BLUEPRINT

for Continuous Improvement

dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

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TABLE OF CONTENTS

Forward	3
Director's Message	4
Summary of Changes	6
The Case for Continuous Improvement	7
Achieving the Vision	8
How to Use This Document	9
Strategic Planning Process	11
Strategic Context Challenges and Opportunities Affecting DoDEA	12
The Foundation	12
Goals and Key Result Indicators	13
Goal 1: Student Excellence	14
Goal 2: School Excellence	16
Goal 3: Talent Excellence	18
Goal 4: Organizational Excellence	20
Goal 5: Outreach Excellence	22
Appendix I	24
Appendix II	25

Forward

The Department of Defense Education Activity (DoDEA) is the Department of Defense (DoD) agency charged with providing high quality education for military-connected students both domestically and overseas. DoDEA operates 164 schools located in eleven countries, two territories, and seven states and serves more than 72,000 students.

The Blueprint for Continuous Improvement (Blueprint) is DoDEA's strategic plan for school years 2018/19 through 2023/24. This document is the first annual update to the Blueprint. A blueprint is an actionable plan that communicates and guides the work of all involved in a project. It is flexible and can be revised as the project develops. This is also true of DoDEA's Blueprint, which serves as the foundation for all planning within DoDEA and adapts as progress is made and the environment shifts. The annual updates provide evidence of DoDEA's commitment to continuous improvement.

Like Volume I of the Blueprint, Volume II contains a description of our continuous improvement philosophy, an overview of the planning process, and the details of specific elements of the plan. Volume II also includes a summary of the changes made from Volume I and a description of the process that was undertaken to identify necessary changes.

As a DoDEA community, we take great pride in our history of fulfilling **our Mission.**

Director's Message

Dear Parents, Students, Staff, and Members of Our Community,

DoDEA's Vision, Excellence in Education for Every Student, Every Day, Everywhere, is a powerful statement summarizing our responsibility to the students, families, and communities we serve. As I reflect on my five years as DoDEA's Director, I am proud of the work we have done to prepare our students to be the leaders of tomorrow. However, as a school system, it is essential that we keep our eyes forward to meet the challenges to come.

The Blueprint for Continuous Improvement defines how we will fulfill our Vision moving forward. The Blueprint's Strategic Initiatives and associated Critical Success Factors (CSFs) are multi-year actions designed to drive DoDEA's Goals. Each year, our attention will shift from what we have accomplished to those actions that must be completed for us to progress to the next stage in our way ahead. For Fiscal Year (FY) 2020, I have identified six areas of focus within the Blueprint. These areas are our next steps as we drive innovation, organizational growth, and progress in support of military-connected students.

CSF 1.1.a- Systemic Student Accountability for Learning

Education Accountability and DoDEA Comprehensive Assessment Systems

A fully developed student accountability system for learning is essential in establishing and communicating our expectations for excellence as we measure success in promoting student achievement and equity. Our education accountability system and the supporting DoDEA Comprehensive Assessment System will take several years to mature. We will develop our system through engagement with stakeholders including our association partners and state counterparts to identify best practices and learn from the successes and challenges of other school systems. We anticipate that our system will be in place by the year 2020. As we measure progress and adapt to our ever changing global environment, we will endeavor to make continuous improvements.

CSF 2.2.b- Aligned Standards-Based Instruction System

Implementation and Continuous Improvement of College and Career Ready Standards

The systemic adoption and implementation of the College and Career Ready Standards (CCRS) is an essential and ongoing initiative that began in School Year (SY) 2015/16 with the standards for Mathematics for grades PK-5. Since that time, the adoption of standards has expanded to include the full complement of curricular areas in all grades: Mathematics, Literacy, Science, Social Studies, Career and Technical Education (CTE), Fine Arts, and World Languages. DoDEA will continue with the phased implementation of these standards with full execution to occur in SY 2020/21. The phased implementation approach is necessary to ensure teachers have the time to fully integrate updated standards and instructional shifts into their daily teaching practice.

CSF 3.1.a- Develop Human Capital Cycle

Human Resources Optimization

Our employees are our greatest asset. For our students to reach their greatest potential, we must recruit, hire, retain, and empower our employees. An effective and efficient Human Resources (HR) structure is central to ensuring the right people are in the right place at the right time and have the right skills to support our students. In FY 2020, we will continue to capitalize on the strength of the partnerships we have developed to support our employees. Through the use of integrated technologies, we will increase compliance with DoD background check requirements, streamline HR services, and improve transparency through employee access to information and resources. As our capacity grows, we will refine our current human capital and organizational structures in place to meet future needs.

CSF 4.3.a- Five-Year plan for Educational Technology

Compliance with Fourth Estate IT Reform Requirements

Information technology (IT) resources are critical for student success. In order to learn the 21st century skills needed to be successful in college, career, and life, students must have access to cutting edge technologies. Our strategic investment in IT modernization plays an important role in our way ahead for organizational excellence. The DoD and other government offices mandated changes to the IT structures, systems, policies, and processes to achieve greater efficiencies of government resources across a number of DoD agencies and field activities collectively known as the "Fourth Estate." We will continue to invest in our infrastructure in accordance with these requirements and the needs of our students.

CSF 4.1.a- Efficient Organizational Model

Implementation of OneDoDEA

DoDEA's highly mobile students require a consistent educational experience to thrive academically as they transfer between schools and between continents. DoDEA strikes a balance between honoring the distinctive qualities that make our schools special and creating consistent educational environments through the OneDoDEA initiative. We began this effort in Volume II of our Community Strategic Plan (CSP) that ended in SY 2017/18. In FY 2020, we will reinvigorate our efforts by further supporting the structure and employees who impact the lives of students every day. Over the next several years, DoDEA will set the standard for high-quality internal policies, efficient and customer-centered processes, and integrated business systems.

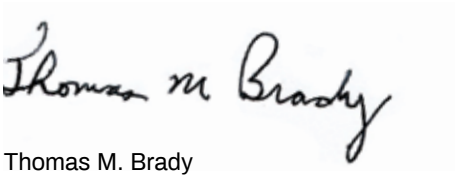
CSF 4.1.b- Proactive Organizational Culture

Continued Focus on Comprehensive Planning

Over the last year, we made significant strides as we institutionalized our comprehensive planning system. Our planning system provides us with an opportunity to harness organizational efforts and resources across the school system as we accomplish strategic goals in support of students. We will continue to refine the planning process to incorporate planning elements into the cadence of our daily work. Our current policy and processes will be complemented by additional policy around accountability and by IT structures that allow for seamless alignment between plans, budget, and procurement priorities.

