as a Second Language, Counselors, Professional Technical Studies, Gifted Education, are developed.	Headquarters-Assessment Branch and Curricular Areas BRANCH CHIEFS	Standards' Review Report	PE and Health are completed. Music and Art Standards are in place but have not been sent to McREL for review. Drama, Speech and Journalism do not have specific standard but are imbedded in other content areas such as ELA. Student Services: ESL is developing English Language

					<p>Proficiency (ELP) Standards. ELP standards are designed to develop the ESL student's communication and academic language skills in meeting the curricular content standards.</p> <p>DoDEA's counseling standards are based on ASCA's Competency Based Counseling Program; the national model for provision of developmental counseling services. The standards are included in DoDEA Manual 2946.2, "School Counseling Services," January 2006</p> <p>Pathway standards for PTS courses (aligned with the National Career Cluster Standards) are in place. Course competencies for students are being developed.</p> <p>Gifted Education does not have a separate set of content standards; GE follows the gen. ed. standards.</p>
		By September 2009, schools	Headquarters	Student Achievement Data	Template is in

		are provided standardized, disaggregated, user-friendly student achievement data with a template provided by Headquarters	Assessment Branch Embler/Schrankel	Norm-referenced Assessment Data	development and information will be provided to Superintendents in July. Phase I of the online reporting system has been completed with a projected launch date of October 20. Phase 2 is currently in development.
		By December 2009, teachers and administrators are trained in the use of data and evaluation.	Headquarters Assessment and Professional Development Branches Embler/Schrankel	Training Schedule Training Evaluation Responses Accreditation Reports	Training is ongoing at administrator's conferences in all three areas and at the Superintendents Conference. Dr. Schrankel and Dr. Embler are always included on the agenda. System-wide teacher training opportunities have not been planned.
		By September 2010, teachers use data regularly to inform instructional practices	Headquarters Assessment Branch Continuous and School Improvement Leadership Teams Embler/Schrankel	Observation Reports Accreditation Reports	School accreditation visits and school improvement processes provide evidence that data is regularly used but not optimal at this point. Training is ongoing with Principals and Assistant Principals to ensure this is a commonplace best practice. Currently, there is no plan in place to collect and report on teacher's use of data to guide instruction.

		<p>By December 2009, an assessment plan is developed</p>	<p>Headquarters Assessment Branch</p> <p>Embler/Schrankel</p>	<p>Assessment Plan completed Field Test Results</p>	<p>Components are being reviewed in the Assessment Task Group.</p>
		<p>By June 2008, annual program evaluations are conducted</p>	<p>Headquarters- Curricular and Program Coordinators</p> <p>Burruss</p>	<p>Available system data to review, refine, and plan for curricular development.</p>	<p>Annual program reviews were collected from: Advanced Placement Art AVID English Language Arts English as a Second Language Foreign Language Gifted Humanities Mathematics Music Partnerships Physical Education and Health PTS Professional Development Pupil Personnel Services (School Psychology, School Counseling, Social Work, Mental Health) Science Social Studies Special Education Summer Enrichment Virtual School</p> <p>Formal Program Evaluations completed in 2008-09: Advanced Placement – included Task Group: completed - Oct 08</p>

					<p>High School Counseling – included Task Group; completed - Oct 08</p> <p>Special Education Initiative - final evaluation will be submitted in 2010</p> <p>Foreign Language – program monitoring initiated</p> <p>Professional Technical Studies – continued; moved into Task Group action</p> <p>Elementary Language Arts –focused on PreK-12 Literacy and moved into Task Group action</p> <p>High School Initiative - completed - July 08</p> <p>Program Plans have been submitted for: Virtual School Partnership</p>
		By June 2009, a professional development plan for program evaluation with teacher and administrators' modules is developed	Headquarters Assessment and Professional Development Branches Burruss	Professional Development Plan completed	Information regarding program evaluation and corresponding training is currently being placed on Blackboard for the DoDEA community.
Data-driven decisions identify student academic needs for	By June 2009, and annually thereafter, percentage of students scoring in the	Classroom teachers Principals HQ Assessment		Norm-referenced assessment data	The new Terra Nova III will be administered in the spring of 2009

