

## *DoDEA Community Strategic Plan Update*

**Red:** Not Initiated

**Yellow:** Initiated-Minimal Progress

**Green:** Completed

**Bolded Pink:** POCs

### **Education**

**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  <b>(Branch Chiefs)</b>	Standards' Review Report	Social Studies, English Language Arts, Science, and K-12 Math have all received ratings of 3 and 4 on the McREL 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  <b>(Branch Chiefs)</b>	Verification that standards are developed, modified or defined, and distributed appropriately.	Drama, Speech and Journalism do not have specific standard but are imbedded in other content areas such as ELA.  Music and Art Standards are in place.  PE and Health are completed and reviewed by MCREL.  DoDEA's counseling standards are based on

					<p>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>Gifted Education does not have a separate set of content standards; GE follows the general education standards.</p> <p><b>Student Services:</b> ESL DEVELOPED English Language Proficiency (ELP) Levels. ELP levels are designed to develop the ESL student's communication and academic language skills in meeting the curricular content standards. <b>Implementation scheduled for SY 11/12.</b></p> <p>Pathway standards for CAREER TECHNICAL EDUCATION (CTE) courses (aligned with the National Career Cluster Standards) are</p>
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					in place. Course competencies for students have been developed and distributed to teachers for review during SY 10/11.
		By September 2009, schools are provided standardized, disaggregated, user-friendly student achievement data with a template provided by Headquarters	Headquarters / Area Research and Evaluation Branches  Headquarters IT Branch  (Embler/Schrankel)	Verification that schools have been provided student achievement and norm-referenced data in a template provided by HQ.	Templates (in the form of a data warehouse and a school report card) have been provided and distributed to schools.  Launch of the online school report cards. This application has user tracking feature.
		By December 2009, teachers and administrators are trained in the use of data and evaluation.	-Headquarters  -Assessment  -Professional Development  -Curriculum Branches  -Principals  (Embler/Schrankel)	Verification of resources and training are provided to teachers to understand the use of data.	Blue Book distribution was completed.  Two out of four trainings on Blue Book including interpretation of Terra Nova data have been completed.  Awareness training for teachers and principals on using data to differentiate instruction (UDDI). -ongoing  By summer 2010, training is conducted for teachers (aspiring leaders) and assistant principals during the center for creative leadership.

		<p>By September 2010, teachers use data regularly to inform instructional practices</p>	<p>Headquarters Assessment Branch</p> <p>Continuous and School Improvement Leadership Teams</p> <p>Superintendents, Principals, and Teachers</p> <p><b>(Embler/Schrankel)</b></p>	<p>-Observation Reports:</p> <p>-Accreditation Reports: all schools will have reached at least the operational level on standard four.</p>	<p>School accreditation visits and school improvement processes provide evidence that data is regularly used but ALL SCHOOLS ARE NOT AT THE OPERATIONAL LEVEL at this point.</p>
		<p>By December 2009, an assessment plan is developed.</p>	<p>Assessment Task Group</p> <p><b>(Embler/Schrankel)</b></p>	<p>Completion of Assessment Plan with components, target groups, and timeline.</p>	<p>Assessment task group developed a plan and the plan is under review by senior leadership.</p>
		<p>By June 2008, annual program evaluations are conducted.</p>	<p>Headquarters-Program Evaluation</p> <p>Curricular and Program Coordinators</p> <p><b>(Burruss)</b></p>	<p>Verification of the specific program evaluations that have been completed (status report/ checklist / etc).</p>	<p>Annual program reviews were collected from:</p> <ul style="list-style-type: none"> <li>Advanced Placement</li> <li>Art</li> <li>AVID</li> <li>English Language Arts</li> <li>English as a Second Language</li> <li>Foreign Language</li> <li>Gifted</li> <li>Humanities</li> <li>Mathematics</li> <li>Music</li> <li>Partnerships</li> <li>Physical Education and Health</li> <li>PTS</li> <li>Professional Development</li> <li>Pupil Personnel Services (School</li> </ul>

