

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

<b>GOAL 1: Highest Student Achievement</b>			
All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.			
<b>Outcome A: Student Performance and Assessment</b>			
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 internal and external performance-based assessments.			
1A Outcome Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By October 2004:</b> Each site will identify interim growth targets, based on summary as well as disaggregated data that will lead toward all students performing “At the Standard” level or higher on the DoDEA Performance Standards in reading/English/language arts, and math.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ All schools in Year 2 or 3 of the school improvement cycle analyzed and compared student performance data collected Spring 2004 with baseline data (Spring 02 or 03) to determine progress toward each of the student performance goals. Schools will adjust interventions based on the findings of the data analysis.</li> <li>○ Graphs and tables of <i>TerraNova</i> results formatted to depict their success against the CSP goals were sent to each school. Principals have been trained to use analyses of scores on student performance assessments to develop site specific plans.</li> <li>○ Project <i>RIDE (Responding to Individual Differences in Education)</i> was procured to support site-based Student Support Teams (SSTs) with research based interventions and best practices to respond to students who are at-risk for school failure.</li> <li>○ Identification, notification and conferencing practices with students at-risk of not meeting the graduation requirements set forth in DoDEA Regulation 2000.1 were implemented in every Pacific high school. A streamlined process instituted through Win School Report Manager templates ensured schools were able to identify students, generate letters to parents, and provide conference records for placement into student cumulative files.</li> </ul>	<ul style="list-style-type: none"> <li>○ By October 1, 2005, all schools in Year 4 or Year 5 of the school improvement cycle will analyze and compare student performance data collected Spring 2005 with baseline data (Spring 02 or 03) to determine progress toward each of the student performance goals. Schools will adjust interventions based on the findings of the data analysis.</li> <li>○ Continue to provide updated summary data to principals and school improvement teams to improve site specific plans.</li> <li>○ All SST’s and faculties will be trained in Project <i>RIDE</i> by school psychologists and/or counselors.</li> <li>○ Continue monitoring and conferencing with schools regarding students at-risk of not meeting graduation requirements.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<ul style="list-style-type: none"> <li>○ All elementary schools identified reading goals for every student receiving supplemental reading support.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use multiple student performance data sources to identify struggling readers, establish specific literacy goals, and monitor progress quarterly.</li> </ul>																					
<p><b>By October 2006:</b> All students will perform “At the Standard” level or higher on external (system-wide) criterion-referenced assessments aligned to the reading/English/language arts, and math performance standards. Selected external assessments will be conducted using technology (e.g., computers, graphing calculators): Grades 4, 8, 10 in reading/English/language arts and Grades 4, 8 in math; Grades 9-12 End-of-Course Assessments (for selected courses).</p>	<p><b>Pacific</b></p> <p>The 2004 data show the following student achievement results.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">Balanced Assessment in Math</td> <td style="text-align: center;">At/Above Standard</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td style="text-align: center;">35%</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">Communication Arts</td> <td style="text-align: center;">At/Above Standard</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">65%</td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td style="text-align: center;">60%</td> </tr> <tr> <td style="text-align: center;">Grade 10</td> <td style="text-align: center;">70%</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">Algebra End-of-Course</td> <td style="text-align: center;">At/Above Standard</td> </tr> <tr> <td style="text-align: center;">Enrolled Students</td> <td style="text-align: center;">14%</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">U.S. History End-of-Course</td> <td style="text-align: center;">At/Above Standard</td> </tr> <tr> <td style="text-align: center;">Enrolled Students</td> <td style="text-align: center;">48%</td> </tr> </table> <ul style="list-style-type: none"> <li>○ The suite of “Win School Reports” was modified to allow schools to export Reading Lab class lists to the Scholastic Management System and to import Scholastic Reading Inventory (SRI) scores into Win School for use in monitoring the improvement of reading scores.</li> <li>○ Administered training module for all elementary teachers and secondary ELA teachers in Scholastic</li> </ul>	Balanced Assessment in Math	At/Above Standard	Grade 4	75%	Grade 8	35%	Communication Arts	At/Above Standard	Grade 4	65%	Grade 8	60%	Grade 10	70%	Algebra End-of-Course	At/Above Standard	Enrolled Students	14%	U.S. History End-of-Course	At/Above Standard	Enrolled Students	48%	<ul style="list-style-type: none"> <li>○ Use area and district assessment results to determine priorities and plan professional development in specific content areas, especially in math and ELA, where milestones have not been met.</li> <li>○ Continue to assist schools in collecting and analyzing data and modifying school improvement interventions to meet student performance goals.</li> <li>○ Continue to pilot or implement all system-wide criterion-referenced assessments, including online assessments; monitor progress; and provide annual data to schools. Schools will use assessment results to modify instruction and programs.</li> <li>○ Continue English as Second Language (ESL) alternate assessment at pilot site locations and expand sites as directed by DoDEA.</li> <li>○ Continue support of technology initiatives supporting assessments in multiple curriculum areas.</li> <li>○ Continue monitoring Read 180 and SRI in all schools</li> </ul>
Balanced Assessment in Math	At/Above Standard																							
Grade 4	75%																							
Grade 8	35%																							
Communication Arts	At/Above Standard																							
Grade 4	65%																							
Grade 8	60%																							
Grade 10	70%																							
Algebra End-of-Course	At/Above Standard																							
Enrolled Students	14%																							
U.S. History End-of-Course	At/Above Standard																							
Enrolled Students	48%																							

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

		Reading Inventory.	performance needs.																		
<p>Seventy-five percent of all students will perform “At the Standard” level or higher (the top two quarters) on an external (system-wide) norm-referenced assessment. Fewer than 8 percent will perform “Below the Standard” level (the bottom quarter).</p>																					
<b>Pacific</b>	<p>The 2004 TerraNova data show the following student achievement results.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">At/Above</th> <th style="width: 25%;">Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>Language</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">9%</td> </tr> </tbody> </table> <p>○ Area wide analysis conducted on <i>TerraNova</i> results for each school shows movement toward or away from the standard in all subject areas and compares results with previous years.</p>			At/Above	Below	Reading	71%	8%	Language	73%	7%	Math	72%	9%	Science	67%	9%	Social Studies	69%	9%	<ul style="list-style-type: none"> <li>○ Implement Year 4 of the Pacific five-year professional development plans for teachers and administrators (identified in Goal 3B) to improve instruction and enhance student performance across the curriculum.</li> <li>○ Ensure that all schools modify school improvement plan interventions based on systemwide assessment data.</li> </ul>
	At/Above	Below																			
Reading	71%	8%																			
Language	73%	7%																			
Math	72%	9%																			
Science	67%	9%																			
Social Studies	69%	9%																			