	Teachers	bottom quartile on alternate and norm-referenced assessments is decreased and the percentage of students who do not reach proficiency on criterion-referenced assessments is decreased	HQ Research and Evaluation Embler/Schrankel	Diagnostic/criterion-referenced Assessment Data	and the reports will be received in June. The results will be reviewed and shared with Superintendents in July. This will include the assessment of progress in regards to student growth. The status and use of Criterion Referenced or alternate tests are not finalized at this time. These assessments will be reviewed by the Assessment Task Force.
		By June 2009, and annually thereafter, percentage of students scoring in the top quartile on standard and alternate norm-referenced assessments is increased and the percentage of students who reach proficiency on criterion-referenced assessments is increased	Classroom teachers Principals HQ Assessment HQ Research and Evaluation Embler/Schrankel	Norm-referenced assessment data Diagnostic/criterion-referenced Assessment Data	Same as above
		By June 2011, and annually thereafter, students demonstrate one year's academic growth as measured with diagnostic/criterion-referenced assessments	Classroom teachers Principals HQ Assessment HQ Research and Evaluation Embler/Schrankel	Diagnostic/criterion-referenced Assessment Data	This is being reviewed by the task group and recommendations will be forthcoming in April 2009. Currently DoDEA does not have a criterion-referenced assessment in place.
	Technologies integrated with cognitive development and DoDEA's content standards	By June 2010, Technology Literacy standards are developed, adopted and implemented	Headquarters-Education Technology Branch	Standards' Review Report Teacher Survey Program Evaluations Student Focus Groups Student Surveys Education Technology	National Educational Technology Standards (NETS) have been revised and sent to the schools.

				SY 07-08 Pre- and Post-Surveys	
		By June 2010, Information Literacy standards are developed, adopted and implemented	<p>Bignell</p> <p>Headquarters-Information Specialist Coordinator</p> <p>Southers</p>	<p>Standards' Review Report</p> <p>Student Focus Groups</p> <p>Teacher Survey</p> <p>Program Evaluations</p> <p>DoDEA school library impact studies</p> <p>Information Specialists SY 07-08 Pre- and Post-Surveys</p>	<p>Information Literacy Standards are in the development process.</p> <p>The Four National Standards are being used as the guide.</p>

Goal 1 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
2. All students will have access to varied and supplemental learning opportunities to meet or exceed the DoDEA standards	Differentiated instruction to meet individual student needs and engage learners	By December 2008, training on differentiated instruction is embedded in all professional development for educators	Headquarters Curriculum and Program Chiefs Donnelly/MacDonald	100% of training plans and agendas include differentiated instruction Professional Development Surveys Program Evaluations Accreditation Reports	The PD Task Force is currently discussing PD with respect to differentiated instruction. No deployment of training has taken place.
		By June 2010, differentiated classroom instruction is used by teachers	Headquarters and Area Curriculum Monitors HQ Assessment Branch Schrankel/Embler MacDonald/Donnelly	Monitoring Visits Principal observations Accreditation Reports	The Assessment Branch will provide data to support implementation of differentiated instruction based on data from the assessment program. Training for teachers has not yet been developed.
	Optimized student support services and special programs	By June 2009, student support services and special programs designed to optimize student learning are assessed, revised and refined to include: <ul style="list-style-type: none"> AVID Academic support labs SPED/ESL (Inclusion) Gifted PTS courses AP courses: Sept 08 PPS 	Headquarters Curriculum and Program Chiefs Embler Anderson Kestner Cantrell Hill Jones Patton	Enrollment Data Customer Satisfaction Data	PTS is included in the ongoing review process involving the task forces. SPED operates under Federal Monitoring Requirements. AVID is monitored annually by trained personnel from the AVID organization. ESL is monitored by Headquarters ISS. Program Evaluations in ESL and Gifted ED were completed in SY 05-06. Advanced Placement and Counseling Task Force recommendations have been implemented.
	Virtual School	By June 2009, the number of courses are expanded and the delivery of courses in DoDEA's Virtual School is improved	Headquarters Education Technology Branch Riley	Number of DoDEA developed core and advanced courses offered Enrollment and completion rates Student Surveys	In progress: The following Distance Learning courses are in the process of revision: Health Marine Bio