As we commit to sharing our plans and priorities with our stakeholders, we further commit to sharing our progress. We published our Annual Report for FY 2018 online at www.dodea.edu/blueprint in January of 2019. Each January, we will publish a report summarizing our progress over the last fiscal year. I am proud of the remarkable progress we have made towards fulfilling the promise of the Blueprint thus far, and I am inspired by the work ahead.

Respectfully,



Thomas M. Brady
Director, DoD

Summary of Changes

Volume II of the Blueprint for Continuous Improvement represents an important step in DoDEA's continuous improvement process. Volume II honors the strategic direction and intent of Volume I while making adjustments that recognize the work that was accomplished and changes in the larger environment during the last year.

Overall, DoDEA's Executive Steering Committee identified a number of areas for improvement to the document. Most of the shifts are small changes to wording that better capture the intent of various CFSs. However, important changes were made to three Strategic Initiatives supporting the School, Organizational, and Partnership Goals.

Strategic Initiative 2.3 Leadership Development

School leadership is essential to student success. In Volume I of the Blueprint, DoDEA sought to strengthen leadership through two CSFs underneath Goal 2's Professional Learning/ Focused Collaboration Strategic Initiative. As a result of the annual review of DoDEA's progress and larger environment, the Executive Steering Committee further emphasized the importance of school leadership development in Volume II through the creation of a new Strategic Initiative for Leadership Development. The Strategic Initiative incorporates the two existing leadership related CSFs with a new CSF creating a Leadership Development Program designed to address a gap in the support provided to new administrators.

Strategic Initiative 4.2: Internal Communications

Effective internal communication is essential to any organization. In Volume I, DoDEA identified Internal Communication as a Strategic Initiative supporting Organizational Excellence. The text reflected DoDEA's intent to create a plan to support internal communication. Volume II expresses DoDEA's intent to move beyond planning and to focus on the purpose and impact of internal communications and its impact on trust. The text is updated to emphasize the role of internal communication in improving organizational effectiveness and to briefly summarize the major components of internal communication that will be improved. DoDEA will "Improve operational effectiveness through leading and controlling functional performance, measuring, improving, leveraging and automating processes, communicating, and continuously improving performance."

Strategic Initiative 5.1 Partnership for Student Success

DoDEA is committed to supporting all military connected students. One important way DoDEA supports students' success is through partnerships with families, commands, universities, and local businesses among others. These partnerships meet the challenges of providing students with world-class learning experiences for DoDEA students and those attending other schools. In Volume II, the text describing Strategic Initiative 5.1, the phrase "in DoDEA schools and schools with Military Connected/DoD Connected students is added. The change emphasizes the importance of success for military connected students outside of DoDEA.

THE CASE FOR

Continuous Improvement

Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn. As a Core Value, DoDEA strives every day to foster a passion for lifelong learning in our students and employees.

The Blueprint for Continuous Improvement represents DoDEA's next step as a learning organization. Continuous Improvement is a research-based, ongoing process intended to increase overall effectiveness and make a positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learn and share, examine and plan, and act and evaluate. For DoDEA, this means setting and working towards ambitious goals, learning from our successes and challenges, and making improvements every day to benefit military-connected students.

Accurate and timely analysis of key data is essential to the success of the Blueprint as a continuous improvement tool. DoDEA uses data to document progress towards each goal and update the strategic plan annually. As a result, the Blueprint is flexible enough to adjust to the changing education and DoD environments and enduring enough to drive DoDEA to fulfill its vision. The systemic use of data to inform decision-making leads to greater transparency and organizational accountability. DoDEA's progress towards each goal and Strategic Initiative will be closely monitored and published annually. As DoDEA learns from our data, we will act and share what we have found.

DoDEA has experienced a great deal of change over the last several years both through our shift to a standards-based education system to the College and Career Ready Standards (CCRS) and through significant changes to our structure through Restructuring for Student Achievement (RSA). As a result of those changes, DoDEA is now positioned with the structure and capacity to capitalize on a number of exciting opportunities for students. However, thoughtful and productive change takes time and can only be accomplished through deliberate steps towards excellence. DoDEA must constantly endeavor to improve as we develop and educate students to succeed in a dynamic world.

ACHIEVING
THE VISION

DoDEA's vision, Excellence in Education for Every Student, Every Day, Everywhere, defines our long term destination as a school system. The Blueprint includes a number of supporting elements that will guide DoDEA's efforts towards achieving the vision. Several of these elements draw from the CSP and should be familiar to the DoDEA community including the mission, vision, values, and goals statements. However, in order to galvanize DoDEA's efforts as we move into the future, the Blueprint also includes several new elements: strategic initiatives, critical success factors, key results indicators, and key performance indicators

STRATEGIC INITIATIVES

DoDEA identified five goals necessary to realize its vision: Student Excellence, School Excellence, Talent Excellence, Organizational Excellence, and Outreach Excellence. Progress towards each goal is driven by Strategic Initiatives. Strategic Initiatives are high level, cross-functional initiatives that impact the entire organization. Each will last a number of years, but can be revised and updated as progress is made or DoDEA's needs change. There are two to three Strategic Initiatives for each goal. The number of initiatives is limited to balance the need for progress with DoDEA's capacity to enact change.

CRITICAL SUCCESS FACTORS

CSFs define the most important actions that must be accomplished to implement a Strategic Initiative. If the actions described by the CSF are not completed, the Strategic Initiative will not be completed. Each Strategic Initiative has between three and eight CSFs. These are short- or long-term projects that require the significant effort of many employees to complete.

KEY RESULTS INDICATORS

Key Results Indicators (KRIs) are strategic level metrics that assess DoDEA's progress towards each goal. DoDEA's goals are far reaching and multifaceted. In order to capture all of the factors that impact a goal, the KRIs are not a single measure, but represent the aggregate results of many smaller actions that ultimately contribute to a goal's success. Monitoring progress is essential to DoDEA's continuous improvement model. As progress is made, plans can stay the course or adjust as changes are required. Using KRIs to track organizational progress represents a change from the CSP which tracked student performance on individual assessments in performance measures.

HOW TO
USE THIS DOCUMENT

It is important that every member of the DoDEA community understands each element of the Blueprint for Continuous Improvement and is able to find areas where they may be responsible to act or they may benefit. This section provides guidance for employees, schools, and students and their families to help navigate the Blueprint.