					<p>Psychology, School Counseling, Social Work, Mental Health) Science Social Studies Special Education Summer Enrichment Virtual School</p> <p>Formal Program Evaluations of Special Education to be completed June 2010.</p> <p>Formal Program Evaluations of Advanced Placement and High School Counseling Task Group recommendations to be initiated in SY 10/11.</p>
		<p>By June 2009, a professional development plan for program evaluation with teacher and administrators' modules is developed.</p>	<p>Headquarters Program Evaluation</p> <p>(Burruss)</p>	<p>Verification of modules posted on Blackboard site.</p>	<p>Administrators and Superintendents have received training at the Superintendent Meetings and at the world-wide administrator and counselor meetings including Continuous Improvement training (SY 2009/ 2010).</p> <p>Training modules (PowerPoints and templates) for superintendents and principals are posted on a variety of Blackboard sites.</p>

					Program evaluation is not a responsibility of teachers and separate training is not planned at this time.
Data-driven decisions identify student academic needs for teachers	By June 2009, and annually thereafter, percentage of students scoring in the bottom quarter on alternate and norm-referenced assessments is decreased and the percentage of students who do not reach proficiency on criterion-referenced assessments is decreased.	Classroom teachers Principals HQ Assessment HQ Research and Evaluation  (Embler/Schrankel)	Norm-referenced assessment data from 2009 to 2010. Analysis of the percent of students in the bottom quarter.	The use of criterion referenced assessments (CRT) by DoDEA was reviewed by the task group in 08-09 and 09-10. A plan was presented to leadership to develop CRT.  The new Terra Nova 3 <sup>rd</sup> Edition was administered in the spring of 2009 and 2010. The results will be reviewed and shared with Superintendents in July. This will include the assessment of progress in regards to student growth.	
	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 Branch  HQ Research and Evaluation Branch  (Embler/Schrankel)	Norm-referenced assessment data from 2009 to 2010. Analysis of the percent of students in the top two quarters.	The use of criterion referenced assessments (CRT) by DoDEA was reviewed by the task group in 08-09 and 09-10. A plan was presented to leadership to develop CRT.  The new Terra Nova 3 <sup>rd</sup> Edition was administered in the spring of 2009 and 2010. The results will be reviewed and shared	

					with Superintendents in July. This will include the assessment of progress in regards to student growth.
		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)	Completion of Assessment Plan with components, target groups, and timeline for implementation of Criterion referenced assessments.	Currently DoDEA does not have a criterion-referenced assessment in place. This was being reviewed by the task group and recommendations were presented to senior leadership for implementation of Criterion-referenced assessments.
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  (Bignell)	Educational Technology program evaluations.	National Educational Technology Standards (NETS) have been updated and DoDEA adopted but not fully disseminated. Timeline is being developed for implementation of the standards.
		By June 2010, Information Literacy standards are developed, adopted and implemented.	Headquarters-Information Specialist Coordinator  (Southers)	Timeline and verification checklist of implementation process.	The four national standards are being used as the DoDEA information literacy standards.

Goal 1 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
<p>2. All students will have access to varied and supplemental learning opportunities to meet or exceed the DoDEA standards</p>	<p>Differentiated instruction to meet individual student needs and engage learners</p>	<p>By December 2008, training on differentiated instruction is embedded in all professional development for educators</p>	<p>Headquarters Curriculum and Program Chiefs  (Donnelly)</p>	<p>100% of training plans and agendas include differentiated instruction Professional Development Surveys</p>	<p>Some data do currently exist to measure this action consistently across DoDEA. Some training agendas demonstrate the inclusion of DI as a focus.</p>
		<p>By June 2010, differentiated classroom instruction is used by teachers</p>	<p>Headquarters Curriculum and Program Chiefs  (Donnelly)</p>		<p>Some data are currently available to validate this action based on the ACDE visits.</p>
	<p>Optimized student support services and special programs</p>	<p>By June 2009, student support services and special programs designed to optimize student learning are assessed, revised and refined to include:</p> <ul style="list-style-type: none"> <li>• AVID</li> <li>• Academic support labs</li> <li>• SPED/ESL (Inclusion)</li> <li>• Gifted</li> <li>• PTS courses</li> <li>• AP courses: Sept 08</li> <li>• PPS</li> </ul>	<p>Headquarters Curriculum and Program Chiefs  (Embler/Kestner/Cantre II)</p>	<p>Enrollment Data- Customer Satisfaction Data</p>	<p>Enrollment data are available, but not reflected in current status.</p>
	<p>Virtual School</p>	<p>By June 2009, the number of courses are expanded and the delivery of courses in DoDEA's Virtual School is improved</p>	<p>Headquarters  (Riley)</p>	<p>Number of DoDEA developed core and advanced courses offered Enrollment and completion rates Student Surveys Course Evaluations</p>	<p>Distance Learning courses are in the process of revision.</p>