				Course Evaluations	<p>AP Physics AP German Java I Java II AP Calc AB AP Calc BC AP English Lit AP US History AP Comp Sci</p> <p>Thirty-two more Virtual School courses will be added by SY10-11:</p> <p>Mathematics: Algebra I, Algebra II, Geometry, Mathematics Analysis § English: English 9, English 10, English 11, English 12 § Science (Lab-based): Biology, Chemistry Applications, Physics, Earth & Space Science § Social Studies: Economics*, Psychology*, Sociology* or Contemporary Issues*, US Government*, US History, World History § Foreign Language: Spanish I-II, Chinese I-II (Mandarin) § Professional Technical Studies: Accounting I, Accounting II, Presentation Software Applications*, Management-International Business* § Physical</p>
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					<p>Education: Personal Fitness*, Lifetime Sports*, Activity Nutrition*</p> <p>§ Fine Arts: Art Appreciation*, Computer Art*, Humanities*, Music Appreciation*, Computer Music*</p> <p>The asterisk indicates a semester unit course; all other courses are full year (two semester units).</p> <p>The list of courses above represent courses necessary for graduation and will be finalized after contract award. The number of full year courses is 20; semester courses are 12.</p>
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FBO

Goal 2: DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Objective	Strategy	Action	P.O.C.	Data	STATUS
1. All schools will have equipment, facilities, furniture, technology, materials, and human resources to support highest student achievement	Budget Working Group (BWG)	By March 2009, a Budget Working Group (BWG) is established that will review a Prioritized Resource Master Plan (budget) produced by HQ, Area Directors, Superintendents, and Principals.	Headquarters & Area Directors (all components) Headquarters & Area Financial and Business Operations Superintendents Principals Shaw	Budget Working Group delegated in each Area and HQ.	BWG is established. Database is developed and ready for deployment in March.
	Data driven Prioritized Resource Plan (budget)	By April of each year, the BWG identifies budget requirements by data collection input from HQ and Areas.	Headquarters & Area Directors (all components) Headquarters & Area Financial and Business Operations BWGs Kelly	Data collection conducted and completed	By March 27, all input will be received. (ahead of schedule)
		By April of each year, a DoDEA-wide Prioritized Resource Plan is developed by the BWG	Headquarters Directors (all components) Area Directors Financial and Business Operations (BWG) Kelly	Master plan w/timelines Area best practices Standards	By April 24, all plans will be complete and personnel from each area will meet with headquarters personnel to finalize the input of the BWG.
		By May of each year, the Prioritized Resource Plan is completed, reviewed,	Headquarters Directors (all components)	Plan reviewed and refined	Plan will be delivered to Dr. Miles and Mr. Kelly for review and approval

		and refined by the BWG	Area Directors Financial and Business Operations (BWG) Kelly		during early May.
		By June of each year, the Prioritized Resource Plan is presented for approval (becomes the DoDEA Prioritized Master Resource Plan when approved).	Headquarters Directors (all components) Area Directors Financial and Business Operations (BWG) Kelly	Recommendations provided Prioritized Master Resource Plan in place and active	Ahead of schedule and will be in place each year.