EMPLOYEES

Employees must work together towards DoDEA's goals in order for students to be successful. The work to execute the goals is not limited to a single functional area, but requires the coordinated effort of many functional areas. Each employee will find areas within the Blueprint elements that directly connect to his or her work. This connection gives employees insight into why their contributions are essential and how their performance impacts the mission.

School employees will refer to the Blueprint when forming their School Improvement Plans. However, as a strategic document, the Blueprint does not provide all of the details schools require to build their plans. Schools also need to reference their data, District Improvement Plan, Center for Instructional Leadership (CIL) Improvement Plan, Region Plan; and Headquarters Division Action Plans for specific information. The increased level coordination across functional areas enable schools to proactively plan into the future.

STUDENTS AND FAMILIES

Students are at the heart of all we do. The Blueprint provides students and their families with a greater understanding of DoDEA's efforts to empower students to succeed. If you have questions, please engage with your school's leadership.

Learning is an active process of discovery where we cultivate curiosity, perseverance, and the **desire to learn.**

STRATEGIC PLANNING PROCESS

The Blueprint for Continuous Improvement is the product of the Director's vision for DoDEA. In Spring of 2017, he convened a Strategic Plan Steering Committee to develop recommendations for a new strategic plan that both retained the value of the CSP and paved the way for DoDEA to embrace continuous improvement strategies at an organizational level. The Director asked that the development of the new strategic plan not overly burden DoDEA employees or stakeholders as they implement the College and Career Ready Standards (CCRS) and settle into DoDEA's new structure.

Members of the Strategic Plan Steering Committee represented all DoDEA functional areas including teachers, school administration, CIL, Chiefs of Staff, Headquarters Division Chiefs, and teacher associations. Members contributed valuable experiences and expertise from a wide variety of viewpoints. The Steering Committee first met as a whole for a week in July of 2017. At this meeting, the group analyzed data from an environmental scan, assessed DoDEA's needs, and broke into five groups, one for each goal. Goal groups were charged with developing the Strategic Initiatives and related to their assigned goal and creating seamless integration between the goals.

The Steering Committee met virtually on a monthly basis between August and December of 2017. Between Steering Committee Meetings, the Goal groups met remotely at least once per month to drive the work forward. Overall, the Goal Groups formally met thirty-two times and informally on countless other occasions.

Steering Committee members were also asked to gather feedback from the DoDEA community and to incorporate feedback into their work. In addition to those informal opportunities, the committee also received feedback more formally from a number of venues including updates to DoDEA senior leadership, briefs at the American and European Leadership Conferences, Headquarters Division Chiefs during the July Steering Committee Meeting, the Fall Integrated Planning Meeting, and the Pacific Area Advisory Council. In January of 2018, the Steering Committee made its recommendations to Director Brady and their recommendations were accepted.

ANALYZE AND ADJUST

In October of 2018, DoDEA's Executive Steering Committee met over three days to identify necessary adjustments to include in Volume II of the Blueprint. The committee is comprised on the DoDEA Director, Principal Deputy Director and Associate Director for Academics, Associate Director for Financial & Business Operations, Director of Student Excellence, Americas, Director of Student Excellence, Europe, Director of Student Excellence, Pacific, DoDEA Chief of Staff, Chief of the Capabilities & Initiatives Division, Chief of the Resource Management Division, and Chief of the Research, Evaluation, and Accountability Division.

The adjustments from Volume I reflected in this document are the result of the committee's assessment of DoDEA's current environment and progress towards meeting the goals in FY 2018. To support the analysis, senior leaders reviewed data from across the school system and collectively agreed on the adjustments to the plan reflected in this document. The changes are incorporated.

NEXT STEPS

Updates to the Strategic Initiatives, Critical Success Factors, and Key Results Indicators will be made annually based on progress made on the KRIs and other environmental factors. These updates will be directed by DoDEA's Executive Steering Committee and will be responsive to DoDEA's needs.

STRATEGIC CONTEXT

CHALLENGES AND OPPORTUNITIES AFFECTING DoDEA

World-Class Instruction: DoDEA educates highly-mobile students with a wide variety of backgrounds and abilities. DoDEA must provide rigorous educational opportunities that are differentiated to meet the needs of all students. DoDEA started this work with the shift to CCRS for Math, Literacy, and Fine Arts, and plans to expand to include all grade levels and across all curricular areas.

Workforce Development Opportunities: DoDEA employs a wide variety of professionals with a corresponding variety of professional development needs. Meaningful learning opportunities must be provided for educators and non-educators in order to attract, develop, and retain a high quality workforce to meet the mission.

Integrated Organizational Planning: Together, CCRS and RSA represented a significant first step towards becoming OneDoDEA. In order to take the next step, DoDEA must successfully develop and implement an integrated planning system that links actions, budgeting, and procurement to the strategic plan.

Communication: High quality internal communication is essential to any organization. As a global school system, DoDEA must provide consistent, meaningful, and timely two-way internal communication.

Information Technology Modernization: DoDEA's information technology (IT) structure must constantly adapt to increasingly sophisticated education requirements and growing infrastructure demands within the confines of a DoD technology framework. DoDEA must increase its IT capacity, explore enterprise solutions, and consolidate IT legacy systems.

Human Capital Management: In alignment with DoD strategic workforce planning requirements, DoDEA must address internal needs, create succession plans, and successfully market to recruit a highly skilled and diverse workforce. Implementation must be reinforced by efficient Human Resources and Security Management systems and processes.

THE FOUNDATION

Vision

Excellence in Education for Every Student, Every Day, Everywhere

Mission

Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

CORE VALUES

Student-Centered: Students are at the heart of all we do.

Excellence: We strive to exceed expectations in all we do.

Continuous Improvement: Our organization, its systems, and processes will be continually reexamined and improved.

Lifelong Learning: Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.

Diversity: We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.

Individual Potential: Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.

Shared Responsibility: Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.

Trust: We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.

Goals AND Key Result Indicators:

GOAL 1 STUDENT EXCELLENCE

Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life

Key Result Indicator: All DoDEA students will show appropriate growth within an academic year.

GOAL 2 SCHOOL EXCELLENCE

Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships

Key Result Indicator: DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.

GOAL 3 TALENT EXCELLENCE

Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students

Key Results Indicator: The performance of all DoDEA employees is rated fully successful or outstanding.

GOAL 4 ORGANIZATIONAL EXCELLENCE

Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the mission

Key Results Indicator: DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure, and customer service.

GOAL 5 OUTREACH EXCELLENCE

Partner with internal and external stakeholders and industry leaders to advance student and organizational success

Key Results Indicator: DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.