# Financial Business Operations

**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.	<p>BWG is established. Database is developed and ready for deployment in March.</p> <ul style="list-style-type: none"> <li>Operational ZBB</li> <li>ZBB Business Rules Established for Prioritization and Transparency</li> <li>Established system-wide procurement and budget timelines</li> <li>Facilities Sustainment Restoration and Modernization monies fenced</li> <li>Military Construction funds are programmed to replace over 100 aging facilities in the next five years</li> <li>Funding cycles established for replacement of materials, supplies, furniture, and</li> </ul>

					<p>equipment</p> <ul style="list-style-type: none"><li>• Replacement cycle and ratio developed for computers</li><li>• System-wide furniture standards established for a more efficient procurement</li><li>• SMSSs are in place to allow administrators to focus on student learning</li><li>• Financing cycles support curricular review and adoption</li><li>• Automated Curriculum Ordering System developed for standardization of quality and delivery</li><li>• School Food Authorities support meeting USDA student meal requirements</li><li>• Districts developed Wellness Plans to ensure health and nutrition standards</li><li>• Developed automated tracker for Professional Development and Construction Days</li><li>• School Building Standards updated</li></ul>
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					<ul style="list-style-type: none"> <li>for consistency</li> <li>Established design standards for new construction and renovation</li> <li>Established and maintained a dashboard and database for facilities data</li> <li>Electronic accountability monitoring of property and assets</li> <li>Conduct facility condition assessments using industry standards</li> <li>Provide online Asbestos Awareness Training</li> </ul>
	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 Area 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 Area 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 Area Directors.. all components Area Directors Financial and Business Operations  (BWG) Kelly	Recommendati ons provided Prioritized Master Resource Plan in place and active	Ahead of schedule and will be in place each year.

# Information Technology

## Goal 2 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
<p><b>2. Focus information technology resources to support educational programs, highest student achievement, and continuous improvement</b></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 &amp; Area Financial and Business Operations                      HQ &amp; Area Human Resources                      HQ &amp; Area Information Technology</p> <p><b>Kelly/Graham/Friedler</b></p>	<p>Review of resource expenditures such as:</p> <ul style="list-style-type: none"> <li>• Staffing documents</li> <li>• Schedules</li> <li>• Annual PD Days</li> <li>• Annual Sub Days</li> <li>• Advanced Acquisition Plan</li> <li>• POMS</li> <li>• Currency Fluctuations</li> </ul> <p>Analysis of efficiency of data information system reflects:</p> <ul style="list-style-type: none"> <li>• Decrease processing time</li> <li>• Timeliness of funding</li> <li>• Decrease late interest payments</li> <li>• Reduced duplication of efforts and resources</li> <li>• Travel reimbursements</li> <li>• Decrease in complaints</li> </ul>	<p>Because of the nature of Joint DoD Systems (non-DoDEA owned or managed), such as DCPDS, DTS, ATAAPS and others, a single system for transactional interoperability is not technically feasible. The continual enhancements to the Consolidated Data Warehouse Initiative will best meet the CSP Goal as defined.</p> <p>The current capabilities of the DoDEA Consolidated Data Warehouse include an Assessment Data Module, a Student Enrollment Data Module, as well as Modules for ESL, Student Courses, Grades, Race/Ethnicity Data and much more.</p> <p>Development of an accredited Virtual High School</p> <ul style="list-style-type: none"> <li>• GradeSpeed used by parents and students</li> </ul>

