COMMUNITY STRATEGIC PLAN

2006-2011

Communities Committed to SUCCESS for ALL Students

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

dodea

Foreword

This document contains the strategic direction for the Department of Defense Education Activity (DoDEA) for the years 2006-2011. DoDEA provides education to eligible Department of Defense (DoD) military and civilian dependents from preschool through grade 12 with two distinct programs, the DoD Domestic Dependent Elementary and Secondary Schools (DDESS) for dependents at locations within the continental United States where DoD operates schools, and the DoD Dependents Schools (DoDDS) for dependents outside the continental United States.

The DDESS system serves an estimated 25,500 students in 63 schools located in seven states, Guam, and the Commonwealth of Puerto Rico. The DoDDS system serves approximately 65,500 students in 154 schools in 13 countries. Courses of study in DoDEA schools parallel those found in public schools in the United States. This plan unifies the strategic direction for both DDESS and DoDDS, yet provides the flexibility to address unique issues and challenges each program and each community addresses.

The process used to develop this 5-year plan, along with the vision, mission, guiding principles, goals, outcomes, members, and glossary of terms, are contained in the following pages. The plan provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, and as a leader in the Nation for improving student performance and achievement.

VISION

Communities Committed to Success for ALL Students

MISSION

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment

GUIDING PRINCIPLES

S uccess for All Students

T rust and Respect for Others

U ncompromising Advocacy for Students

D evelopment of Lifelong Learners

E qual Access to Quality, Rigorous Education

N ew and Motivating Challenges to Inspire Excellence

T eaching with High Expectations

S afe and Stable Learning Environment

Community Strategic Plan ● Goal One

GOAL 1: Highest Student Achievement

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.

Outcome A: Student Performance and Assessment

All students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple local and systemwide performance-based assessments.

1A Outcome Milestones

July 2011

- All students will perform "At the Standard" level or higher on systemwide, criterion-referenced assessments aligned to the Reading/English/Language Arts, Math, Science, Social Studies, and Technology performance standards:
  - Grades 4, 8 in Math
  - Grades 5, 7, 9 in Reading/English/Language Arts *(Writing)*.
  - Grades 9-11 in End-of-Course Assessments *(Algebra I, Biology, U.S. History)*

- Annual targets will be established based on school improvement plan data.

- Seventy-five percent of all students in grades 3-11 will perform "At the Standard" level or higher *(the top two quarters)* on a systemwide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level *(the bottom quarter)*.

- All students will perform "At the Standard" level or higher in reading *(at grade level)* by the end of grades 3, 6, and 9.

- All Pre-K-2 students will perform "At the Standard" or higher on developmentally appropriate measures.

1A Measures

DoDEA will use a systemwide, norm-referenced assessment for students in grades 3-11 that measures performance in reading, language arts, math, science, and social studies. *[For additional detail, please see the Assessment Matrix.]*

DoDEA will use annual, systemwide, criterion-referenced assessments for selected grades 3-12 in selected subject areas (reading, language arts, math, science, and social studies). *[For additional detail, please see the Assessment Matrix.]*

DoDEA will use annual, systemwide, criterion-referenced assessments for Pre-K-2 in selected subjects. *[For additional detail, please see the Assessment Matrix.]*

An Internet based delivery system will be utilized to provide online training modules for assessment for learning.

All DoDEA educators will be trained and use local assessments for learning.

All students will participate in the DoDEA systemwide assessment program either

through the identified systemwide assessments or alternate assessments.

Systemwide student data will be reported using the following performance categories:

- Above the Standard
- At the Standard
- Partially Met the Standard
- Below the Standard

1A Implementation Milestones

March 2007

- Systemwide, norm-referenced assessments will be purchased and implemented based on the CSP Cycle.

- Criterion-referenced assessments are developed and implemented as part of the Curriculum Renewal Cycle. *(See Assessment Development Matrix)*

June 2007

- Revised alternate assessments will be developed and used with all students unable to participate in the identified DoDEA systemwide assessments.