IT

Goal 2 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
<p>2. Focus information technology resources to support educational programs, highest student achievement, and continuous improvement</p>	<p>One data information system for Financial and Business Operations and Human Resources</p>	<p>By Fiscal Year 2010, one data information system with integrated functionality for human resources and business and financial operations is designed and implemented. This system will provide interoperability with multiple automated data systems to provide required information.</p>	<p>HQ & Area Financial and Business Operations HQ & Area Human Resources HQ & Area Information Technology</p> <p style="text-align: center;">Kelly/Graham Friedler</p>	<p>Review of resource expenditures such as:</p> <ul style="list-style-type: none"> • Staffing documents • Schedules • Annual PD Days • Annual Sub Days • Advanced Acquisition Plan • POMS • Currency Fluctuations <p>Analysis of efficiency of data information system reflects:</p> <ul style="list-style-type: none"> • Decrease processing time • Timeliness of funding • Decrease late interest payments • Reduced duplication of efforts and resources • Travel reimbursements • Decrease in complaints 	<p>Because of the nature of Joint DoD Systems (non-DoDEA owned or managed), such as DCPDS, DTS, DAI (Accounting and Budget) and others, a single system for transactional interoperability is nearly impossible. We firmly believe that the Consolidated Data Warehouse Initiative, as well as a CAC Enabled Portal (pre-coordination is underway) will best meet the CSP Goal as outlined.</p> <p>The current capabilities of the DoDEA Consolidated Data Warehouse include an Assessment Data Module (anticipated completion by June 2009), a Student Enrollment Data Module, as well as Modules for ESL, Student Courses and Grades and Race/Ethnicity Data. Each of the Area SMS Database Administrators submits data extractions to HQ on a weekly basis. The extractions are processed at HQ and loaded into a secure Oracle database and are accessed via a web browser. Additional modules are planned for Education, F&BO and Human Resources as applicable.</p>

Safety and Security

Goal 2 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
3. DoDEA will provide a safe and secure environment for students and employees.	System-wide, all-hazards plan to include continuity of operations	By September 2009, all-hazards template is developed. By September 2010, all-hazards plan is developed adopted, implemented system-wide By the start of each school year, ensure each school district reviews their safety & security plans for currency	Headquarters, Area, and District Safety and Security Offices Chunik	100% of school plans in compliance (requires DSO & Area program reviews) DODEA Vulnerability Assessment Review JSIVA Reports	Template is developed. Deployment is being planned. All districts are aware of their responsibility to review their safety and security plans annually. This is included in the Area program review.
	System-wide availability of DoDEA's Safe School Program	By September 2008, and monthly thereafter, the Safe School Newsletter to provide guidance, information, and support on school safety and security is published	Headquarters, Area, and District Safety and Security Offices Chunik	OSS user survey during SY 08/09 by the SAFE Schools contractor SAFE school utilization will be a special interest item in program reviews at districts/schools conducted by Area offices	Contract currently in place with CFC Computer Sciences Corporation to provide newsletters on a monthly basis and guidance and technical assistance and support are offered on a 24/7 basis.

HR

Goal 3: The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Objective	Strategy	Action	P.O.C.	Data	STATUS
1. In order to retain a highly motivated, committed and diverse workforce in support of student achievement, DoDEA will continually recruit, hire, support, evaluate, reward and/or recognize employees	Diversified and culturally responsible recruitment	By January 2009, recruitment plan is developed and implemented in response to: <ul style="list-style-type: none"> Management Directive 715 (MD-715) Affirmative Employment Plan Demographic changes in personnel High demand subject area vacancies Diverse pool of applicants for educators, non-educators, and administrators 	HQ Human Resources and Diversity Management Equal Opportunity Graham/Doreste Banka	Recruitment data	This is an ongoing process. The MD-715 Report from DMEO was completed March 31, 2009. Utilizing the MD-715 Report as a tool, DMEO and HR will review identified potential barriers and develop strategies to address Agency diversity objectives and underrepresentation based on demographic statistical data.
		By June 2010, DoDEA-wide applicant tracking system is developed and utilized	HQ Human Resources Graham/Banka	Recruitment tracking system in place	Provided this involves educators only, the Employment Application System (EAS) is in place.
	Employee tracking system	By August 2008, a computerized DoDEA-wide system for teacher certification, and recertification is developed and utilized	HQ Human Resources Graham Banka	Tracking system in place	In place.