STUDENT EXCELLENCE

Students are at the heart of all DoDEA does. DoDEA is committed to preparing each student to maximize his or her academic growth and well-being for college, career, and life. DoDEA will implement two Strategic Initiatives in pursuit of Student Excellence: data-informed instruction and transition to college and career. These initiatives are designed to take on the challenge of providing instruction to students that is rigorous, differentiated, and meets the needs of DoDEA's diverse student population.

GOAL 1

DATA-INFORMED INSTRUCTION

With the implementation of CCRS for Math and Literacy, DoDEA improved the quality of instruction through the adoption of new standards and materials. DoDEA must now couple these innovations with the appropriate use of assessments to further advance student learning. When fully developed, the DoDEA Comprehensive Assessment System (DoDEA CAS) will include both summative and formative components that will provide the data required to differentiate instruction. It is essential that DoDEA equips educators with professional learning to deliver and utilize the results of these assessments and supplies them with necessary technology and other tools.

SUCCESSFUL TRANSITION TO COLLEGE AND CAREER

Over the last several years, DoDEA made significant progress toward identifying career pathways and developing programs to assist students' postsecondary transition. However, there is still work to be done to make certain that students at all grade levels are given the academic foundation, social and emotional skills, and counseling services necessary to be ready for college or career. These efforts must be strengthened by policies that encourage students to participate in innovative dual-enrollment and apprenticeship programs and allow DoDEA to assess its success by tracking its current students post-graduation.

Students are at the heart of all DoDEA does.

Goal 1 – Strategic Initiative 1.1:

Data-Informed Instruction—*Provide all students with instruction that is aligned to rigorous standards and is differentiated based on an appropriate assessment system and the needs of individual learners.*

Critical Success Factors:

a. **Systemic Accountability for Learning:** In order to create expectations for school, district, and organizational performance to facilitate recognition and support, we will continue implementation of DoDEA CAS and other data tools to continuously improve.

b. **Equitable Learning Experiences for All Students:** In order to provide equitable opportunities for students to learn, we will implement programs and supports to address achievement gaps between racial, ethnic, ability, and other identified groups.

c. **Differentiated Instruction for All Students:** In order to directly meet each student's academic and developmental needs, we will provide tiered support in the classroom and through extracurricular activities.

d. **Access to Rigorous Instruction:** In order to provide multiple opportunities for students to access high level coursework at every DoDEA school, regardless of location or size, we will develop and sustain advanced academic options for all students.

e. **21st Century Learning Environments:** In order to proactively address the dynamic needs of learners, we will manage school facilities and technologies that facilitate 21st century teaching and learning strategies and provide professional learning for educators in making appropriate use of those tools to provide rigorous and tiered instruction.

f. **Common Understanding of the DoDEA Comprehensive Assessment System: COMPLETE**

g. **Balanced Assessment:** In order to maintain the focus on instruction in classrooms rather than testing, we will sustain an ongoing process to evaluate length, frequency, focus, and use of assessments.

h. **Efficient Implementation:** In order to facilitate curriculum implementation and accessible assessments, we will manage and coordinate infrastructure requirements at all levels.

Goal 1 – Strategic Initiative 1.2:

Successful Transition to College and Career—*Develop comprehensive programs to support students throughout their primary and secondary education for their transition into college and career.*

Critical Success Factors:

a. **Support for Social and Emotional Learning:** In order to develop the broad set of skills required for navigating college, career, and life in all students, we will deliver comprehensive programming and support partnerships that foster social, emotional, and wellness skills, as well as resiliency.

b. **College and Career Exposure:**In order to prepare students for college and career opportunities, we will implement, maintain, and support counselors as they provide innovative programs that expose all students to a variety of military and civilian career paths and post-secondary optionss.

c. **Clear and Appropriate Policy for College and Career Ready:** In order to drive alignment and innovation in programming, we will communicate the definition of college and career ready through policy that establishes specific measurements and sets expectations for student success.

d. **Aligned Curriculum, Instruction, and Assessment to Support College and Career Success:** In order for all students to achieve their greatest potential, we will refine and develop programming beginning in elementary school to support the development of all aspects of college and career readiness.

e. **Rigorous Career Clusters:** In order to maximize students' access to challenging careers, we will continually enhance comprehensive and rigorous career and technical education programs that are strengthened by cutting edge technology and materials.

SCHOOL EXCELLENCE

DoDEA is dedicated to developing and sustaining high-performing schools with innovative, collaborative, and caring cultures that work to continuously improve. Over the next several years, DoDEA will pursue School Excellence through three Strategic Initiatives: Professional Learning Communities/ focused collaboration, CCRS, and Leadership Development Program. These initiatives directly address DoDEA's need to provide workforce development opportunities to educators and world-class instruction to students. Guiding educators and administrators as they grow their practices and providing them with high quality standards and curriculum will ultimately benefit students as they strive to meet their highest academic potential.

GOAL 2

PROFESSIONAL LEARNING COMMUNITIES/ FOCUSED COLLABORATION

Professional Learning Communities /focused collaboration is a structured form of collaboration that focuses educators on making decisions that are grounded in evidence, accumulating and circulating knowledge and ideas, and providing one another with support that improves the effectiveness of teaching. DoDEA is formally in its third year of system-wide implementation of Professional Learning Communities /focused collaboration. This initiative needs sustained attention, resources, and leadership in order to maximize its potential for increasing both adult and student learning. The urgency behind this initiative is underscored by AdvancEd's, DoDEA's accreditation agency's, school quality factors that will be used to evaluate DoDEA districts. The school quality factors emphasize the importance of a positive and collaborative culture for school excellence. DoDEA will build upon its significant investment in adult learning and leadership through continued CCRS and leadership professional learning provided by the CIL and Headquarters Education Directorate.

COLLEGE AND CAREER READY STANDARDS

The implementation of new standards for all subject areas and grade levels is a process that takes time. Over the last five years, DoDEA has made significant progress towards becoming a standards-based instructional system with the implementation of the standards for Mathematics, Literacy, and Fine Arts. However, there is more to do in these subject areas as well as Science, Social Studies, Career and Technical Education, Arts, and World Languages. The full implementation of the DoDEA CAS will further these efforts and enable DoDEA to measure success.