July 2007

- DoDEA will implement a revised Curriculum Renewal Process that incorporates an expanded professional development component and focuses on assessment for learning.

- A systemwide, grade 9 reading assessment will be identified and implemented.

- Each level of the organization will develop a plan to achieve the CSP goals using relevant aggregated and disaggregated data.

- School Improvement Plans will be aligned with accreditation requirements and include annual growth targets.

- Student assessments for technology will be identified and implemented at the identified grade levels.

July 2008

- DoDEA will implement a systemwide, criterion-referenced, developmentally appropriate assessment or measure for selected grades and subject areas for grades Pre-K-2.

- The Quality Indicator Map will be reviewed and refined as necessary.

Outcome B: Opportunities to Learn and Citizenship

All students will have access to varied and challenging learning opportunities and appropriate interventions and/or modifications to meet the standards and foster lifelong learning and productive citizenship.

1B Outcome Milestones

July 2011

- All students will have equal access to and be encouraged to take advantage of challenging learning opportunities. Accommodations, modifications, and enrichment will be provided to support the success of every student.

- All middle/high school students will be given the opportunity to demonstrate productive citizenship:

  - 100% of students participate in at least one extra curricular/co-curricular activity in middle/high school.

- Leadership opportunities will be available in all schools, e.g. Honor Society, Student Council/Student Government, JROTC.

- Positive student behaviors will be demonstrated by a reduction in student incidents as reported in student and data management systems.

- Unexcused absences will be reduced.

1B Measures

All levels will annually measure student access to, and success in, learning opportunities through:

- School schedules (secondary)
- Student schedules/Course Enrollment (secondary)

- Grade reports
- Assessment for learning (local)
- Assessment of learning (systemwide)

DoDEA will annually measure student citizenship through a review of student and data management systems.

1B Implementation Milestones

July 2007

- DoDEA will ensure that policies, resource allocation practices, and staff development promote high student achievement of the DoDEA performance standards (e.g., Reading/ELA/Math support, AVID, Advanced Placement, Honors).

- DoDEA will implement a policy for schools to annually enter student curricular/co-curricular and leadership, incident data in student and data management systems.

GOAL 2: Performance-Driven, Efficient Management Systems

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.

Outcome A: Efficient Management System of Facilities, Equipment, and Materials

All levels will participate in the development and implementation of an equitable plan to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, technology, and materials that support an environment conducive to learning.

2A Outcome Milestones

July 2009

• Appropriate organization levels will have plans to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, furniture, technology, and materials (e.g., textbooks and school supplies).

• Implement an integrated system for financial, procurement, logistics, and information technology to streamline the acquisition process and enhance productivity and accountability.

July 2010

• Appropriate organization levels will ensure that all schools meet the standards for facilities, equipment, furniture, technology, and materials necessary to provide an instructional program aligned with student performance standards.

2A Measures

Percentage of schools that will meet the standards for facilities, equipment, furniture, technology, and materials necessary to provide an instructional program aligned with student performance standards.

All financial, procurement, logistics, and information technology systems will be reviewed to ensure increased productivity and accountability.

2A Milestones

July 2007

• Establish Functional Work Steering Group comprised of Resource Management, IT, Human Resources and Education representatives from each area and DoDEA Headquarters.

• The Steering Group will identify full requirements and develop the mandated business case which must include an alternative analysis of at minimum three alternatives (cost/benefit analysis must be included for all alternatives).

• The business must address all phases of the project and identify full life cycle cost.

July 2008

• Refine the systematic process to involve all levels in the development and implementation of an equitable plan for facilities, equipment, furniture, technology, and materials.

• Develop and/or refine policies and procedures for planning, budgeting, and scheduling of work.

• Acquire or develop an integrated system for financial, procurement, logistics, and information technology to streamline the acquisition process and enhance productivity and accountability.

• Make available resources to acquire or develop the automated manpower management system selected by the Steering Group and to provide DoDEA wide testing, deployment and user training.