					<ul style="list-style-type: none"><li>• Piloting the Aspen X2 fully integrated student information system to include Special Ed and student health information</li><li>• Established standards for a unified technology life cycle</li><li>• Established a DISA and DoD compliant CyberSecurity Program for compliance with DOD security policies</li><li>• Consolidated software programs into one approved software list to ensure license compliance and security standards</li><li>• Reduced licensing expenditures via new Enterprise License Agreements</li><li>• Standardized and streamlined a new software approval process aligned with learning standards</li><li>• Establishing a single</li></ul>
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					<p>Information Center (Library) Management system</p> <ul style="list-style-type: none"><li>• Established a phased plan for DoDEA wide bandwidth improvements</li><li>• Established a single platform for managing computer systems across DoDEA worldwide</li><li>• Refocused proactive IT support for helpdesk services and software applications development</li></ul>
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# Safety and Security

**Goal 2 continued**

Objective	Strategy	Action	P.O.C.	Data	STATUS
<p><b>3. DoDEA will provide a safe and secure environment for students and employees.</b></p>	<p>System-wide, all-hazards program to include continuity of operations</p>	<p>By September 2009, all-hazards template is developed.</p> <p>By September 2010, all-hazards program is developed adopted, implemented system-wide</p> <p>By the start of each school year, ensure each school district reviews and updates their safety &amp; security plans.</p>	<p>Headquarters, Area, and District Safety and Security Offices</p> <p>(Chunik)</p>	<p>100% of school plans in compliance (requires DSO &amp; Area program reviews)</p>	<p>Template is developed. Deployment is being planned.</p> <p>All districts are aware of their responsibility to review their safety and security plans annually. This is included in the Area program review.</p> <ul style="list-style-type: none"> <li>• SMSSs ensure facility management and coordination of safety and security inspections with host communities</li> <li>• Safety and Occupational Health Managers located in each Area</li> <li>• Established Emergency Preparedness Program Manager</li> <li>• Developed online Chemical Hygiene Officer refresher training</li> <li>• Emergency Action procedures are exercised</li> <li>• Provided students and staff training on</li> </ul>

					<p>transportation and bus safety</p> <ul style="list-style-type: none"><li>• Safety and Security attendants on off-base buses</li><li>• Adopted new Safety and Security measures for student transportation</li><li>• Adopted playground safety standards</li><li>• Assist emergency responders with interactive critical facility data</li><li>• Conduct safety and security program reviews</li><li>• Provide age appropriate Anti-Terrorism training for students and employees</li><li>• Established immediate access to school plans on a secure website</li><li>• Automated and timely reporting system available for Serious Incident and Accident/Injury Reports</li><li>• Availability of Risk, Vulnerability, and Criticality Assessments to support decision making</li></ul>
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	<p>System-wide availability of DoDEA's Safe School Program</p>	<p>By September 2008, and monthly thereafter, the Safe School Newsletter is published to provide guidance, information, and support on school safety and security.</p>	<p>Headquarters, Area, and District Safety and Security Offices</p> <p>(Chunik)</p>	<p>OSS user survey by the Safe Schools contractor</p> <p>Safe school utilization will be a special interest item in program reviews at districts/schools conducted by Area offices</p>	<p>Contract currently in place with Computer Sciences Corporation to provide newsletters on a monthly basis. Guidance, technical assistance and support are offered on a 24/7 basis.</p> <ul style="list-style-type: none"> <li>• Website access to newsletters, Program and Prevention Guides, and Crisis Management Guide</li> <li>• 24/7 access to Safe Schools technical assistance through vendor email/hotline</li> <li>• Provide monthly internet safety feature in Safe Schools newsletter</li> <li>• Provide schools Emergency Action Procedures flipcharts and Grab and Go kits</li> </ul>
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# Human Resources

**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	<p>By January 2009, recruitment plan is developed and implemented in response to:</p> <ul style="list-style-type: none"> <li>Requirements in Management Directive 715 (MD-715) Affirmative Employment Plan</li> <li>Need to develop a diverse pool of applicants for educators, non-educators, and administrators for high demand subject area vacancies</li> </ul>	<p>HQ Human Resources and Diversity Management Equal Opportunity</p> <p>(Graham/Doreste)</p>	<ul style="list-style-type: none"> <li>Recruitment data</li> <li>Workforce demographic data</li> <li>Leadership demographic data</li> <li>Succession administrator data</li> </ul>	<p>The FY 08 MD-715 Report from DMEO was completed March 31, 2009.</p> <p>By using the FY08-09 MD-715 Report as a tool DMEO and HR have identified potential barriers and developed strategies to address DoDEA diversity objectives to include assessment of recruitment efforts, evaluation of recruitment data, retention, and succession planning.</p> <p>DMEO issued the FY09 MD-715 Report on February 1, 2010.</p> <p>Improved the process for selection of administrators.</p> <p>Improved the accuracy of demographic data on our workforce through the use of MyBiz functionality.</p> <p>DoDEA hosted an annual diversity recruitment fair since 2006 to present.</p>