LEADERSHIP DEVELOPMENT

Every educator has the right and responsibility to lead. Leadership skills must be nurtured and developed over time. DoDEA cultivates a sense of shared leadership between teachers, administrators, and the CIL through professional learning. For those teachers whose career paths lead to administration, additional professional learning will also be available. The Leadership Development Program will address the gap in learning new administrators face in managing the daily business operations and personnel issues that arise when leading a school. Additional opportunities are also available for existing principals to refine their practice as instructional leaders through the CILs. As a result of this strategic initiative, educators will experience opportunities for individual growth as leaders at all points during their careers.

Goal 2 – Strategic Initiative 2.1:

Professional Learning Communities/Focused Collaboration—*Provide leadership and support for the continued implementation of Professional Learning Communities/Focused Collaboration in all schools.*

Critical Success Factors:

a. **Quality Implementation of Professional Learning Communities/Focused Collaboration:** In order to assess progress towards a shared understanding and high quality implementation of Professional Learning Communities/ Focused Collaboration, we will develop and implement an established evaluation tool and use the results to strengthen a culture of collaboration.

b. **Integrate Continuous Improvement into the Daily Work of Districts and Schools:** In order to make meaningful connections with the daily work of standards and assessment implementation and Professional Learning Communities/ Focused Collaboration, we will streamline, align, and focus the DoDEA Continuous Improvement Process.

c. **Ongoing Professional Learning:** In order to ensure teachers, school administrators, District educators, and professional support staff address student learning needs, we will conduct ongoing professional learning and support for Professional Learning Communities/ Focused Collaboration at every level with fidelity to expectations.

d. **Assessment Literacy:** In order to use student learning results to drive Professional Learning Communities/ Focused Collaboration and inform teaching and learning decisions, we will provide tools and information for how teachers can use the assessment data to inform instructional changes.

Goal 2 – Strategic Initiative 2.2:

College and Career Ready Standards—*Provide leadership and support for the continued implementation of College and Career Ready Standards.*

Critical Success Factors:

a. **Professional Learning Needs Assessment:** In order to foster change in practice, we will conduct assessments of adult learning needs to inform the design and delivery of CCRS professional learning for teachers, school administrators, and District specialists.

b. **Aligned Standards-Based Instruction System:** In order to promote student learning through the implementation of CCRS and to provide support for educators as they integrate curriculum, instruction, and assessment components into their practice, we will align all components of a standards-based instruction system including standards, curriculum, 21st Century instructional practices, assessment, and interventions.

c. **Best Practice and a Culture of Innovation:** In order to develop a shared understanding of what works best for student learning, and spread innovation throughout the system, we will create networks of educators that learn and problem-solve together.

d. **Comprehensive Planning for Program Implementations:** In order to provide focus for HQ, District, and School Improvement planning, we will create a systemic continuous review and improvement cycle for standards, curriculum, instruction, and assessment program implementations that integrates with the DoDEA Comprehensive Planning Cycle.

e. **DoDEA Learning Walkthrough Implementation:** In order to systematically improve instructional quality, we will review, analyze, and utilize Learning Walkthrough feedback data to inform instruction, professional learning needs, and best practice implementation in each school.

Goal 2 – Strategic Initiative 2.3:

Leadership Development —*Provide professional learning to increase leadership capacity and management skills.*

Critical Success Factors:

a. **Leadership Development Program:** In order to strengthen efficiency and effectiveness of agency management, we will provide methodology and professional learning in leadership and management skills across all domains.

b. **Instructional Leadership Professional Learning:** In order to strengthen principals' and assistant principals' skills to lead teaching and learning in every school, we will provide professional learning on instructional leadership and support for principals, assistant principals, and District leaders.

c. **Culture of Shared Leadership:** In order to assist leaders in establishing shared leadership within schools, we will advance the culture of shared leadership through professional learning that enables CILs, Administrators, and teachers to share their expertise and learning.

DoDEA is dedicated to developing and sustaining **high-performing schools.**

TALENT EXCELLENCE

A talented workforce is an essential element of student achievement. DoDEA must maintain a highly skilled and motivated workforce that is equipped with the right resources to meet the ever-changing needs of students. DoDEA identified three Strategic Initiatives to achieve Talent Excellence: first, to respond to our changing workforce and to increase human capital capacity; second, to promote employee engagement, and third, to maximize human resource technology. Taken together, these three initiatives will give DoDEA employees the tools they need to equip students to be college and career ready.

GOAL 3

ENSURING WORKFORCE AND HUMAN CAPITAL CAPACITY

Providing excellence in education to every student requires a wide variety of talents. To that end, DoDEA must be able to assess, recruit and grow its human capital capacity. After implementation of this Strategic Initiative, DoDEA will have the resources to identify strategic staffing needs, recruit diverse and talented employees, provide employment offers in a timely manner, and specifically address critical staffing needs.

PROMOTING EMPLOYEE ENGAGEMENT

Employee engagement is the key to a productive workforce. DoDEA will promote employee engagement by creating career pathways and progressions for employees that correspond to training and professional learning opportunities. The opportunity for career advancement and professional growth will both motivate employees and increase DoDEA's human capital capacity by creating a dynamic and committed workforce vested in leading practices.

MAXIMIZING HUMAN RESOURCE TECHNOLOGY

To meet the ever-increasing needs of a dynamic school system, Human Resource data must be accurate and instantly accessible. This initiative will allow DoDEA to track and monitor the progress of hiring actions and verify the accuracy of all human capital actions resulting in data-informed decisions that create significant efficiencies. Data will be used to inform workforce diversity, recruitment opportunities, and succession plans.

Goal 3 – Strategic Initiative 3.1:

Ensuring Workforce and Human Capital Capacity— *Design and implement succession planning initiatives to increase organizational capacity and workforce diversity.*

Critical Success Factors

a. **Develop Human Capital Cycle:** In order to meet DoDEA's mission by addressing future workforce demographic and staffing needs at all locations, we will develop a Human Capital Plan that defines strategies that are informed by data including force structure changes and workforce analysis.

b. **Marketing Strategies for Employee Recruitment:** In order to create and sustain an accomplished and diverse workforce with the capacity to operate a 21st Century education system, we will develop marketing and branding strategies to recruit and retain a workforce that is talented, engaged, and reflective of our student population.

c. **Organizational Capacity to Complete Background Checks in a Timely Manner:** In order to sustain appropriate levels of staffing, we will provide adequate capacity to conduct CNACI and background checks for all employees.

d. **Address Critical Staffing Needs:** In order to provide excellent service to our students and employees, we will identify the root cause for hard-to fill positions and use results to develop and implement a process to address staffing needs.