July 2009

• Develop and/or refine standards for facilities, equipment, furniture, technology, and materials necessary to provide an instructional program aligned with student performance standards.

• DoDEA will have in place a DoD approved web-based automated manpower management system that interfaces with payroll and personnel data and fully supports the requirements of all DoDEA components and meets applicable DoD mandates

July 2010

• Develop and/or refine local and systemwide assessment systems to measure current status and progress of schools towards meeting established standards.

July 2011

• All facilities, equipment, furniture, technology, and materials will be evaluated for age, condition, appropriateness for programs, and in meeting student needs.

• Establish baseline data for comparison and progress measurement, and for the development of a life-cycle program and appropriate budget.

Outcome B: Resource Allocation/Academic and Student Support Services

An annual budget plan will be designed and implemented at all levels in direct support of the CSP. All appropriate operational levels will have the resources, authority, and accountability to ensure equitable student access to programs and support services necessary to meet academic standards.

2B Outcome Milestones

July 2011

100% of schools, districts, areas, and headquarters will use appropriate data for planning to support highest student achievement in a dynamic environment.

2B Measures

Percentage of schools, districts, areas, and headquarters that use appropriate data for planning resource allocations.

Percentage of schools, districts, areas, and headquarters with resources allocated based on identified student needs and used to support a standards-based instructional program.

Percentage of schools, districts, areas, and headquarters with resources that are used efficiently, equitably, and effectively.

2B Implementation Milestones

July 2008

- Design systems for collecting and analyzing data about student populations served, programs and services offered, and associated costs.

- Develop funding formulas to ensure equitable distribution of resources to support schools, districts, and areas.

July 2009

- Refine the management systems for collecting and analyzing data for populations served, programs and services offered, and associated costs.

- Develop a process to prioritize systemwide operational needs.

July 2010

- Establish baseline data expenditure to make comparisons and measure progress.

Outcome C: Secure and Safe Environment

All DoDEA levels will have a safe, secure, and well-managed environment conducive to learning.
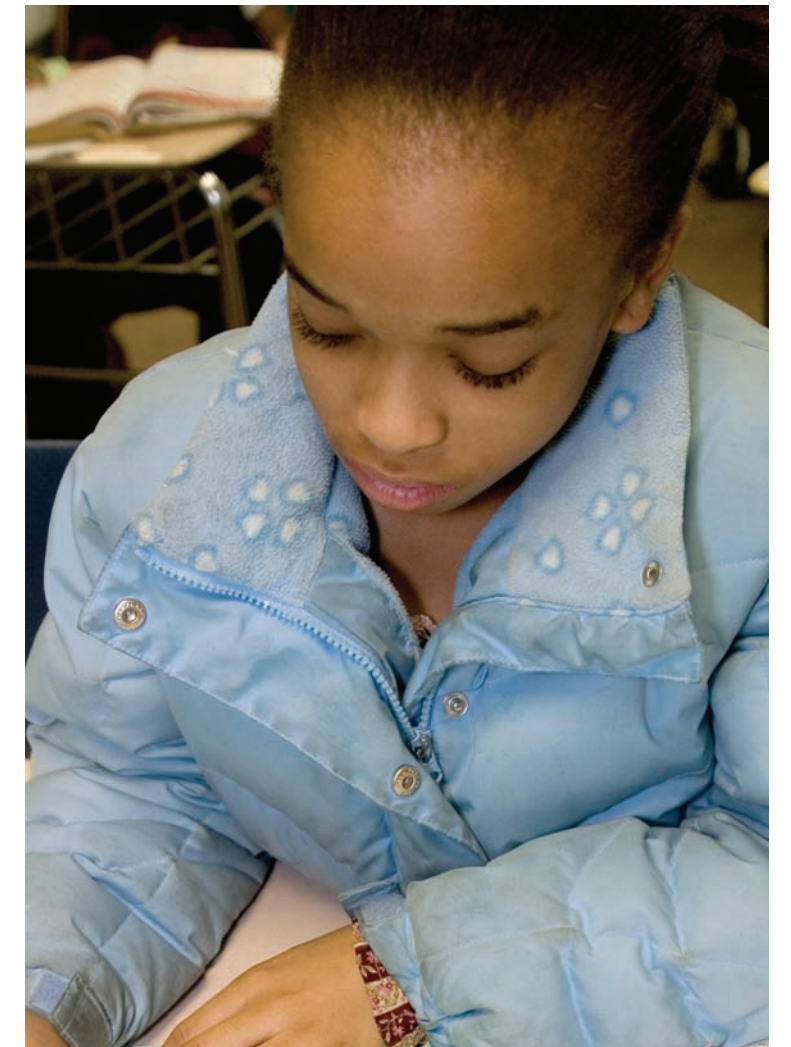
2C Outcome Milestones