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

All students will perform “At the Standard” level or higher in reading (at grade level) by the end of grade 3.															
	<b>Pacific</b>	<p>2004 reading proficiency level below for grade 3 is based on TerraNova results.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Reading Proficiency</td> <td style="padding: 2px;">At/Above Standard</td> </tr> <tr> <td style="padding: 2px;">Grade 3 Students</td> <td style="padding: 2px;">59%</td> </tr> </table> <ul style="list-style-type: none"> <li>○ Performance totals for SY 03-04 third grade students on the DRA were as follows:</li> </ul> <table style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td><b>Below</b></td> <td><b>Partly Met</b></td> <td><b>At Standard</b></td> <td><b>Above Standard</b></td> </tr> <tr> <td>10%</td> <td>11%</td> <td>57%</td> <td>23%*</td> </tr> </table> <p>(*Totals do not equal 100% due to rounding of numbers.)</p> <p>80% of 3<sup>rd</sup> grade students performing “At or Above Standard” represents a 2% increase from SY 03-04.</p> <ul style="list-style-type: none"> <li>○ School performance totals have been provided to principals and superintendents.</li> <li>○ Every elementary school has identified one school improvement goal designed to strengthen literacy instruction and improve reading across the student population.</li> <li>○ Implemented three-tiered model of reading instruction based on current reading research (Pacific Literacy Project):             <ul style="list-style-type: none"> <li><b><u>Tier 1—Strengthen the core curriculum for reading</u></b></li> <li><b><u>Tier 2—Supplementary instruction for readers partially meeting standard</u></b></li> </ul> </li> </ul>	Reading Proficiency	At/Above Standard	Grade 3 Students	59%	<b>Below</b>	<b>Partly Met</b>	<b>At Standard</b>	<b>Above Standard</b>	10%	11%	57%	23%*	<ul style="list-style-type: none"> <li>○ Continue Year 2 implementation of Pacific Literacy Project (PLP) with an emphasis on students in Grade 3 and below:             <ul style="list-style-type: none"> <li>○ Use multiple student performance data sources to identify struggling readers, establish specific literacy goals, and monitor progress quarterly.</li> <li>○ School literacy partnerships, in collaboration with school improvement teams, will meet twice annually to review Grade 3 student performance data and develop school-based improvement plans.</li> <li>○ Provide strategic training and coaching (through school-based Literacy Facilitators) to 3<sup>rd</sup> grade teachers to address instructional needs based on student performance data.</li> <li>○ Monitor administration of DRA for grade K-3.</li> <li>○ Reconvene the Literacy Project Advisory Committee to provide support and guidance on the implementation of the PLP.</li> <li>○ Assess the impact of the PLP using student performance data and educators’ surveys.</li> <li>○ Continue site visits and monitoring for the PLP at selected schools.</li> </ul> </li> <li>○ Continue ELA site visits and monitoring at secondary schools.</li> </ul>
Reading Proficiency	At/Above Standard														
Grade 3 Students	59%														
<b>Below</b>	<b>Partly Met</b>	<b>At Standard</b>	<b>Above Standard</b>												
10%	11%	57%	23%*												

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p><u>standard</u></p> <ul style="list-style-type: none"> <li>▪ Conducted on-site visits to elementary schools to review implementation of PLP and to problem solve school specific issues.</li> <li>▪ Met with the DODDS-Pacific Literacy Project Advisory Committee (LPAC) to solicit guidance and recommendations for the continuing implementation of the PLP.</li> <li>▪ Funded, ordered, and distributed approximately \$350 K in professional resources (books, videos and teaching resources) in support of the PLP.</li> <li>▪ Conducted a survey to ascertain the impact of the PLP on teacher beliefs and practices.</li> </ul>	
1A Implementation Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<p><b>By August 2001:</b> DoDEA will use a systematic process for periodically reviewing and revising standards, purchasing materials, identifying courseware and technology infrastructure requirements, aligning assessments, developing curriculum tools, disseminating best practices, and assessing the quality of standards implementation. This curriculum development process will reflect the timeline requirements of the CSP.</p>			
<p>Each site will use an improvement process to reach the CSP goals with a special focus on helping all students achieve the DoDEA Performance Standards.</p>			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Curriculum Implementation Facilitators (CIFs) consulted with school improvement teams to ensure all SIP goals help students to achieve the DoDEA content and performance standards.</li> </ul>	<ul style="list-style-type: none"> <li>○ Monitor staff development provided by CIFs that supports the school improvement process.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<ul style="list-style-type: none"> <li>○ As capacity was developed, some schools began to modify school improvement plan interventions to target specific sub-groups of students using student performance data.</li> <li>○ Schools organize a systematic student support team (SST) for students “at-risk” of academic or social/emotional failure. During school year 2004-2005, 703 children in Japan District received assistance from the SST. Of this number, only 211 were referred for special education evaluation. 492 students received support that sufficiently met their educational and emotional needs without the additional special services.</li> <li>○ Each principal in Korea has identified a specific group of students that are not achieving up to standard. They have developed specific interventions designed to improve student achievement within this “Principal’s Class.”</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to build capacity for each school to begin to modify school improvement plan interventions to target specific sub-groups of students using student performance data.</li> <li>○ Provide on-going support for students scoring in the lowest quartile through student support teams and “Principal’s Class”.</li> </ul>
<p>Schools and districts will identify or develop local assessments, as needed, to supplement system-wide measures to document student progress toward reaching the goals of the CSP.</p>	<p><b>Pacific</b></p>	<ul style="list-style-type: none"> <li>○ Each school has at least one local assessment for each school improvement goal. All schools collect and analyze local assessment data.</li> <li>○ Developed a process for school improvement leaders to identify parent, student, and teacher response items for inclusion in the DoDEA Customer Satisfaction Survey (CSS).</li> </ul>	<ul style="list-style-type: none"> <li>○ District staff will continue to monitor the implementation of NCA/CASI “Next Steps” and assist schools in aligning goals, assessment, and instructional interventions.</li> <li>○ School improvement teams will implement plans to increase student, teacher and parent response rates to the CSS in order to obtain meaningful data for school improvement decision making.</li> </ul>
<p><b>By October 2002:</b> Each site will have professional development plans aligned to the CSP and support systems in place for achieving the DoDEA Performance Standards.</p>	<p><b>Pacific</b></p>	<ul style="list-style-type: none"> <li>○ 27 of 45 school improvement teams have implemented results-based staff development plans.</li> <li>○ Implemented year 3 of the DoDDS Pacific 5-year Professional Development Plans for administrators</li> </ul>	<ul style="list-style-type: none"> <li>○ All school improvement teams will implement results-based staff development plans.</li> <li>○ Emphasize effective assessment FOR learning in all standards training for teachers/specialists.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>and teachers with a focus on Looking At Student Work (LASW) to ensure implementation of performance standards.</p> <ul style="list-style-type: none"> <li>○ Implemented algebra coaching at six schools.</li> </ul>	<ul style="list-style-type: none"> <li>○ Implement an area Assessment Leadership Team and develop training modules in Classroom Assessment FOR student learning.</li> <li>○ Recruit additional algebra coach and expand on-site support for the Algebra Initiative.</li> <li>○ Continue training and development for administrators and Curriculum Implementation Facilitators (CIFs) focused on performance assessment, performance standards, Looking at Student Work (LASW) and differentiated instruction.</li> <li>○ Implement BAM/Math Standards Alignment training for teachers of grades 4 and 8. (Korea).</li> </ul>
External criterion-referenced assessments in reading/English/language arts, math, writing, and algebra I (end-of-course) will have been piloted, administered throughout the system, and have an established baseline			
<b>By October 2003:</b> DoDEA Performance Standards for reading/English/language arts, math, science, social studies, and all other curricular areas will be used at each grade level.	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Training in the development and use of performance tasks was provided to secondary and elementary teachers in standards training.</li> <li>○ Many schools examined student work on performance tasks in study groups and in grade level teams.</li> </ul>	<ul style="list-style-type: none"> <li>○ Through area-wide and school-based training, CIFs will intensify training for teachers and administrators on how to effectively use performance tasks to inform instruction, check for student understanding, and communicate standards in “student friendly” language.</li> <li>○ Promote use of DoDEA performance standards.</li> <li>○ Promote National Education Technology Standards (NETS) for students, teachers and administrators.</li> </ul>
Quality Indicator Maps will be used to monitor reading/English/language arts, math, science, social studies, and all other curricular areas.	<b>Pacific</b>	Quality Indicator (QI) Map was used as basis for area program monitoring for secondary lab courses, the Integrated Honors 10 course; secondary math, science, and	<ul style="list-style-type: none"> <li>○ Continue with year two of the five-year review cycle for special education compliance monitoring.</li> <li>○ Continue to infuse QI Map in training and expand its</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		social studies; special education compliance, and fine arts; and professional development was aligned to address monitoring results.	use as basis for all program review.
All external (system-wide) criterion-referenced assessments for reading/English/ language arts, math, science, and social studies will be fully aligned with the DoDEA Performance Standards.			
End-of-course assessments in social studies or science will be piloted, administered throughout the system, and have an established baseline.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Provided assistance to ensure all schools administer the U.S. History EOC exam.</li> <li>○ Published U.S. History EOC baseline results to include individual student reports and general findings from the U.S. History Scoring Summer Workshop.</li> <li>○ Biology EOC was field tested in online format.</li> <li>○ New online science assessment for students in grades 5 and 7 and in social studies for grades 3 and 6 was administered.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide assistance to ensure all schools pilot the social studies CRT for 3<sup>rd</sup> and 6<sup>th</sup> grades and the science CRT for 4<sup>th</sup> and 7<sup>th</sup> grades.</li> <li>○ Provide training for assessment coordinators to ensure adherence to standardization, streamlined practices and validity of testing.</li> </ul>
DoDEA, in coordination with Directors (DoDDS Europe, DoDDS Pacific, and DDESS), will use an accountability system to measure progress toward the CSP goals.			
	<b>Pacific</b>	Graphs and tables of <i>TerraNova</i> results formatted to depict their success against the CSP goals were sent to each school. Principals have been trained to use analyses of scores on student performance assessments to develop site specific plans.	Will implement DoDEA accountability system.
The accountability system will include both measures showing achievement of the standards as well as growth toward the standards, and will be based on a minimum of two system-			



# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

wide assessments for each priority subject area.			
The accountability reporting system will be understandable and easy to communicate to educators, parents, students, and community members.			
All DoDEA sites will analyze student achievement data to identify groups of students, schools, districts, or areas not performing at “At the Standard” or higher levels, and will develop site-specific improvement plans with a special focus on helping ALL students achieve the DoDEA Performance Standards.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ School improvement teams have been trained in collecting and interpreting data and designing school improvement plans to address identified student performance needs.</li> <li>○ Many schools implemented on-going study groups in the area of LASW and examination of progress towards standards.</li> <li>○ Continued monitoring of AVID and secondary lab classes at DoDDS Pacific middle and high schools with a focus on analysis of student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to build capacity for each school to begin to modify school improvement plan interventions to target specific sub-groups of students using student performance data. Beginning SY 06-07, targeting specific sub-groups of students will be a required component of school improvement plans in DoDDS-Pacific/DDESS-Guam.</li> <li>○ Continue CIF training with an emphasis on supporting study groups in Looking At Student Work (LASW).</li> <li>○ Implement an Algebraic Thinking program to improve higher level math skills of students in grades 4 and 8. (Korea).</li> </ul>
All DoDEA sites will have access to valid and reliable data with which to measure student achievement of the DoDEA Performance Standards.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ An enhanced version of Win School Reports (version 5.3) was distributed to schools. Enhancements include expanded reports for monitoring student success in secondary lab courses.</li> <li>○ A Pacific representative attended the DoDEA-wide meeting to develop a plan for enhancing our capability to use data in SMS to inform decisions at all levels of DoDEA. The Pacific Area SMS leadership team, consisting of IT and education staff, provided oversight and guidance for initial training and implementation.</li> <li>○ Analyses of student marks in the integrated Honors English/World History course were performed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Improve the reporting capability associated with SMS and ensure full implementation so schools, districts, and the Pacific have access to valid, timely information for decision making.</li> <li>○ Continue to measure effectiveness of specific programs (e.g., math labs, Integrated Honors courses,</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<ul style="list-style-type: none"> <li>○ A record keeping system for the Pacific Literacy Project was created and data were collected for monitoring the implementation and success of the project.</li> <li>○ Schools participating in the Algebra Initiative were assisted in analyzing student performance data in algebra.</li> <li>○ Emphasized data-informed decision making in all Pacific area administrators' training and during <i>Leading Learning</i> school visits with principals and assistant principals.</li> </ul>	<p>Pacific Literacy Project, Algebra Initiative) through analysis of student performance data and trends.</p> <ul style="list-style-type: none"> <li>○ Continue to develop principals' skills in using student performance data to inform decisions and to provide analysis of performance data.</li> </ul>
<b>By October 2004:</b> DoDEA will develop consistent policies that support a standards-based system for grading, credit, promotion, and graduation.			

**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 ensure continuous learning and productive citizenship.*

1B Outcomes Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<p><b>By SY 2006:</b> All students (100 percent) will have access to and will achieve success in challenging learning opportunities based on data from school schedules, course enrollment, grade reports, and student assessment results.</p>			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Lab Course guidebook completed and distributed to schools.</li> <li>○ Integrated Honors 10 course implemented and monitored in every DoDDS Pacific High School.</li> <li>○ Integrated Honors 9 course developed and certified teachers trained for delivering the course.</li> <li>○ A suite of AVID reports was added to Win School Reports to allow AVID teachers to monitor student schedules and marks and to assist in the identification of potential AVID students.</li> <li>○ All schools were required to hold parent conferences for students with failing grades or cumulative GPA's below 2.0. Win School Report Manager templates and</li> </ul>	<ul style="list-style-type: none"> <li>○ Update lab course guidebook.</li> <li>○ Assess effectiveness of math lab courses by comparing performance of students enrolled/not enrolled.</li> <li>○ Implement and refine the 9<sup>th</sup> grade Integrated Honors course.</li> <li>○ Develop SMS tools to assist schools in scheduling parent conferences for students with failing grades or GPA's below 2.0.</li> <li>○ Use SMS tools to ensure that gifted education services are provided appropriately.</li> <li>○ Continue monitoring and conferencing with schools regarding students at risk of not meeting graduation</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>instructions were created to allow schools to automatically produce letters, scheduling aides, and report forms for the affected students.</p> <ul style="list-style-type: none"> <li>○ Conducted a Middle School Forum for all middle school principals, selected counselors, and selected teachers that focused on middle school issues related to program development and the middle school model.</li> <li>○ Provided training and support to gifted education teachers, including identified secondary gifted education POCs.</li> <li>○ Coordinated Advanced Placement training for 25 teachers in summer 2004.</li> <li>○ All secondary schools have participated in AVID implementation training.</li> <li>○ Schools conducted National History Day competitions with area support.</li> <li>○ The IT Division, in conjunction with Kadena High School, has developed a pilot IT Intern Program, designed to place 2nd year Cisco Academy students in a working IT environment. The program will demonstrate to the student the practical application of the concepts they are learning in the classroom. Additionally, it will provide the students with a breadth of knowledge by exposing them to the various disciplines within the information technology field. The program is currently in the pilot phase and involves five students from Kadena High School in Okinawa. Four students shadow Administrative Technologists at schools and one student interns at the Area Director's Office IT Division.</li> </ul>	<p>requirements.</p> <ul style="list-style-type: none"> <li>○ Assess the IT Intern Program's effectiveness, make any necessary changes, and expand the program to other professional areas within the community.</li> </ul>
<p>All students (100 percent) will demonstrate productive citizenship through:</p> <ul style="list-style-type: none"> <li>■ participation in one or more co curricular activities (high school only);</li> </ul>	<p><b>Pacific</b></p>	<ul style="list-style-type: none"> <li>○ Baseline data for "student participation," Serious Incidence Reports, and positive replies on the DoDEA Customer Satisfaction student survey have been established at all thirteen DODDS-Pacific/DDESS-</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare student participation rates between SYs 03-04 and 04-05 to establish an increase or decrease in all 13 DODDS-Pacific /DDESS-Guam high schools and to determine any correlation between extra-curricular</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

<ul style="list-style-type: none"> <li>■ positive student attitudes reported on the DoDEA Student Survey; student discipline reports which show a decrease in “serious” incidents.</li> </ul>		<p>Guam high schools. Codes for 102 different student activities are presently being utilized in Win School.</p> <ul style="list-style-type: none"> <li>○ Participation of students in co-curricular activities was monitored throughout the year using data extracted from Win School. Year-end participation rates were collected.</li> <li>○ The three districts of Japan, Okinawa, and Korea provided lists of student activities offered to promote participation in co-curricular activities.</li> </ul>	<p>participation and the number of serious incidence reports (related to student behavior).</p> <ul style="list-style-type: none"> <li>○ Continue to monitor student participation in co-curricular activities using data in SMS and ensure accurate data collection into SMS.</li> <li>○ Encourage student participation in co-curricular activities by sharing district lists of activities, procuring student ideas, and increasing offerings.</li> </ul>
<p>All students will participate in the DoDEA system-wide assessment program either through the identified external system-wide assessments, or the DoDEA alternate assessments.</p>			
	<b>Pacific</b>	<p>Provided training for all new ESL teachers in pilot locations in administering alternate assessment for second language learners.</p>	<p>Continue to monitor all assessments, including alternate assessment in SPED and ESL.</p>
<b>1B Implementation Milestones</b>	<b>Level</b>	<b>Status SY 04-05</b>	<b>Action Plans SY 05-06</b>
<p><b>By September 2001:</b> Alternate assessments will be developed and used with all students unable to participate in the identified DoDEA external (system-wide) assessments (Note: As additional DoDEA system-wide assessments are identified, alternate assessments will be developed as needed.)</p>			
<p><b>By October 2002:</b> DoDEA policies and resource allocation practices will be used to consistently provide student support programs to help all students achieve or exceed the DoDEA performance standards (e.g., Reading Recovery, summer school, after- school programs, tutoring, mentor programs, extended day or calendar, AVID,</p>			