Goal 3 – Strategic Initiative 3.2:

Promoting Employee Engagement— *Expand opportunities to increase capacity and engagement in the workforce.*

Critical Success Factor:

a. **Career Pathways and Progressions with Corresponding Training and Professional Development Opportunities:** In order to grow and retain a highly skilled and motivated workforce, we will provide career pathways and progressions that incorporate professional learning opportunities for all employees.

Goal 3 – Strategic Initiative 3.3:

Integrated Human Resource Technology— *Expand and integrate technology to streamline services, remain competitive, and increase transparency through stakeholder access to information and resources.*

Critical Success Factors:

a. **Strategic Human Capital Management System:** In order to provide accurate data for all stakeholders, we will implement a Human Capital Management System that employs a single data warehousing solution for all human resource and budget related data.

b. **Hiring Process Tracking System: COMPLETE**

c. **Develop and Utilize Data Display Tools:** In order to provide immediate, relevant, and actionable information we will deploy visual management platforms supporting business functions to ensure accuracy of shared information with all stakeholders.

d. **Accurate Human Capital Actions:** In order to continuously improve the quality of Human Capital processes, we will implement a method to track and analyze the accuracy of hiring and other Human Capital actions.

A **talented** workforce is an essential element of **student achievement.**

ORGANIZATIONAL EXCELLENCE

DoDEA strives to build an enduring, accountable, and responsive organization that provides appropriate resources, and direction to accomplish the mission. To improve as an organization, DoDEA will pursue three Strategic Initiatives that are designed to address specific challenges. The first is to implement a Comprehensive Planning System. This initiative will address DoDEA's need for a multi-year integrated organizational planning mechanism that aligns plans to action, budgets, and procurements. The second will resolve DoDEA's internal communication challenges. With this initiative, DoDEA will develop and implement a DoDEA-wide internal communication plan that will result in effective, timely, and responsive internal communication. Finally, DoDEA will modernize its Information Technology to meet the needs of 21st Century teaching and learning.

GOAL 4

COMPREHENSIVE PLANNING

Through the Comprehensive Planning System, DoDEA will prepare for the future and build an enduring organization that holds itself accountable for progress. All DoDEA functional areas will be involved in the planning process that will ultimately align DoDEA's objectives and resources to the strategic plan. Reviews of past decisions and actions will be conducted to inform future decisions. The planning system provides the framework for an efficient, cohesive, collaborative, and agile organization.

INTERNAL COMMUNICATION

Timely and accurate two-way communication is essential in sustaining a school system. Through DoDEA's internal communication plan, employees will be well-informed and given opportunities to provide feedback. Internal communication will be facilitated through a number of actions including the development of an internal communication plan, the creation of an interactive onboarding process, the collection of data through employee environmental and cultural audits, the use of analytics to assess needs and progress, and technologies such as an expanded employee service desk and an interactive employee intranet platform.

INFORMATION TECHNOLOGY MODERNIZATION

It is essential that DoDEA's IT infrastructure is able to meet the wide ranging needs of a global school system. Strategic investment in DoDEA's IT infrastructure will give DoDEA the opportunity to align with the needs of 21st Century teaching and learning. In order to support IT modernization, DoDEA will create a five-year plan that balances the needs of existing and future demands with budgetary constraints. This plan will align to the requirements of DoDEA's curriculum, assessment, and professional learning needs, as well as hardware and software requirements.

Goal 4 – Strategic Initiative 4.1:

Comprehensive Planning—*Implement the DoDEA Comprehensive Planning System (CPS).*

Critical Success Factors

a. **Efficient Organizational Model:** In order to increase organizational efficiencies across functional areas, we will consistently implement and use a comprehensive planning cycle process.

b. **Proactive Organizational Culture:** In order to change our culture from reactive to proactive, we will articulate organizational expectations to all employees with aligned accountability mechanisms to measure results.

c. **Organizational Excellence:** In order to ensure continuous improvement, DoDEA leadership will embrace and support high expectations and accountability across the organization.

d. **Opportunities for Collaboration:** In order to promote a culture of collaborative leadership, we will conduct routine integration meetings using multiple formats (face-to-face, virtual, etc.) to allow for identified initiatives planning and integration.

e. **Development of an Organizational Capacity Profile:** In order to make data-informed decisions that drive improvement, DoDEA will build an organizational capacity profile to assess the quality and capacity of DoDEA's planning, budgeting, communication, IT infrastructure, and customer service processes and to identify areas for progress.

DoDEA **strives to build** an enduring, accountable, and responsive organization.

Goal 4 – Strategic Initiative 4.2:

Internal Communication—*Improve operational effectiveness through leading and controlling functional performance, measuring, improving, leveraging and automating processes, communicating, and continuously improving performance.*

Critical Success Factor:

a. **Organizational Communication Plan:** In order to model effective internal communication, we will develop and implement a multi-dimensional communication plan using the following as our guide: "Effective communication is communication that reaches its target, impacts its audience, and achieves the intended objective for that particular audience. It can be informational, collaborative and interactive, depending on the intent of the communication."

b. **Interactive Onboarding Process for All New Employees:** In order to make new employee onboarding an efficient and collaborative process, we will deploy a collaborative new employee integration process that promotes feedback and communication opportunities.

c. **Employee Environmental and Cultural Audits:** In order to obtain meaningful employee feedback to improve customer service, we will develop and deploy a variety of environmental and cultural employee audits.

d. **Expanded Employee Comprehensive Support Service Desk Platform:** In order to efficiently resolve issues affecting employees, we will establish and employ a comprehensive customer service model across functional areas.

e. **Analytics to Measure Effectiveness:** In order to monitor effectiveness and make data driven improvements over time, we will use a variety of mechanisms to collect and analyze specific data points.

f. **Interactive Intranet Platform:** In order to provide employees with easy access to a comprehensive and interactive information portal, we will evaluate and identify an efficient platform, develop a supporting knowledge management plan, and establish a platform to host an internal communication environment.

Goal 4 – Strategic Initiative 4.3:

Information Technology Modernization—*Information Technology Modernization — Invest strategically in IT to support 21st Century teaching and learning, promote efficiency and effectiveness of all staff, and maintain a robust IT infrastructure.*

Critical Success Factors:

a. **Five-Year Plan for Educational Technology:** In order to ensure IT sustainability and innovation, we will develop and implement a long-term strategic IT vision and plan to promote innovation and remain current as technology transforms and improves.

b. **Alignment of Education and IT: COMPLETE**

OUTREACH EXCELLENCE

DoDEA is committed to creating successful partnerships with families and communities. Partnerships and outreach are essential to the attainment of DoDEA's student, school, talent and organizational excellence goals. DoDEA must develop and sustain a wide variety of partnerships with students, families, commands, universities, and local business among others to meet the challenges of providing students with world-class instruction and developing its workforce. Outreach excellence is a natural element to further DoDEA's goals, resulting in the development of two initiatives centered on creating opportunities for students and increasing organizational capacity. Through these initiatives, DoDEA will provide enriching opportunities for its students and employees to excel and partner with local communities.