July 2010

All schools and above-school level facilities will meet the DoDEA standards for providing safe, secure, and well-managed environments that focus on student achievement.

2C Measures

Percentage of schools meeting the DoDEA standards for providing safe, secure, and well-managed environments that focuses on student achievement.

2C Implementation Milestones

July 2007

- Develop systemwide assessments to measure current status and progress of schools toward meeting standards for a safe environment.

July 2008

- Refine standards for providing safe, secure, and well-managed environments based upon the input from all levels of the organization as well as stakeholders.

- Review/revise current standards, reporting systems, surveys, and assessments for alignment with standards for providing safe environments.

- Implement systemwide assessments for all schools to measure their current status towards meeting standards for providing a safe environment.

July 2009

Develop and/or refine appropriate action plans for improving the environments in schools for reducing injuries.

Community Strategic Plan

Goal Three

GOAL 3: Motivated, High Performing, Diverse Workforce

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

Outcome A: Personnel Management Practices

In support of student achievement, administrators at all levels will continually recruit, hire, support, evaluate, and recognize personnel in order to retain a highly diverse, motivated, and committed workforce.

3A Outcome Milestones

July 2007

- DoDEA recruitment and retention efforts will focus on achieving a motivated, high-performing, diverse workforce, to include persons with disabilities.

July 2009

- Implement an automated DoDEA-wide system for endorsements, certification, and recertification.

- Ninety-seven percent of teachers will be teaching classes areas for which they are certified by DoDEA.

3A Measures

The percentage of educator vacancies filled prior to the start of the school year, as well as when the requests for recruitment were submitted.

Demographic information will be collected on new hires and the current workforce, such as race, ethnicity, disability, periodic surveys, and shortage skill categories.

The percentage of teachers teaching classes in areas for which they are certified by DoDEA.

3A Implementation Milestones

July 2007

- Develop and implement a four-year plan to recruit and retain a well-qualified, diverse work force.

- Continue to track the timely filling of all DoDEA vacancies.

- Develop exit survey procedures to analyze trends and identify practices designed to retain a highly qualified workforce.

- Develop or refine an annual transition assistance plan for DoDEA personnel potentially affected by transformation and realignment.

July 2008

- Establish and implement a performance appraisal process in support of the new DoD National Security Personnel System (NSPS).

July 2009

- Track courses currently taught with the teachers' area of certification using DoDEA's student and data management systems.

- Incorporate new technology in support of improvements in the recruitment and hiring process.

- Develop and implement a DoDEA-wide system for tracking endorsements, licenses, and recertification for all professional educators.

July 2010

- Expand the DoDEA-wide system for tracking application data for all positions.

Outcome B: Continuous Professional Development and Training

Personnel at all levels will participate in ongoing professional development and training to support standards that enhance job performance.

3B Outcome Milestones

2007

- All professional development for educators will be aligned to the CSP goals, Quality Indicator (QIM), and the curriculum renewal process.

2008

- All GS and support staff will have access to quality DoDEA/DoD standardized training for career enhancement and improved job-related proficiencies.

- DoDEA will implement a comprehensive leadership development plan for the training of leaders to ensure the continuity and high quality of DoDEA leadership.

2009

- All levels will use the Quality Indicator Map for program improvement implementation.