		By June 2010, a DoDEA-wide applicant/employee tracking system for non-educators is developed and implemented	HQ Human Resources Graham/Banka	Data analysis of applicants/employees	Based on the Enterprise Staffing Solution (DoD-wide) this has been delayed. Pilot will begin in April and will run for 6 months. This remains on track.
Supported, evaluated, and rewarded employees		By June 2009, DoDEA-wide exit surveys are developed and implemented	HQ Human Resources Graham/Banka	Analysis of exit surveys and employee rewards at all levels to include: -selection for promotion or key positions -selection for specialized or career-enhancing training -assignment to key or strategic planning or oversight committees -honorary recognition such as Teacher of the Year or Principal of the Year, etc. -letters of commendation or appreciation -performance evaluations -pay pool shares for NSPS employees -time-off awards for NSPS employees	Labor Relations Division has developed an exit survey and is piloting it at headquarters. A policy letter has been drafted for Dr. Miles' review.
		By June 2009, professional educator appraisal systems and non-educator performance appraisal systems are evaluated	HQ Human Resources and HQ Professional Development Drechsel/Banka	Analysis of evaluation results	The Task Force for Administrator Performance Appraisals is completed. Next steps are to focus on teachers and non-educators.
		By August 2010, professional advancement	HQ Human Resources and HQ	Description of opportunities	Not initiated.

		opportunities within the teaching profession are designed e.g., Master Teacher designation, incentive for National Board Certification (NBC), career ladders	Professional Development Lesjak-Davis/Drechsel		
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Goal 3 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
2. Systemic and sustained professional development to promote individual effectiveness to achieve organizational goals	Equitable on-going professional development aligned to the mission and to DoDEA's priorities	By June 2010, a system-wide, web-enabled, professional development data system, with access to HR's data system is developed or procured and implemented that will provide reports for: <ul style="list-style-type: none"> employees' history of courses/trainings costs universal listing of all professional development offered in DoDEA sources/venues of training 	HQ Professional Development and HQ Human Resources Graham/Banka	Reports analyzed	Current database is partially functioning. DoD is moving to an "Enterprise System". Determination will be to develop an "in house" system or "piggy-back" on others already in place.
		By September 2010, an electronic evaluation component for all professional development is in place and includes change in practice	HQ Professional Development and HQ Human Resources MacDonald/Donnelly Friedler	Course evaluation summary	Will proceed with development following completion of summer PD booklet...Fall, 2009 (CD)
		By June 09, professional development modules prepared for teachers and administrators on data-driven decision making including training plan and schedule are developed	HQ Professional Development, Assessment, and Research and Evaluation Embler/Schrankel	Professional development modules complete with training plan and schedule	PD Steering Committee is working on modules for administrators but not for teachers as yet
	Leadership	By July 2010,	HQ Professional	Employee records	DoDEA reorganization

	Development	leadership capacity to meet the organizational goals and needs is built	Development and HQ Human Resources Haymon/Donnelly		plan is in progress to assist in building leadership capacity.
		By June 2010, a budget for advancement opportunities to build leadership capacity is provided	HQ Professional Development and HQ Human Resources Haymon/Donnelly Banka	Completion of coursework Employee records	\$500,000 has currently been designated for 2010.
		By June, 2009, a DoDEA educator leadership development plan is designed and implemented	HQ Professional Development, HQ Director, Associate Director, Area Directors, and District Superintendents Haymon/Donnelly	Pre/Post Analysis Analysis of performance appraisals/evaluations Student performance data	The development of the Leadership Academy professional development program is initiated under the guidance of Allen Haymon.