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

advanced placement).			
<b>By October 2003:</b>			
Quality Indicator Maps will be used by schools and districts to implement and/or monitor student support programs (e.g., compensatory education, English as a Second Language, Gifted education, advancement via individual determination, advanced placement, Special Education).	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Provided recommendations for program improvement as a result of on-site program reviews for ELA (including Honors courses), Reading and Math Labs, science, social studies, SPED using QI Maps as basis for monitoring.</li> <li>○ All training for administrators, teachers and specialists provided guidance for the appropriate use of the DoDEA QI Maps in standards implementation and instructional best practices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Will expand use of QI Maps as basis for program monitoring in all program areas at school and district levels.</li> <li>○ Continue to demonstrate use of QI Maps as program monitoring tool.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

<b>GOAL 2 Performance-Driven, Efficient Management Systems</b>			
<i>DoDEA will use a performance driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.</i>			
<b>Outcome A: Resource Allocation/Academic and Student Support Services</b>			
<i>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 provide education standards.</i>			
<b>2A Outcome Milestones</b>	<b>Level</b>	<b>Status SY 04-05</b>	<b>Action Plans SY 05-06</b>
<b>By SY 2003</b> All units at each level will use the CSP performance data for planning resource allocation to support the improvement process.	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Used the Director's Program Budget Advisory Committee (PBAC) to make difficult resource allocation decisions concerning education support programs. By careful prioritization of school level resource requirements there was little disruption to classroom activities and education programs.</li> <li>○ Pacific IT Division finalized staffing standards software module of the Europe and Pacific utilized Manpower Management System (MMS). This module allowed student enrollments to be entered and MPV vouchers to be created based on staffing standards.</li> <li>○ Management responsibility for DDESS-Guam was successfully accomplished for all functions in support of this four school, 2,600 student district.</li> <li>○ Successfully studied Logistics Division according to the guidelines of OMB's Circular A-76, Competitive Sourcing Program. The fifteen workyears of the engineering and supply function were reorganized into a Continuing Government Activity (CGA) and Most Efficient Organization (MEO) of thirteen employees to accomplish their mission. The study documented that the new organization was extremely cost efficient when compared to the private sector.</li> </ul>	<ul style="list-style-type: none"> <li>○ PBAC will provide strategic direction to resource management program.</li> <li>○ Ensure transition of MMS to HQ finalized with SY 06-07 staffing cycle.</li> <li>○ In coordination with DoDEA HQ and DDESS, improve process of FY 06 annual funding allocations in PCS/RAT, curriculum buys, Information Technology, T1 lines and HAZMAT program areas.</li> <li>○ Implement the division's four workyear CGA providing policy guidance and direction to the nine employee MEO to continue the current high level of logistical engineering and supply support to our Pacific Area schools.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<ul style="list-style-type: none"> <li>○ Accomplished annual visitation and evaluations of approximately 50% of Area schools with the combined Fiscal/Logistic School Efficiency and Resource Visitation (SERV). This strong internal management control achieved combined training of key school level employees and detailed audit reviews of school and district supply, plant property, budget, student eligibility and student activity fund programs.</li> <li>○ Fiscal Division adopted the Commerce Dept.'s National Quality Model as a management framework for internal assessment, continuous operations improvement, and quality employee training.</li> <li>○ The Fiscal Division Business Systems Branch was established to develop expertise in strategic plan project support, internal management controls, manpower management and commercial studies (Circular A-76) projects to assist all divisions and district offices in these initiatives.</li> <li>○ Procurement Division implemented multiple improvements to the effectiveness of the Government Purchase Card (GPC) Program:             <ul style="list-style-type: none"> <li>▪ The Government Purchase Card Program has accomplished 100% on-site audit reviews of cardholders/approving officials and have continued to provide annual training.</li> </ul> </li> <li>○ Procurement Division improved the effectiveness and efficiency of the contracting process.             <ul style="list-style-type: none"> <li>▪ Conference facilities and IT equipment were identified as recurring requirements that could be pre-competed enabling immediate purchase when funding becomes available.</li> <li>▪ Improved administrative process to enable consultants to be paid promptly.</li> <li>▪ Improved customer service by teaming to assist customers in writing their performance work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Remaining 50% of Area schools will be visited in SY 05-06 to achieve goal of 100% SERV reviews over two year period. Provide follow-up training and reviews to all underperforming schools of SY 04-05 SERV evaluations.</li> <li>○ Continue to use the federal government's National Quality Model criteria for performance excellence to guide the financial support function of DoDDS-Pacific/DDESS-Guam.</li> <li>○ Investigate further business process opportunities for the Fiscal Division portal of the DoDDS Pacific Intranet (DPI) to improve program administration.</li> <li>○ Implement Customer Automation Reporting Environment (CARE), the standard DoD on-line GPC tool.</li> <li>○ Continue to monitor requirements to determine other commodities for standard contracts.</li> <li>○ Continue to monitor contract administration in order to determine deficiencies and resolve them.</li> <li>○ Continue to seek out ways to team with customers to improve our contracts.</li> </ul>
--	--	---	---

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		statements, conducting market research and publishing requests for information.	
2A Implementation Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By SY 2002</b> Design a system for collecting and analyzing data about populations served, programs and services offered, and the associated costs.			
<b>SY 2003</b> Conduct a needs-assessment on population and program specific costs.			
<b>By SY 2004</b> Establish baseline data relative to expenditures to make comparisons and measure progress.			
Develop funding formulas to allocate resources based on need and to support a standards-based instruction.			
<b>By SY 2005:</b> Develop a process to periodically review the adequacy of the funding allocation formulas and the criteria for assessing resource use.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Districts used the School Based Replenishment model to ensure adequate and equitable funding.</li> <li>○ Analyzed multi-year supplies &amp; equipment expenditures by District to provide equity decision making information.</li> <li>○ Recently revised DoDEA Regulation 4700.1 Antiterrorism Program provides guidance for Combating Terrorism funds management.</li> </ul>	<ul style="list-style-type: none"> <li>○ Annually update the School Based Replenishment Model pricing of curriculum buys to assist district supplies and equipment allocation decisions.</li> <li>○ Utilize end of year financial information for FY 06 District Funds Distribution Formula (FDF).</li> <li>○ Develop risk-based threat level prioritization process and begin implementation during SY 05-06.</li> </ul>



# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

<b>Outcome B: Facilities and Equipment</b> <i>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.</i>			
2B Outcome Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By SY 2004:</b> All Schools will have plans to identify and schedule maintenance, life cycle replacement and upgrades to facilities, equipment, furniture, materials (e.g., textbooks, calculators, school supplies), and technology.			
	<b>Pacific</b>	<p><b><u>Facilities:</u></b></p> <ul style="list-style-type: none"> <li>○ The schools, DSOs and the Pacific Facilities Branch jointly developed the Pacific Five Year Maintenance Plan (FYMP). The facility projects of the FYMP are integrated into the current FY sustainment/restoration &amp; modernization (S/RM) funds execution plan. The Pacific School Construction Program also includes the MILCON and Japanese Facilities Improvement Program (JFIP).</li> <li>○ Logistics Division improved the coordination of the FYMP with community commanders and PACOM officials through formal communication and consideration of their input.</li> </ul> <p><b><u>Sustainment/Restoration and Modernization (S/RM):</u></b>                      Superintendents accomplished quarterly reviews and prioritization of S/RM projects.</p> <p><b><u>Supplies/Equipment:</u></b>                      School Based Replenishment Model quantified replacement recommendations for curriculum textbooks, extra curricular activities, equipment under \$ 1,000 and specialized program needs.</p>	<p><b><u>Facilities:</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to use the Five Year Maintenance Plan (FYMP).</li> <li>○ FYMP will be coordinated with community commanders and PACOM officials.</li> </ul> <p><b><u>Sustainment/Restoration and Modernization (S/RM):</u></b>                      Implement a prioritization process with periodic updates throughout the year to integrate previous year unfunded requirements into the current fiscal year.</p> <p><b><u>Supplies/Equipment:</u></b>                      Conduct review of the replenishment model to ensure currency with education program requirements and to update for new implementation buy.</p>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p><b><u>Technology:</u></b> The Director's Technology Funding Plan ensured the equitable allocation of resources to schools in support of a five year life-cycle replacement model for existing hardware and software, and professional development conferences.</p>	<p><b><u>Technology:</u></b> The Technology Funding Plan will integrate the requirements of allocating resources for the Pacific benchmark of a five year life-cycle (20% annual refresh rate) and upgrades to the existing technology base. It will also fund technology-focused professional development.</p>
<p><b>By SY 2006:</b> All schools will meet the standards for facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.</p>	<p><b>Pacific</b></p>	<p>Despite a DoDEA-wide budget cut in funding, the Director's PBAC ensured the highest priority school level requirements were funded in facilities, technology and furniture costs.</p>	<p>Will identify the FY 06 budget requirements for schools. Continue to use the guidelines of the DoDDS Pacific School Based Replenishment Model to equitably and appropriately allocate funds to schools in order to meet established standards.</p>
<b>2B Implementation Milestones</b>	<b>Level</b>	<b>Status SY 04-05</b>	<b>Action Plans SY 05-06</b>
<p><b>By SY 2001:</b> Institute a systematic process to involve stakeholders at all levels in the development and implementation of equitable facilities, equipment, furniture, materials, (e.g., textbooks, workbooks, calculators, school supplies), and technology plans.</p>			
<p>Develop and publish policies and procedures for planning, budgeting, and scheduling of work.</p>			
<p><b>By SY 2003:</b> Develop the standards for maintenance and upgrade/replacement of facilities, equipment, furniture, materials, (e.g., textbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.</p>	<p><b>Pacific</b></p>	<p><b><u>Facilities:</u></b></p> <ul style="list-style-type: none"> <li>○ The Pacific Area participated in the development of the DoDEA educational facilities specifications.</li> <li>○ The Pacific Area utilized the following standards to evaluate building conditions:</li> </ul>	<p><b><u>Facilities:</u></b></p> <ul style="list-style-type: none"> <li>○ Ensure that DoDEA education facilities specifications utilized for all projects.</li> <li>○ Pacific Facilities Branch will continue to perform a facility condition assessment of each school and</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<ul style="list-style-type: none"> <li>▪ The Parsons Brinckerhoff building components life-cycle and replacement standards developed for the U.S. Dept of Energy.</li> <li>▪ The Japan Facility Improvement Plan (JFIP) 47 year building life for facilities replacement in Japan and Okinawa, and the 67 year building life for facilities in Korea (MILCON) as specified by DoD.</li> </ul> <p><b><u>Equipment, Furniture, Materials:</u></b></p> <ul style="list-style-type: none"> <li>○ DoDDS Pacific uses a proactive annual strategy for maximizing end of year (EOY) funding "wrung out" from internal sources. DoDDS-Pacific/DDESS-Guam Instruction 4100.3 outlines an EOY program for the acquisition of school furniture and equipment.</li> <li>○ Implemented in coordination with HQ the enhancements to current basic capabilities of the Defense Property Accountability System (DPAS). Analyzed current database to provide baseline for developing standards in this area. Developed capacity to accommodate the planning, maintenance scheduling, lifecycle replacement and upgrade of equipment, technology and materials used in our schools.</li> </ul> <p><b><u>Technology:</u></b></p> <ul style="list-style-type: none"> <li>○ Implemented Pacific Technology Plan achieving 2:1 student to computer ratio throughout DoDDS Pacific, which exceeds the national average of 4.4 : 1.</li> </ul>	<p>district office based on facility age and the condition of its significant building components.</p> <p><b><u>Equipment, Furniture, Materials and Technology:</u></b></p> <ul style="list-style-type: none"> <li>○ Quantify the effect of decreased funding in FY 05 in these key inventories at school/district/area level to accurately assess the highest priorities for FY 06 funding decisions.</li> </ul> <p><b><u>Technology:</u></b></p> <ul style="list-style-type: none"> <li>○ Maintain current 2:1 student to computer ratio.</li> </ul>
<p><b>By SY 2004:</b> Develop a local and system-wide assessment system to measure current status and progress of schools towards meeting standards for a safe environment.</p>			
<p><b>By SY 2005:</b></p>			

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

<p>All facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology will be evaluated for age, condition, appropriateness for programs, and student needs. This will establish baseline data for comparison and progress measurement, and for the development of a life cycle program and appropriate budget.</p>	<p><b>Pacific</b></p>	<ul style="list-style-type: none"> <li>○ All divisions participated as appropriate in the development of the DoDEA educational facilities specifications.</li> <li>○ IT Division has deployed the Altiris Client Management Suite in order to:             <ul style="list-style-type: none"> <li>▪ Provide the capability to remotely and automatically push security patches, updates, and system configurations to all of the computers throughout DoDDS Pacific.</li> <li>▪ Provide IT management with asset management capabilities for hardware/software inventory reporting, computer repair tracking and reporting, computer imaging, and a centralized help desk function.</li> <li>▪ Apply life-cycle management best practices when developing a technology refresh plan and measure workload to assist in maximizing resources.</li> <li>▪ Ensure compliance with applicable licensing through software monitoring and metering capabilities.</li> <li>▪ Drastically reduces the time ATs spend on managing and maintaining individual workstations.</li> <li>▪ Provide a repository of historical information that can be used to improve IT work-force structuring and enhance end-user training initiatives.</li> </ul> </li> <li>○ Pacific Technology Project (PTP), Phase II, was implemented in twelve selected DoDDS-Pacific classrooms. In November 2004, teachers and school Educational Technologists were trained to infuse a classroom set of notebook computers and supporting hardware/software into their standards-based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Using educational facilities specifications and locally developed standards, implement five year evaluation review plan.</li> <li>○ The asset management module of the Defense Property Accountability System will be deployed.</li> <li>○ IT Division will fully develop the enhanced efficiencies of the Altiris Client Management Suite.</li> <li>○ Complete final report for the PTP Phase II and make recommendations for continued implementation and support.</li> </ul>
<p><b>2C Outcomes Milestones</b></p>	<p><b>Level</b></p>	<p><b>Status</b></p>	<p><b>Action Plans</b></p>

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

		SY 04-05	SY 05-06
<p><b>By 2006:</b> All schools will meet the DoDEA standards for providing secure, safe, well-managed, and disciplined learning and working environments that focus on student achievement.</p>	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Twenty-five schools evaluated for School Safety &amp; Security Reviews (SSRs) with only one school rated less than satisfactory.</li> <li>○ DoDDS Pacific School Crisis Response Guide was piloted and updated.</li> <li>○ Psychologists were trained in advanced classroom management strategies and interventions to provide a systematic approach to academic and behavioral issues of struggling students.</li> <li>○ All schools implemented i-Safe curriculum for grades K-12.</li> <li>○ Provided on-site CPR training.</li> </ul>	<ul style="list-style-type: none"> <li>○ Schools rated less than satisfactory are immediately required to address corrective actions ASAP. The remaining twenty Pacific Area schools will be evaluated for SSRs before the school year begins.</li> <li>○ Based on the pilot, the DoDDS Pacific School Crisis Guide will be implemented with recommended improvements.</li> <li>○ Site visits to selected schools will provide refresher training and monitoring of crisis intervention teams and procedures.</li> <li>○ Implement solution-focused counseling model to assist counselors and Student Support Teams (SST's) to maximize time and intervention plans. All counselors, administrators and SST members will be trained in the model.</li> <li>○ Analyze success of implementation of i-Safe curriculum K-12. Promote student mentor programs, parent programs and community outreach.</li> <li>○ Implement plan to ensure a certified CPR instructor is in place at each complex.</li> </ul>
2C Implementation Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<p><b>By SY 2001:</b> Develop standards for providing secure, safe, well-managed, and disciplined learning and working environments based upon the input from all levels of the organization as well as stakeholders.</p>			