3B Measures

Measure the availability and effectiveness of professional development and training for educators, GS, and support staff.

Measure the impact of professional development on student achievement.

Measure program improvement using QIM.

3B Implementation Milestones

2007

- Use technology to expand and enhance professional development and training.

- Utilize the Quality Indicator Map (QIM), Interstate School Leaders Licensure Consortium (ISLLC) standards, and International Society for Technology in Education (ISTE) standards as tools for designing professional development.

- Provide training and guidance to educators for using the QIM as both a self-assessment tool for developing professional growth goals and as a program improvement tool.

2008

- Assess and prioritize the professional development and training needs of employees using multiple approaches.

- Implement an automated process for evaluating professional development.

- Design, implement, and evaluate DoDEA standardized training for GS and support staff for career enhancement and improved job-related proficiencies.

- Design and implement a comprehensive plan for the development of leaders to ensure the high quality of all levels of DoDEA leadership in supervision, management, systems technology, curriculum, instruction, and assessment.

2009

- Assess the impact of professional development on student performance.

Community Strategic Plan ● Goal Four

GOAL 4: Promoting Student Development through Partnerships and Communication

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

Outcome A: Partnerships

All levels of the organization will develop, promote, and maintain partnerships to enhance social, emotional, and academic growth.

4A Outcome Milestones

July 2008
- All levels will have partnerships addressing student transition issues.

July 2010
- All levels will foster partnerships that engage parents, commands, and communities to support student development.

- Headquarters will establish partnerships with educational organizations and local education agencies to promote high quality educational programs for school-age children of military families.

4A Measures

All levels will evaluate the effectiveness of the partnerships using the established standards.

All areas will evaluate district partnership initiatives in support of student transition issues.

Headquarters will evaluate the establishment and effectiveness of partnerships in support of school-aged children of military families.

4A Implementation Milestones

July 2007
- Headquarters will establish/refine standards for evaluating effective partnerships [including purpose, goal(s), participants, and benefit(s)].

- All levels will implement partnerships that engage parents, commands, and communities to support student development.

- All districts will establish partnership initiatives in support of student transition issues.

- Headquarters will initiate partnerships in support of school-aged children of military families.

July 2008
- All levels will evaluate the effectiveness of the school/community partnerships using the established standards.

- All levels of the organization will showcase selected partnerships on their respective websites.

- All areas will verify and assess district partnership initiatives in support of student transitions.

July 2010
- Headquarters will establish partnership initiatives in support of school-aged children military families.

Outcome B: All schools, districts, areas, and headquarters will effectively communicate using a planned, systematic approach

4B Outcome Milestones

July 2007
- Headquarters will develop systemwide standards for effective communications.

- Headquarters will establish a system for evaluating effective communication.

July 2008
- Each level of the organization will develop a plan that addresses tools and methods needed to effectively communicate with internal and external audiences.

July 2009
- All levels will be in compliance with the established communication standards.

4B Measures

All levels will evaluate the effectiveness of communications using the established standards

4B Implementation Milestones

July 2007

- All levels will implement systemwide standards for effective communication.

- Headquarters will use the established system for evaluating effective area communication.

July 2008

- Areas will use the established system for evaluating effective district communication.

July 2009

- Districts will use the established system for evaluating effective school communication.

Appendix

DoDEA External (System-wide) Assessments

The following assessments will be adopted
and in use by the year 2011

Assessment	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Norm-Referenced (TerraNova)					X	X	X	X	X	X	X	X	X	
Developmentally Appropriate Assessments	X	X	X	X										
ELA CRT (Writing)							X		X		X			
Reading Proficiency					X			X			X			
Math CRT						X				X				
Science CRT							X		X					
Social Studies CRT					X			X						
Algebra I EOC										All Enrolled Students				
Biology EOC											All Enrolled Students			
U.S. History EOC											All Enrolled Students			
NAEP (Odd years only)						X				X				
PSAT													X	X
ACT (College entrance)													Voluntary	
SAT (College entrance)													Voluntary	

End-of-course assessments will be administered in selected critical academic courses at the high school level. The results will provide individual student achievement levels as well as comparative data across schools, districts, areas, and the DoDEA system. Results of the assessments will not be used to determine whether a student passes or fails a course, but will provide meaningful information to the student, parents, and teachers concerning strengths and weaknesses of individual students and groups of students.College entrance exams (SAT and ACT) are normally taken by students in grades 11 and 12 on a voluntary basis.