Partnership

Goal 4: Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Objective	Strategy	Action	P.O.C.	Data	STATUS
1. All levels of the organization will develop, promote, and maintain partnerships to improve educational quality, increase educational opportunities, and support for deployments and transitions	Partnerships in DoDEA schools include parents, commands, and communities	By December 2010, partnerships that support military students during transitions and deployments are established and sustained	HQ Partnership Branch, Schools, Districts, Area Offices Facon/McKinney	Partnerships at all levels reflect support strategies Customer Satisfaction Survey After Action Report form Military Family Life Con-sultants (MFLC)	Coordination with Area/ District offices is needed. Partnership will assign staff member to work with areas/districts to track this action.
		By July 2011, two or more functioning partnerships are established and sustained	HQ Partnership Branch, Schools, Districts, Area Offices Facon/McKinney	Improvement Plans at all levels reflect number, type, and status of partnerships	Coordination with Area/ District offices is needed. Partnership will assign staff member to work with areas/districts to track this action.
	Data-driven decisions to identify, prioritize, and establish partnerships in non-DoDEA communities	By July 2010, sixty data profiles for heavily impacted school districts are developed	HQ Partnership Branch Facon/Butler Ruh	Local school district profiles	As of April 6, 2009, seventy five district profiles have been developed. A database to track the profiles is also being developed.
		By July 2008, criteria to determine degree of support needed to provide quality educational opportunities are established and applied	HQ Partnership Branch Facon/Dietrich	List of qualifying criteria Report of potential partners based on established criteria	Criteria, for both the competitive and non-competitive grant program, has been developed and approved in Dec 2008. This is also driving the priority for development of the district profiles (see above)

		By January 2009, forty-five installations are prioritized as potential targets	HQ Partnership Branch Facon/Dietrich	Report of prioritized potential partners	Based on the criteria developed for the grant programs (above) and data provided from Military Service partners 50 installations and the associated LEAs have been identified as potential partners. This initial list was complete in December 2009, however it is ongoing.
		By July 2010, collaboration with twenty-eight communities to identify and implement programs and practices that ensure quality, rigor, remediation, and advocacy for students is underway	HQ Partnership Branch Facon/Dietrich	Number of signed partnership agreements DoDEA Partnership Action Plans Number of enrollments and impact on student achievement Anecdotal data	With the 2009 grant program underway, Partnership is on track to meet/exceed the goal date in this action.
Professional development and educational opportunities for stakeholders		By July 2008, quality professional development opportunities, tools, and resources for impacted educators are implemented	HQ Partnership Branch Facon/Butler	Training evaluations and teacher feedback Surveys of superintendents and principals DoDEA Partnership Action Plans DoDEA Partnership Opportunities Report	Target action date not met due to modification to the legislative language. By March 2009, a statement of work will be submitted to procurement for a multi-year professional development track that springboards off DoDEA's SPED modules.
		By July 2009, alternative and expanded in-school educational opportunities for non-DoD students through established partnerships are implemented	HQ Partnership Branch	Agreement Accountability Reports Reports on the number of course offerings (online and in-school opportunities), enrollments, and successful completions Student feedback via	On target to meet goal through distance learning opportunities for military students attending non-DoD schools. A challenge lies with provisions to allow districts to offer distance learning courses to ALL students.

			Facon/Butler Dietrich	course exit surveys Sponsor feedback via QOL surveys	
		By January 2009, quality training opportunities, tools, and resources for service providers, service representatives, parents and military are implemented	HQ Partnership Branch Facon/Dietrich	DoDEA Partnership Action Plans DoDEA Partnership Opportunities Report Training evaluations Stakeholder feedback via QOL surveys	Missed the target date to revise “toolkits” for parents, educators and military leaders. SOW will be submitted to procurement April 2009.
	Increased use of resources (time, talent and money) of government and non-government organizations	By July 2009, inter- and intra-governmental agency and NGO agreements/alliances are facilitated	HQ Partnership Branch Facon/Dietrich	Number of signed MOUs, alliances, agreements DoDEA Partnership After-Action Reports	DoD-ED MOU signed June 09. Facilitating agreement with DoD-MFLC program to offer counseling support to LEA. This is an ongoing strategy.
		By September 2009, allocation of resources and support are coordinated	HQ Partnership Branch Facon Pritchard Butler Brown Dietrich	DoD Impact Aid Disbursement Reports DoD and DoE MOU Status Report DoDEA Partnership After-Action Reports	09 Grant Program is on target to ensure resources are allocated. DoD Impact Aid Disbursement is on track with target goal date(s). DoD-ED MOU status reports are on track as outlined in the MOU.