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

Review/revise current standards, reporting systems, surveys, and assessments for alignment with standards for providing safe environments.			
<b>By SY 2002:</b> Develop a local and system-wide assessment system to measure current status and progress of schools towards meeting standards for a safe environment.			
<b>By SY 2003:</b> Complete a system wide assessment of all schools to measure their current status towards meeting standards for providing a safe environment.			
	<b>Pacific</b>	<p><b><u>Building Safety:</u></b> The Safety and Security Officer (SSO) performed an annual safety security review (SSR) at all schools.</p> <p><b><u>Bus Safety:</u></b> All Student Transportation Offices received the annual Staff Assistance Visit (SAV) to assess programs, provide training and enhance accountability. Safety factors, on-time student bus delivery, number of bus conduct notices and number of bus accidents were also assessed. Pacific Transportation Division uses a decision paper template as a key reporting tool to document discussions/analysis and to determine approval for key operational requirements affecting program management.</p>	<p><b><u>Building Safety:</u></b> All schools will be reviewed in regards to Safety and Security in accordance with DoDEA policy and standards.</p> <p><b><u>Bus Safety:</u></b> Continue to perform internal reviews to ensure compliance with program guidelines.</p> <ul style="list-style-type: none"> <li>○ Continue to incorporate refinements and enhancements in order to advance operations.</li> <li>○ Continue to monitor comparison data as a control strategy for on-time delivery and accidents.</li> <li>○ Bus conduct notices will be recorded and will be reviewed weekly.</li> <li>○ Bus accidents will be recorded, investigated and reported promptly for root cause.</li> </ul>
Develop appropriate action plans for improving the environments in schools which do not meet the standards. Area.	<b>Pacific</b>	<p><b><u>Safety &amp; Security Action Plan:</u></b></p> <ul style="list-style-type: none"> <li>○ As schools are reviewed through SSR, corrective actions are identified.</li> <li>○ Pacific transportation has partnered with military base installations to participate in Antiterrorism/Force Protection (AT/FP) training exercises which have led to increased readiness.</li> </ul>	<p><b><u>Safety &amp; Security Action Plan:</u></b></p> <ul style="list-style-type: none"> <li>○ District Safety and Security Officers will monitor SSR for compliance with required corrective actions.</li> <li>○ Review synopses of exercises – document lessons learned – continue partnership with AT/FP liaisons and report results.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

		<p><b><u>Pupil Transportation:</u></b></p> <ul style="list-style-type: none"> <li>○ Automated Vehicle Locator (AVL) utilizing Global Positioning System (GPS) technology is installed in Okinawa, Korea and mainland Japan.</li> <li>○ Bus Security Attendant Program (BSAP) personnel are certified, trained and strategically deployed to increase security for pre-K–2 students and those traveling off-installation in overseas environments.</li> <li>○ The on-board vehicle surveillance systems (digital cameras) are installed on Pacific buses and function as a safety, security and discipline tool.</li> <li>○ To further enhance safety factors, small motorized bus robot systems were procured to serve as a tool for teaching children the importance of bus safety training.</li> <li>○ To ensure DDESS-Guam transportation program is brought up to a level of standard with DoDDS-Pacific transportation program, a concept of operations has been developed and funding has been requested for enhanced program/equipment implementation.</li> </ul>	<p><b><u>Pupil Transportation:</u></b></p> <ul style="list-style-type: none"> <li>○ These programs are being monitored carefully for contractor performance, administration and to resolve discrepancies. Internal controls are established to ensure proper execution of targeted funding.</li> <li>○ Implement and utilize training systems and evaluate program results via school and community feedback.</li>   <li>○ Validate all requirements for the strategies and implement as funding is made available.</li> </ul>
--	--	--	--

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

<b>GOAL 3 Motivated, High Performing, Diverse Workforce</b> <i>The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.</i>			
<b>Outcome A: Personnel Management Practices</b> <i>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..</i>			
3A Outcome Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By SY 2003:</b> DoDEA recruitment efforts will focus on minority recruitment events and activities.			
<b>By SY 2004:</b> A personnel management system will be developed to facilitate a timely filling of educators' vacancies.			
3A Implementation Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By SY 2003:</b> Collect baseline data relative to diversity in workforce and student population.			
Collect baseline data on percentage of vacancies filled at school start.			
Complete revisions of the performance appraisal system to ensure that it recognizes and rewards high performance, motivation, and commitment to supporting student achievement.			
Incorporate new technology in support of improvements in the recruitment and hiring process.			
<b>By SY 2004:</b> Implement a revised performance appraisal system.	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Training conducted with administrators to recognize instructional best practices in Social Studies, Language Arts, Mathematics and Science and to provide high quality feedback to teachers following</li> </ul>	<ul style="list-style-type: none"> <li>○ Will continue to emphasize the Educator Performance Appraisal System (EPAS) as a process for improving instruction in standards based schools.</li> </ul>



# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>classrooms observations, and conferencing skills.</p> <ul style="list-style-type: none"> <li>○ <i>Leading Learning</i> school visits focused on teacher professional growth plans and implementation of the EPAS.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to emphasize professional growth plans in all forms of training, especially those focused on standards based instructional best practices.</li> <li>○ Continue to conduct training for assistant principals to develop leadership skills based on the ISLLC standards and the Pacific <i>Leading Learning</i> goals (Korea).</li> </ul>
Assess effectiveness for each strategy used in attracting a diverse workforce.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Reviewed the DoDDS-Pacific hiring statistics and demographics to expand and improve our diversity recruitment efforts.</li> <li>○ For school year 2004-05, DoDDS Pacific hired 241 teachers from CONUS and 145 teachers locally. Of these 386 new hires, over 25% were minority (13.7% African-American, 4.7% Hispanic, 4.9% Asian, and 1.8% Native American).</li> <li>○ DoDDS Pacific considers its student teachers to fill vacancies each school year. This has historically been an excellent source of minority candidates. Fifty-seven student teachers from 13 colleges and universities across the country taught in grades K-12 in DoDDS Pacific schools during the 2004-05 school year.</li> <li>○ The Human Resources Division continues to aggressively recruit local candidates for DoDDS positions. Over the past year, military personnel offices and Family Support Centers have included links to the DoDDS Pacific web site to help advertise vacancies. An AFN "Educational Minute" was filmed</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to actively recruit and to maintain data on recruitment results</li> <li>○ Continue to improve the Human Resources Division web site and monitor use by applicants</li> <li>○ Continue to network with diversity organizations and special interest groups to publicize DoDDS vacancies and to increase the percentage of diversity candidates.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>advertising employment opportunities with DoDDS Pacific.</p> <ul style="list-style-type: none"> <li>○ Twenty-four DoDDS Pacific administrators participated in recruitment fairs and CONUS interviews to evaluate quality candidates.</li> <li>○ The minority composition of the DoDDS Pacific professional educator work force exceeds the national representation for all minorities as follows:</li> </ul> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>DoDDS</u></th> <th style="text-align: center;"><u>Nation</u></th> </tr> </thead> <tbody> <tr> <td>African-American</td> <td style="text-align: center;">11.21%</td> <td style="text-align: center;">9.8%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">5.55%</td> <td style="text-align: center;">4.4%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">3.52%</td> <td style="text-align: center;">1.5%</td> </tr> <tr> <td>Native American</td> <td style="text-align: center;">1.39%</td> <td style="text-align: center;">0.1%</td> </tr> <tr> <td> Total Minorities</td> <td style="text-align: center;"> 21.67%</td> <td style="text-align: center;"> 15.8%.</td> </tr> </tbody> </table>		<u>DoDDS</u>	<u>Nation</u>	African-American	11.21%	9.8%	Hispanic	5.55%	4.4%	Asian	3.52%	1.5%	Native American	1.39%	0.1%	 Total Minorities	 21.67%	 15.8%.	
	<u>DoDDS</u>	<u>Nation</u>																			
African-American	11.21%	9.8%																			
Hispanic	5.55%	4.4%																			
Asian	3.52%	1.5%																			
Native American	1.39%	0.1%																			
 Total Minorities	 21.67%	 15.8%.																			