Glossary of Terms

all levels

Headquarters (DoDEA), Offices of the Area Directors (DDESS, DoDDS- Europe, and DoDDS-Pacific), Offices of the District Superintendents, schools.

alternate assessment

An assessment that is substituted for a system- or district-wide assessment. It is used with students who cannot participate in the system- or district-wide assessment with or without accommodations. The alternate assessment ensures that all children are represented in the system- and district-wide accountability systems.

cocurricular

Activities available at the high school level that occur after the school day. The extracurricular activities may vary across schools to meet the unique needs of the school community.

criterion-referenced assessment

A measure that reports student progress or achievement compared with predetermined levels of quality.

disaggregated

Student achievement data that has been reported by ethnicity/race, gender, or economic status. Reporting of disaggregated data identifies within-group student achievement patterns so that appropriate strategies are designed and implemented.

disciplines

A term used to describe content or subject areas such as reading, math, social studies, or science.

diverse workforce

Personnel who reflect differences in race, age, color, religion, sex, national origin, and disabilities.

external (system-wide) assessment

An assessment that is selected and administered throughout DoDEA for the purpose of measuring student progress or achievement.

high quality indicators

A tool for measuring the quality and degree of implementation of a particular program. The tool includes research-based principles and practices that can make a difference in teaching and student learning.

internal assessment

A student assessment that is selected and administered at the school, district, or area level for the purpose of measuring student progress or achievement.

interventions

Strategies to support student success.

life-cycle replacement

A systematic schedule to replace obsolete or worn-out items, materials, and equipment, e.g., athletic uniforms, furniture, musical instruments, technology.

management systems

A standard operating procedure defining the distribution and accountability of resources.

modifications

Adjustments to support student success.

norm-referenced assessment

A measure that reports student progress or achievement compared with a nationally representative group of students at the same grade level.

partnerships and alliances

Networks with a common goal of supporting student success which may include the following:

- parents/students/staff/military community;
- local school systems;
- institutions of higher education;
- military, businesses, and organizations;
- professional associations

performance standards

Standards that describe how well students are expected to know the content. Performance standards also specify how students will show they know the content, as well as what knowledge they need to demonstrate.

performance-based assessments

A method of evaluation where students apply what they have learned through presentations, responses, and/or products. These assessments are under the larger heading of standards-based assessments, which are measures that are aligned to the organization's standards.

professional development

Programs, courses, and activities designed to further educate certified personnel.

proficiency level

The acceptable level of achievement as defined by the performance standard.

resource allocation

Distribution of funds, manpower, and materials.

resources

Funds, manpower, materials, and community support.

scale scores

The scale score is the basic score for the TerraNova standardized achievement test. Scale scores for one content area test in TerraNova cannot be compared to scores from another content area.

standards-based system

A standards-based system measures its success based on student learning (the achievement of the standards) rather than compliance with rules and regulations.

support services

Resources designed to supplement or enrich the educational process.

system-wide assessment program

The collection of student achievement measures that are administered to all students at selected grade levels. The TerraNova, administered to students in grades 3-11, is one component of the system-wide assessment program.

TerraNova

A standardized achievement test administered to DoDEA students in grades 3-11 in reading/language arts, math, science, and social studies. Standardized tests are designed to sample the skills and knowledge that students are usually expected to acquire as they progress through the grades. Standardized test results can be used to make comparisons between schools, districts, or between DoDEA and the national norm group.

training

Programs, courses, and activities designed to further educate personnel at all levels.

unit

A school, district, or area office.

dodea