Partnerships between DoDEA and its students, families, military, and local communities are an essential element for the education of all military-connected students. DoDEA will leverage existing partnerships and programs, such as DoDEA's grant and Non-DoD School Programs, and explore additional opportunities to provide enriching experiences for students and employees.

GOAL 5

PARTNERSHIPS FOR STUDENT SUCCESS

DoDEA participates in a wide variety of partnerships. However, there is currently no comprehensive listing of partnerships or systematic way to collect and share best practices. As a result, an important step is to inventory and highlight best practices in partnerships in DoDEA schools. DoDEA will seek to add to that list in the coming years.

PARTNERSHIPS FOR ORGANIZATIONAL SUCCESS

DoDEA can also benefit from partnerships that enhance workforce and student services and provide opportunities for talent acquisition and professional growth. These partnerships will provide critical recruitment and professional learning opportunities for employees as they pursue various career pathways and progress in their career.

DoDEA is committed to creating **successful partnerships** with families and communities.

Goal 5 – Strategic Initiative 5.1:

Partnerships for Student Success— *Promote, foster, and support partnerships for student success in DoDEA schools and schools with military-connected/ DoD connected students.*

Critical Success Factors:

a. **Inventoried and Categorized Partnerships:** In order to promote and foster effective partnerships, we will inventory and categorize current partnerships to establish effective opportunities and share best practices to maximize the outcomes of partnerships for student success.

b. **Promote, Foster, and Support Partnerships with Prospective, Current, and Former Students:** In order to promote student partnerships, we will develop venues for prospective families, communicate stories highlighting current partnerships, and leverage the experiences of former students.

c. **Promote, Foster, and Support Military Community Partnerships:** In order to improve our partnerships with military communities, we will actively seek out military community partnership opportunities at the school, district, region, and headquarters levels.

d. **Promote, Foster, and Support Family Partnerships:** In order to maintain strong family partnerships, we will cultivate a welcoming environment that fosters family engagement in support of student success.

e. **Promote, Foster, and Support Partnerships to Provide Multi-Dimensional Opportunities:** In order to facilitate real world experiences that empower students to plan for their futures and develop credentials, we will partner with host nations, commands, universities, and businesses to facilitate enriching experiences.

f. **Promote, Foster, and Support Outreach:** In order to foster outreach opportunities and relationships which expand educational opportunities for military-connected students we will expand overall outreach opportunities that improve educational and business opportunities and academic continuity for military-connected students.

Goal 5 – Strategic Initiative 5.2:

Partnerships for Organizational Success— *Leverage systemic partnerships and outreach to build capacity for organizational success.*

Critical Success Factors:

a. **Leverage Community Partnerships:** In order to diversify organizational capacity, we will promote, foster, and support community partnerships and volunteer programs to enhance workforce and student services.

b. **Leverage Partnerships for Talent Acquisition and Professional Growth:** In order to enable DoDEA's efforts to attract a diverse, quality workforce, we will identify and encourage strategic alliances that enhance recruitment and professional learning and growth.

APPENDIX I
SUMMARY OF CHANGES FROM VOLUME I

1. **CSF 1.1.a:** Systemic Accountability for Learning
   The text was updated to indicate that DoDEA CAS is currently in progress, but not yet complete.

2. **CSF 1.1.f**: Common Understanding of the DoDEA Comprehensive Assessment System.
   The updated Blueprint will indicate the work towards the CSF is complete.

3. **CSF 1.2.a:** Support for Social and Emotional Learning
   The text was amended to incorporate the benefit of local and national partnerships in creating opportunities to benefit students.

4. **CSF 1.2.b:** College and Career Exposure
   The text was amended to combine with CSF 1.2.f.

5. **CSF 1.2.f:** Expert College and Career Counseling Services
   This item was deleted and the text was incorporated into CSF 1.2.b

6. **CSF 2.1.c:** Ongoing Professional Learning
   The text was expanded to emphasize the key role of consistency and fidelity.

7. **CSF 2.1.e:** Instructional Leadership Professional Learning
   The text was shifted to create new CSF 2.3.b

8. **CSF 2.1.f:** Culture of Shared Leadership
   The text was shifted to create new CSF 2.3.c.

9. **CSF 2.2.a:** Professional Learning Needs Assessment
   The text was amended to emphasize the need to expand the use of professional learning needs assessments.

10. **CSF 2.2.e:** DoDEA Learning Walkthrough Implementation
    The text was amended to indicate the progress that has been and to emphasize the use of data.

11. **SI 2.3** Leadership Development
    This SI was added to incorporate the new requirement for the Leadership Academy and to fold in related CSFs.

12. **CSF 2.3.1** Leadership Academy
    The CSF was added to incorporate the new requirement for the Leadership Academy.

13. **CSF 2.3.b:** Instructional Leadership Professional Learning
    The CSF was moved from 2.1.e to align with SI 2.3.

14. **CSF 2.3.c:** Culture of Shared Leadership
    The CSF was moved from 2.1.f to align with SI 2.3 and the text was amended to include CILs and Administrators.

15. **CSF 3.1.a:** Develop Human Capital Cycle
    The text was amended to streamline the CSF.

16. **CSF 3.1.b:** Marketing Strategies for Employee Recruitment
    The text was amended to emphasize recruitment.

17. **CSF 3.1.d:** Address Critical Staffing Needs
    The text was amended to streamline CSF.

18. **CSF 3.3.b:** Hiring Process Tracking System
    The updated Blueprint will indicate that the work towards the CSF is complete.

19. **CSF 3.3.c:** Develop and Utilize Data Display Tools
    The text was amended to include streamline CSF.

20. **CSF 3.3.d:** Accurate Human Capital Actions:
    The text was amended to emphasize the importance of hiring actions.

21. **SI 4.2:** Internal Communications
    The text was amended to reframe the supporting CSFs in their role of improving organizational effectiveness.

22. **CSF 4.2.f:** Internal Communications Platform
    The text was amended to the need to evaluate the effectiveness of the intranet platform.