**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	Level	Status SY 04-05	Action Plans SY 05-06
<p><b>By SY 2004:</b> Professional development and training opportunities will be aligned with CSP goals.</p>			
	<b>Pacific</b>	<p>Implemented Year 3 of the DoDDS Pacific/DDESS Guam Professional Development Plans as follows:</p> <ul style="list-style-type: none"> <li>○ Provided training within the Pacific Literacy Project (PLP) K-12, to include:                             <ul style="list-style-type: none"> <li>○ Literacy Support Specialists(LSS/Read 180 teachers) and Literacy Facilitators (LF)</li> <li>○ Best practices in literacy for all secondary ELA and reading lab teachers and K-12 LI-MM teachers.</li> <li>○ Assessment training in DRA administration and use for K teachers and new 1-3 teachers; DRA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Implement Year 4 of the DoDDS Pacific/DDESS Guam Professional Development Plan as follows:</li> <li>○ Continue to provide differentiated literacy training to LF/LSS, specialists, SPED, and classroom teachers K-12 through the PLP in support of “DoDEA Reads”.</li> <li>○ Assessment training in the use of the DIBELS using Palm pilots will be conducted through a DoDEA HQ initiative at selected schools.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>grades 4-8; Scholastic Reading Inventory (SRI); and pilot of the Rigby Electronic Assessment.</p> <ul style="list-style-type: none"> <li>○ Coordination of 500 Scholastic Red courses for ELA teachers and specialists, K-12.</li> </ul> <ul style="list-style-type: none"> <li>○ Continued focused leadership development for administrators at area/district sessions through <i>Leading Learning</i> on standards based curriculum and instruction.             <ul style="list-style-type: none"> <li>○ Planned and executed annual new administrator training to provide an introduction in a wide variety of DoDEA and DoDDS Pacific initiatives.</li> <li>○ Conducted <i>Leading Learning</i> school visits to work one-on-one with administrators to strengthen observation and conferencing skills and monitor EPAS.</li> <li>○ Conducted training for all Guam administrators in <i>Leading Learning</i> principles and standards based curriculum and instruction.</li> <li>○ Provided on-going training and support for school Curriculum Implementation Facilitators (CIFs).</li> </ul> </li> <li>○ Conducted area-wide middle grades (6-8) training for teams of administrators, counselors and teachers.</li> <li>○ Early childhood programs enhanced through area or district training:             <ul style="list-style-type: none"> <li>○ Veteran and prospective multi-aged teachers and administrators trained in exemplary practices.</li> <li>○ Sure Start teachers and paraprofessionals training in program guidance revisions and exemplary math practices.</li> <li>○ Kindergarten teachers trained in best practices, especially in literacy instruction.</li> <li>○ A cadre of early childhood teachers trained to serve as EC augmenters for NCA.</li> </ul> </li> <li>○ Strategic professional development to enhance delivery of science standards included:</li> </ul>	<ul style="list-style-type: none"> <li>○ Standardized training for all faculties in DoDDS Pacific/DDESS Guam will be provided by ETs in technology infusion and by CIFs in assessment FOR learning in standards based classrooms at every school August 2005.</li> <li>○ Continue to emphasize and model the role of distributed leadership and to promote leadership development in standards based schools through <i>Leading Learning</i>, CIFs, mentors, SIP, and other school leaders.</li> <li>○ Ensure professional development plans are informed through careful analysis of student performance results, to include alternate assessments and criterion-fenced assessments.</li> <li>○ Continue to provide training to all teachers and specialists on using the QI Map for self assessing growth toward implementation of standards based curriculum and instruction.</li> <li>○ Provide 3-day integrated professional development for Pre-Kindergarten, Preschool Child Development (PSCD), Sure Start, and the para-professionals that support those programs</li> <li>○ Conduct school follow-up and classroom modeling of inquiry to support full implementation of science in elementary classrooms, including use of inquiry and</li> </ul>
--	--	--	--

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<ul style="list-style-type: none"> <li>○ Training for Curriculum Implementation Facilitators on collaboration, differentiated instruction, and science standards, materials, and inquiry based learning.</li> <li>○ Two days of science training provided to each elementary teacher Pre-K to Grade 6 and specialists and to all secondary science teachers on standards based curriculum and assessment in science.</li> <li>○ GAVRT training for middle level teachers.</li> <li>○ Chemical Hygiene Officers trained on regulations and safety issues.</li> <li>○ Sixth grade teams at each school provided training and materials to implement JASON curriculum using a trainer of trainer model.</li> <li>○ Initiated multi-year professional development plan to boost exemplary math instruction and achievement, to include:             <ul style="list-style-type: none"> <li>○ Teams of educators K-12 participated in an on-line math course focused on Developing Algebraic Thinking through Harvard University focusing on Algebraic Thinking.</li> <li>○ Selected teachers K-6 participated in a Best Practices in Teaching Math, developed action plans, and initiated math action teams in every elementary school.</li> <li>○ On-site training using a modified lesson study protocol, algebraic concepts and standards and assessment through the Algebra Coaching Initiative at 6 selected schools.</li> <li>○ On-site training for all secondary math teachers in math standards and implementing a LASW/lesson study protocol.</li> <li>○ Training for administrators in exemplary math instruction.</li> </ul> </li> </ul> <p>Conducted Far East Technology Conferences (FETC) for ETs, Information Specialists and teachers in the</p>	<p>technology infusion such as ELMO and Clear One Flex Cam.</p> <ul style="list-style-type: none"> <li>○ Conduct August 2005 Summer Focus for principals on observing and analyzing best practices in math classes.</li> <li>○ Expand training opportunities in elementary math instruction in support of “Math Matters” and pre-implementation of math standards.</li> <li>○ Redesign FETC participation using school teams to model collaboration and use of Blackboard as a training platform.</li> </ul>
--	--	---	--

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>infusion of technology into the curriculum, the collaborative role of the ET, and specific technology tools.</p> <p>Provided focused training to enhance special education services to include:</p> <ul style="list-style-type: none"> <li>▪ Training for LI and SLP Assessors focusing on an understanding of the composition of a variety of assessment instruments, interpreting, analyzing and report writing of those instruments.</li> <li>▪ Training for teachers of the learning impaired moderate/severe in the implementation of ELA and math content standards for students with moderate/severe disabilities.</li> <li>▪ Training for the district level assistive technology consultants in the state of the art assistive technology solutions for children with special needs and the management of lending libraries.</li> <li>▪ Provided training to PSCD teachers which emphasized physical structure of the learning environment, use of individual schedules to aid students in making transitions, organization and presentation of learning materials to reach IEP goals, and strategies for addressing challenging behavior.</li> <li>▪ Training for K-12 LI-MM on best practices in literacy.</li> </ul> <p>Provided training to enhance PTS courses, specifically Family and Consumer Sciences.</p>	<ul style="list-style-type: none"> <li>○ Model and promote infusion of technology, including use of Elmos, in all curriculum areas.</li> <li>○ Use results of the evaluation of the Pacific Technology Project to plan on-going training in technology infusion, including FETCs.</li> <li>○ Continue with training for special education assessors and for teachers of the learning impaired moderate/severe.</li> </ul>
<p><b>By end of SY 2006:</b> All schools will demonstrate an average gain of one level per year until reaching the highest level on the Quality Indicator Map in designated content and program areas</p>	<p><b>Pacific</b></p>	<p>Used multiple training venues to increase understanding of the QI Map and its uses.</p>	<p>Develop process for determining baseline use of QI Map for school program review and teacher self-assessment.</p>
<p><b>3B Implementation Milestones</b></p>	<p><b>Level</b></p>	<p><b>Status</b></p>	<p><b>Action Plans</b></p>