Communication

Goal 4 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
2. Build capacity and implement effective strategies across DoDEA to create awareness, understanding, and support for the mission among all stakeholders	A system-wide comprehensive communication plan	By December 2008, communications plans at every level of the organization that are aligned with a template provided by HQ are revised and updated	HQ, Area, District, and School Communications Contacts O’Gara	Communications plans in place by December 2008	A Communication Plan has been briefed to the Superintendents and provided to area PAOs. An electronic template will allow plans to be personalized for schools and districts.
		By June 2009, a module and training (train the trainer) for effective implementation of communications plans is created and provided	HQ Office of Communications will create the module and train area PAOs Area PAO will train district and school POCs O’Gara	Training schedule complete Training evaluation results	Area PAOs will be trained in September and will, in turn, provide ongoing training to districts and schools.
	Specific communication component for systemic initiatives or major decisions	By June 2009, a communication template, training, and staff support to facilitate a communications component for any new initiative or major decision is developed and available	HQ Office of Communications will create template and train area PAOs and HQ staff Area PAOs will train district and school POCs O’Gara	Template complete Training schedule complete Training evaluation results	Templates have been developed for a variety of communications planning tools. Superintendents were briefed in July 09.

Goal 4 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
3. Promote meaningful public engagement and two-way communication in support of student development	Respectful communication with stakeholders in support of student development	By June 2010, criteria for communication tools and products (print and electronic) that are parent and partner-friendly are established	HQ Office of Communications O’Gara	Criteria are established. Communication audits reflect criteria	To be initiated in 2009
	Open and responsive approach to the concerns and suggestions of stakeholders	By May 2009, customer feedback and customer service training modules are developed	HQ Office of Communications O’Gara	Training modules completed	Parts are initiated.
		By May 2010, training for employees in customer feedback and customer service is provided	HQ will launch online modules HQ, Area, District, and School personnel will complete modules O’Gara	Training timeline announced Customer Satisfaction Survey results Training evaluations	Not initiated at this point
	Web-based technology to inform major stakeholders of school program and performance in DoDEA schools	By May 2009, School Profiles are reinstated	HQ Assessment Branch HQ Research and Evaluation HQ IT HQ Communications O’Gara/Embler/ O’Neill	School profiles	Expectation that these will be developed by Education and delivered in Fall 2009.
	Purposeful planning to engages families, community and partners in support of student development and continuous	By January 2009, a best practices resource on the inclusion of parents and community in proactive ways to engage them in support of student learning and school improvement are provided to principals	HQ Education Coordinators and Office of Communications Mossburg/O’Gara	Best Practices resource available Audit of school communications School activity agendas Volunteer logs	Communications has created a parent guide to the CSP that is currently being staffed.

	school improvement				
	Emerging technologies to inform, educate, and promote continuous school improvement, and create new opportunities for public engagement	By June 2009, a web presence for every organizational level that facilitates parent involvement, engagement, two-way communication, and information flow is built	HQ, Area, District, and School Webmasters O’Gara	Web site trends and statistics Customer Satisfaction Survey	A web content management system will be implemented beginning Fall 2009 that will facilitate this action across the system.
		By January 2009, a tool to monitor student progress and facilitate dialogue through electronic communication with teachers is provided to students and parents Grades 4-6 Grades K-3	HQ Education Technology Branch and HQ and Area Communications O’Gara/Gamble	Electronic Grade Book metrics Customer Satisfaction Survey	GradeSpeed used as the communication tool – initiated in fall 2008 for grades 4-12 – pilot program initiated for use in grades K-3 – results are being assessed.