					<p>DoDEA attended the Educator Diversity Recruitment fair in NYC for past 3 years.</p> <p>Established database for targeted disabilities</p> <p>Attended numerous Hire the Hero/Wounded Warrior recruitment fairs to increase our veteran and persons with disabilities numbers</p>
		By June 2010, DoDEA-wide educator applicant tracking system is developed and utilized	HQ Human Resources <b>(Graham)</b>	EAS database  Demographic employee data	The DoDEA Employment Application System (EAS) is in place. The EAS was expanded to DDESS in 2009 to provide DoDEA-wide capability to track recruitment.
	Employee tracking system	By August 2008, a computerized DoDEA-wide system for teacher certification, and recertification is developed and utilized	HQ Human Resources <b>(Graham)</b>	Licensure and certification data  DCPDS data	Implemented and in place for DoDDS educators in 2007 and expanded to DDESS in 2008.
		By June 2010, a DoDEA-wide applicant/employee tracking system for non-educators is developed and implemented	HQ Human Resources <b>(Graham)</b>	Data analysis of applicants/employees	The DoD-wide Enterprise Staffing Solution initiative has suspended. Alternatives are being evaluated above DoDEA. In accordance with acquisition laws, DoDEA is prohibited from acquiring a unique personnel staffing system that provides this

Supported, evaluated, and rewarded employees	By June 2009, DoDEA-wide exit surveys are developed and implemented	HQ Human Resources  (Graham)	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 Teachers 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	tracking capability. Labor Relations Division has developed an exit survey and was piloted and implemented at headquarters. A policy letter was prepared for Dr. Miles' signature. The exit survey will be deployed in the Areas, Districts, and Schools by the start of SY 2010-11.
	By June 2009, professional educator appraisal systems and non-educator performance appraisal systems are evaluated  Principals/Assistants Non-Educators Superintendents/Assistants Teachers	HQ Human Resources and HQ Professional Development  (Graham)	Analysis of performance evaluation results Performance Ratings Surveys for MAPA – development, implementation, and end of cycle. E-MAPA Pilot. NSPS Pay Pool data Awards data	The task group for Administrator Performance Appraisals has implemented MAPA. Non-educator performance appraisal systems has been evaluated under NSPS initiative. SACI is in development/refinement stage for superintendents and assistants. Next steps are to focus on teacher evaluation system.
	By August 2010, professional advancement	HQ Human Resources and HQ	DCPDS educator demographics	Researched National Board Certification

		<p>opportunities within the teaching profession are designed e.g., Master Teacher designation, incentive for National Board Certification (NBC), career ladders.</p>	<p>Professional Development  (Lesjak-Davis)</p>	<p>Licensure reports  SF-50 documentation Documentation of attendance at DoDEA Center for School Leadership and DoDEA Teacher Forum  Annual wage survey data from the Civilian Personnel Management Service Wage Setting Division surveys of Local Education Authorities pay practices</p>	<p>(NBC) requirements  Establish Educator License endorsement for NBC  Include NBC Licensure in DCPDS for tracking and reporting capability  Recognize Teachers of Year (TOY), Principal of Year (POY), and Assistant Principal of Year (APOY) by cash award and official personnel action (SF-50) to document recognition permanently in personnel records  Researched feasibility with the Civilian Personnel Management Service (CPMS) of including a pay lane for Master Teacher in the official Teacher Salary Schedules  Have CPMS include inquiries on Master Teacher/Teacher Leader and National Board Certified (NBC) teacher pay practices in Local Education Authorities for 2010 and 2011 wage surveys</p>
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# Professional Development