23. **CSF 4.3.a:** Five Year Plan for Educational Technology
    The text was amended from a ten year to a five year plan

24. **CSF 4.3.b:** Alignment of Education and IT
    This text was moved as this CSF is a critical step in implementing CSF 4.3.a and does not require an additional CSF.

25. **SI 5.1** Partnership for Student Success
    The text was amended to emphasize the importance of success for military connected students outside of DoDEA.

APPENDIX II GLOSSARY

Academic Standards: Statements of common understanding about what students should know (knowledge) and be able to do (skills and dispositions) by content/subject area and grade level.

Accountability: The obligation to take responsibility for performance in light of commitments and expected outcomes.

Action Plan: Action plans operationalize the strategic plan and identify the focus of a functional area for any given year. The plans outline the required actions that must be taken to meet goals established in the strategic plan.

Career Cluster: Career Clusters are groupings of occupations and industries used as an organizing tool for curriculum design.

Career Pathway: A combination of rigorous and high-quality education, training, and other services that:

(a) align with the skill needs of industries in the economy of the State or regional economy involved;

(b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship," except in section 171);

(c) includes counseling to support an individual in achieving the individual's education and career goals;

(d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized post-secondary credential; and

(g) helps an individual enter or advance within a specific occupation or occupational cluster.

Career and Technical Education (CTE): A term applied to educational programs that specialize in the skilled trades, applied sciences, modern technologies and career preparation.

Center for Instructional Leadership (CIL): Regional hubs and field offices made up of a highly trained cadre of staff designed to increase capacity for district and school leadership and, ultimately, teacher leaders. The primary objective of the CIL is to ensure high academic achievement for DoDEA students by developing high-impact superintendents, principals, and Instructional Support Specialists (ISSs).

Childcare National Agency Check with Written Inquiry (CNACI): a background investigation used to determine an individual's suitability for a child care position.

College and Career Ready: Level of preparation a student requires in order to succeed without remediation at a postsecondary institution offering a degree or certification program or in a career pathway where one can achieve a financially-secured career.

College and Career Ready Standards: Academic standards that progressively build the conceptual and procedural understanding and application of the knowledge, skills, and dispositions essential for students to successfully meet the high demands of today's colleges, careers, and citizenship responsibilities.

Community Strategic Plan: DoDEA's previous strategic plan.

Comprehensive Planning System: A systematic process that provides the foundation for DoDEA's efforts to organize and prioritize collective energies, abilities, and resources to achieve identified goals.

Continuous Improvement: A research-based, on-going process in which institutions engage for the purpose of increasing its overall effectiveness and making positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learn and share, examine and plan, and act and evaluate.[iii]

Critical Success Factor: An action that is necessary for the Strategic Initiative to succeed.

Curriculum: Formal instructional content and learning experiences intentionally aligned (between grades and subject areas) and designed to achieve specific learning outcomes. Curriculum is delivered in a developmentally appropriate manner through sequenced units of instruction that are tightly aligned to academic standards.

Differentiation: Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Effective Communication: Communication that reaches its target, impacts its audience, and achieves the intended objective for that particular audience. It can be informational, collaborative and interactive, depending on the intent of the communication.

Goals: Long-range performance targets that are consistent with the mission, usually requiring a commitment of resources towards the initiatives critical to goal achievement. Goal achievement is required for an organization to realize its vision.

Human Capital Actions: Any work action required to make an administrative change to an employee record.

Human Capital Capacity: The collective skills and knowledge of the workforce.

Key Results Indicator: a strategic level metric to assess progress towards a goal.

Learning Walkthrough Tool: A systemic and coordinated method of gathering data on instructional practice and on how students are learning to inform District and school-level decisions. The tool will be used to help educators improve their instructional practices and ultimately positively impact student achievement.

Mission: The primary purpose of an organization.

Partnership: An informal or formal agreement between two parties for mutual benefit.

Professional Learning: A process that continues over time and expects change in practice for educators and results for students. Professional learning is ongoing, relevant, and job-embedded. Professional learning provides opportunities for collaborative professional dialogue, analysis, application, and reflection aligned to ongoing improvements in professional practice and student achievement.

Professional Learning Communities (PLCs)/ Focused Collaboration: A structured form of collaboration that focuses on making decisions that are grounded in evidence, accumulating and circulating knowledge and ideas, providing one another with support that improves the effectiveness of teaching, and creating a culture that both increases teachers' confidence and encourages them to be more open to — and actively engaged in — a process of continuous improvement and change.

Rigor: Level of conceptual understanding and procedural skill and fluency one must be able to apply (to complex and novel situations) to achieve/demonstrate mastery.

Skills: One of the three elements within the definition of College and Career Ready (knowledge, skills and dispositions). Skills define the highest impact on a student's ability to succeed in post-secondary education or training based on their capacities and strategies that enable a student to learn and engage in higher order thinking, meaningful interaction and planning for the future. Examples are: problem solving, critical thinking, working collaboratively, study skills and learning how to learn, creativity, and innovation; employing a range of learning strategies and capabilities to transfer learning from familiar settings to new situations (Conley, 2010).

Standards-Based Assessments: An assessment developed to measure how well students have mastered specific knowledge and skills described in content standards. Standardized tests may or may not be based on specific learning standards.

Standards-Based Educational System: An educational delivery system that uses academic standards in all classrooms; establishes high expectations for all students by coherently aligning student learning expectations to curriculum, instruction, and assessments; enables interval grade-by-grade mastery of academic and technical proficiency, based on instructional effectiveness analysis from student learning outcomes.

Strategic Initiative: A one to two year initiative that must be complete to drive the success of a goal.

Values: The values and philosophy of an organization that guide the behavior and decisions of its members. The values constitute the organization's value system.

Vision: An idealized view of where an organization will be and/or will look like in the future, assuming all goals are met. It is a statement intended to express both aspiration and inspiration.

Visual Management Strategy: The use of charts, graphs, and other visualization tools to ease data analysis and highlight trends and correlations. The resulting visualizations are used to inform decisions.

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[i] *AdvancEd Glossary of Terms*

[ii] *Workforce Innovation and Opportunity Act of 2014, H.R. 803, 113th Congress (2014). Retrieved from: https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf*

[iii] *AdvancEd Glossary of Terms*

DoDEA must constantly endeavor to improve as we develop and educate students to succeed in a dynamic world.

STEERING COMMITTEE MEMBERS

DoDEA extends its appreciation to the members of the Strategic Plan Steering Committee for your hard work and dedication to DoDEA students.

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