## 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"> <li>employees' history of courses/trainings</li> <li>costs</li> <li>universal listing of all professional development offered in DoDEA</li> <li>sources/venues of training</li> </ul>	HQ Professional Development and Human Resources  (Graham)	Data on training and certifications completed  Evaluations of training and professional development	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, HQ Human Resources, IT, Virtual Schools and Education Liaison Office.  (Donnelly/Friedler)	Evaluation reports on Professional Development  Data on training and certifications completed (not data base)  Evaluations of training and professional development	Multiple meetings have been held among the ED Directorate, HR, VS and IT to discuss this need and a way forward. Outcomes of those discussions have pointed to the procurement of an LMS that may accommodate this need. Currently, a wire frame for a data base to capture this data is established in collaboration with an

					IT programmer. There has also been some discussion as to a possible link with/tie into the Professional Development Management System.
		By June 09, professional development modules prepared for administrators on data-driven decision making including training plan and schedule are developed	HQ Professional Development, Assessment, and Research and Evaluation  (Embler/Schrinkel)	Professional development modules on the Terra Nova Blue Book complete with training plan and schedule Terra Nova Survey Data  Feedback forms	4Blue Book modules for administrators with training plan and schedule were developed. Three modules were delivered via Webinar to principals. Feedback forms with numbers implemented and participants and how received were collected.  Survey data regarding module delivery at the admin and supts meeting were collected, analyzed and reported to senior leadership.
	Leadership Development	By July 2010, administrative leadership capacity to meet the organizational goals and needs	HQ Professional Development and HQ Human Resources  (Haymon/Donnelly)	Center for School Leadership Plan  MAPA Survey  Needs Assessment	The Center for School Leadership Plan is in progress to assist in building leadership capacity.
		By June 2010, a budget for advancement opportunities to build leadership capacity is	HQ Professional Development and HQ Human Resources	Completion of coursework  Class lists, grades	\$500,000 has been designated for 2010.

		provided	(Haymon/Donnelly)		
		By June, 2010, 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 assessment of skills and knowledge of Data Analysis presented in course offered in Center. 360 Performance Feedback Instrument  Analysis of the trainer's performance appraisals/evaluations Participants' performance data  Superintendents and assistant superintendents analysis of transference of knowledge and skills into schools	The development of the Center for School Leadership professional development program is initiated under the guidance of Allen Haymon.  Role of the CIA: -site visits and leadership conversations

# 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)	Partnerships at all levels reflect support strategies Customer Satisfaction Survey AdvancEd Report Standard 6	Coordination with Area/ District offices is needed. Partnership will work in collaboration with Student Services Branch to track this action.  Through grant funds, six school districts have developed programs that support military students during transitions and deployments.
		By July 2011, two or more functioning partnerships are established and sustained	HQ Partnership Branch, Schools, Districts, Area Offices (Facon)	AdvancEd Report Standard 6	Coordination with Area/ District offices is needed. Partnership will work in collaboration with Student Services Branch 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 January 6, 2011, one hundred and seventy district profiles have been developed. A database to track the profiles has been established and is being populated.
		By July 2008, criteria to determine degree of support needed to provide quality educational opportunities are	HQ Partnership Branch  (Facon)	List of qualifying criteria Report of potential partners based on established criteria	Criteria, for grant program, have been revised to better target districts needs. This is also driving the priority for development of the district profiles (see above)

		established and applied			
		By January 2009, forty-five installations are prioritized as potential targets	HQ Partnership Branch  (Facon)	Report of prioritized potential partners	Based on the criteria developed for the grant programs (above) and data from ED, over 250 LEAs have been identified as potential partners. The initial list was developed in December 2009 however, it is ongoing/ending process.
		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)	DoDEA Partnership Action Plans Anecdotal data Evaluation from grants benchmarks from Synergy	In 2009, Partnership awarded 45 grants to military-connected LEA's. In 2010, 32 grants were awarded. Preliminary evaluation results from the 2009 grants identify promising programs and strategies for students.
	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  Data points for which grants were awarded (LEA's)  Evaluation component results from Special Education Modules  Evaluation components results from other grants	A contract with Cambium Learning Group was awarded in July 2009. The contractor repurposed existing DoDEA training modules and developed two new training modules. Two professional development seminars were conducted in the summer of 2010 in the Clover Park School District and Onslow County Schools. An Evaluation of the 2010 seminars document that the seminars were well-received by the participants, and that the strategies taught were effective when the teachers returned to their classroom. Four summer trainings are being planned for the

					<p>summer of 2011.</p> <p>The Partnership has also distributed more than 350 DVD sets of the training modules to military-connected LEAs and military education service providers.</p> <p>All DoDEA Partnership grants awarded to date include professional development strategies and technology strategies that enhance the classroom environment.</p>
		<p>By July 2009, alternative and expanded in-school educational opportunities for non-DoD students through established partnerships are implemented</p>	<p>HQ Partnership Branch</p> <p>(Facon/Butler)</p>	<p>Agreement</p> <p>Accountability Reports</p> <p>Reports on the number of course offerings (online and in-school opportunities), enrollments, and successful completions</p> <p>Student feedback via course exit surveys</p> <p>Sponsor feedback via QOL surveys</p>	<p>Partnership has an online learning grant with Eastern Sierra School District (CA) currently being implemented.</p>
		<p>By January 2009, quality training opportunities, tools, and resources for service providers, service representatives, parents and military are implemented</p>	<p>HQ Partnership Branch</p> <p>(Facon)</p>	<p>Training evaluations</p> <p>Stakeholder feedback</p>	<p>Students at the Center, an educational resource guide – currently available on line and through MOS.</p> <p>In the fall of 2010, a contract was awarded to develop 10 training modules for school liaison officers. Development of the modules is in process.</p> <p>Partnership website</p> <p>AASA Toolkit</p>

					Report to Congress
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)	Signed MOU, alliances, agreements DoDEA Partnership Progress 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)	DoD Impact Aid Disbursement Reports DoD and DoE MOU Progress Report DoDEA Partnership After-Action Reports Ex officio Liaison with Dept of Ed Interagency Policy Committee Work Strategic Planning for MOU Initiatives with Dept of Ed Pre Command Orientation	All funds have been allocated for the 2009 and 2010 grant programs.  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.  DoDEA developed a proposal to add a military student reportable subgroup to the ESEA reauthorization. DoDEA drafted a letter to articulate DoD support of the proposal. The letter was signed by Dr. Stanley and sent to ED in December 2010.	

# Communication

## Goal 4 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
<b>2. Build capacity and implement effective strategies across DoDEA to create awareness, understanding, and support for the mission among all stakeholders</b>	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	The Communication Plan has been briefed to the Superintendents and provided to area PAOs.  Templates are in place for all public affairs tools including media releases, public affairs guidance, and communications plans for specific initiatives.
		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 from areas and districts	Area PAOs have been trained.  Area PAOs will provide ongoing training to districts and schools.  Training evaluation results need to be collected/reported

Goal 4 continued

Objective	Strategy	Action	P.O.C.	Data	STATUS
<b>3. Promote meaningful public engagement and two-way communication in support of student development</b>	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 reflected in tools and products	Print and electronic tools are designed with a parent friendly focus.
	Open and responsive approach to the concerns and suggestions of stakeholders	Customer service training modules are developed	HQ Office of Communications  (O’Gara)	Review of modules	Not initiated at this point
		By May 2010, training for employees in customer feedback and customer service is provided	HQ, Area, District, and School  (O’Gara)	Customer Satisfaction Survey results  Training evaluation results	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)	School report cards Media releases Video messages Graduation rates Online news magazine Social networking Web links with military services	School report cards were made available online as of December 2009.  Ongoing use of web technologies
	Purposeful planning to engage families, community and partners in support of student development and continuous school improvement	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  (O’Gara)	CSP Parent Guide Audit of school communications School activity agendas Volunteer logs CSI participation log AdvancEd Reports Goal 6	CSP Parent Guide is available  Parental Guides to Curriculum are available

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  Metrics from social networking site	A web content management system is moving towards full implementation.  School sites are currently under development and some will be launched in second semester.
	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/Ashley)	Electronic Grade Book metrics  Customer Satisfaction Survey	GradeSpeed used as a communication tool – initiated in fall 2008 for grades 4-12  Grades K-3 on hold pilot program initiated for use in grades K-3 – results are being assessed.