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

	SY 04-05	SY 05-06
<p><b>By SY 2003:</b> Adopt instruments for assessing the impact of professional development and training on performance.</p>		
<p><b>By SY 2005:</b> Develop and implement strategies for improving the efficiency and effectiveness of the development and delivery of professional development and training opportunities at each level.</p>	<p><b>Pacific</b></p> <ul style="list-style-type: none"> <li>○ Established a culture of job-embedded, site-based staff development (Literacy Facilitators, CIFs, algebra coaches, SMS support teachers) to improve quality and efficiency of professional development.</li> <li>○ Provided online training through Harvard for teams of teachers in the study of algebraic thinking in elementary schools.</li> <li>○ Implemented a comprehensive evaluation plan to assess impact of training on practice for the PLP and the Pacific Technology Project (PTP).</li> </ul>	<ul style="list-style-type: none"> <li>○ Will continue to develop capacity of schools to implement results-driven, job-embedded staff development through a cognitive coaching cadre.</li> <li>○ Initiate school-based math action teams.</li> <li>○ Expand use of Blackboard, DPI, and other websites to deliver school/district training.</li> <li>○ Conduct Year 2 evaluations of PLP and PTP and implement comprehensive evaluations of Leading Learning and area and district professional development and program monitoring efforts.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

<b>GOAL 4: Network of Partnerships Promoting Achievement</b>			
<i>Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance student achievement.</i>			
<b>Outcome A: Partnerships</b>			
<i>All levels of the organization will develop, promote, and maintain a network of meaningful partnerships to enhance social, emotional, and academic growth, and to maximize resources.</i>			
4A Outcome Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By May 2004:</b> All schools will have partnerships that support the student achievement goals of the SIP/CSP.			
	<b>Pacific</b>	All schools are required to have one partnership to support school improvement goals.	<ul style="list-style-type: none"> <li>○ Districts and area school improvement leadership will continue to monitor and approve school improvement plans and provide guidance on enhancing partnerships that support student achievement goals.</li> </ul>
<b>By SY 2006:</b> All schools will have an established partnership with demonstrated impact on student achievement and communicated details of the partnership to other schools within the system.			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Ensured partnership profiles were complete.</li> <li>○ All schools submitted partnership data to DoDEA Partnership Profiles.</li> </ul>	Will provide guidance and training to all schools not having an established partnership with demonstrated impact on achievement.
<b>By SY 2006:</b> Headquarters will have partnerships that have a demonstrated impact on student achievement and change in classroom practice.			
4A Implementation Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By March 2003:</b> Develop jointly, with representation from each level, criteria to determine the quality school level partnerships that support the student achievement goals of the SIP/CSP.			
<b>By March 2003:</b> Develop a system wide partnership profile to determine the number, type, academic focus and quality level of			

# DoDEA Community Strategic Plan 2001-2006

DoDEA Summary  
School Year 2004-2005

school level partnerships.			
<b>By May 2004:</b> Collect system wide partnership profile data and analyze to determine the number, type, academic focus and quality level of school level partnerships.			
<b>By May 2006:</b> DoDEA will have a system wide partnership(s) focused on student achievement with evidence of student achievement growth and change in classroom practice.			
<b>Outcome B: Communication System</b> <i>All levels of the organization will develop and implement a multimedia communication plan to enhance dialogue and promote trust among staff, parents, students, and the community.</i>			
4B Outcome Milestones	Level	Status SY 04-05	Action Plans SY 05-06
<b>By SY 2002:</b> All units at each level will have a communication plan that meets or exceeds criteria for successful communication strategies, activities, and products.			
	<b>Pacific</b>	<p>Reviewed and revised the current communication plan to ensure it exceeds the criteria for successful communication strategies, activities, and products using the following strategies:</p> <ul style="list-style-type: none"> <li>○ Highlighted the success of students and educators through new communication initiatives such as the production of 17 AFN segments, "Education Minute," which aired throughout the worldwide military channels.</li> <li>○ Conducted area-wide joint training for school communications POCs and selected school web site contributors for SY 04-05 on the development of quality communications products.</li> <li>○ Redesigned the DoDDS Pacific/DDESS Guam web site</li> </ul>	<p>Enhance our multimedia communication strategies to promote dialogue and trust throughout the school and the communities it serves. In accordance with the plan we will accomplish the following:</p> <ul style="list-style-type: none"> <li>○ Produce a 10-minute video highlighting Far East activities and embed five one-minute segments into the DoDDS Pacific/DDESS Guam web site.</li> <li>○ Continue to produce "Education Minute" segments to highlight educational initiatives throughout the Pacific.</li> <li>○ Increase quantity and quality of articles to communities' newspapers with photos.</li> <li>○ Conduct communication and public affairs training and provide support during the year to ensure all communication POCs are able to develop quality communications and to increase the likelihood of media coverage and to gather, produce and distribute information and products that support school</li> </ul>



# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

		<p>to communicate with a broader audience.</p> <ul style="list-style-type: none"> <li>○ Developed and disseminated regularly multiple communications products including bi-weekly internal news brief, "Inside DoDDS Pacific," Bi-monthly "DoDDS Pacific Newsletter," "DoDDS Pacific Annual Report," and DoDDS Pacific news releases.</li> <li>○ Held regular teleconferences with district POCs.</li> <li>○ Procurement Division improved customer relations by teaming to assist customers in writing their performance work statements, conducting market research and publishing requests for information.</li> </ul>	<p>improvement and the CSP.</p> <ul style="list-style-type: none"> <li>○ Administrators will receive communications awareness training from district POCs at regularly scheduled meetings.</li> <li>○ Ensure that communications planning and best practices are embedded into all educational initiatives and professional development activities. Serve as a resource for communications planning.</li> <li>○ Conduct regular teleconferences between the area and district communications POCs to coordinate information flow, disseminate products, and discuss public relations concerns and strategies.</li> <li>○ Procurement Division will explore additional ways to team with customers to improve our contract business process.</li> </ul>
<b>4B Implementation Milestones</b>	<b>Level</b>	<b>Status SY 04-05</b>	<b>Action Plans SY 05-06</b>
<p><b>By September 2001:</b> Establish criteria against which local communication activities can be measured for effectiveness.</p>			
	<b>Pacific</b>	<ul style="list-style-type: none"> <li>○ Systematically collected school, district and area articles in <i>Stars and Stripes</i> and other military publications and compared the quality of the content to the established criteria for effectiveness.</li> <li>○ Met with reporters regularly to collaborate on the content of news releases and media advisories to ensure timely and quality coverage.</li> <li>○ School POCs have submitted their best communications products, measured against established criteria, to media outlets.</li> </ul>	<ul style="list-style-type: none"> <li>○ Expand tracking and monitoring data on communication products submitted to local community and media outlets to include broadcast media.</li> </ul>

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

Develop an array of communication training modules that can be delivered per request of local units.			
<b>By December 2001:</b> The organization will use a process to determine the effectiveness of current communications and the need for new or modified communication activities.	<b>Pacific</b>	Reviewed the school submission logs, compared the data to SY 01-02 baseline data, summarized the results, and identified quality products that can be infused throughout the system.	Continue to conduct meetings for the district and area POCs during the SY to review the school submission logs, compare the data to previous years and discuss opportunities to increase coverage.
<b>By June 2002:</b> All schools will have developed communication plans that support student needs and the goals of the CSP.	<b>Pacific</b>	To help schools enhance their communication plans, the area communications POC crafted and disseminated a Public Affairs Guidance (PAG) package, which highlights areas of reasonability, goals and objectives.	<ul style="list-style-type: none"> <li>○ Provide training to school and district POC in areas relating to web site regulations and policies, news releases and procedures for submitting news articles for publication. Website design and content will be reviewed and action plans developed for updating, expanding, and revising web sites to reflect best practices and educational initiatives.</li> <li>○ Administrators will continue to receive training in the area of public affairs and the value of positive media control to ensure the success of our programs.</li> <li>○ Re-establish networks within the local communities to enhance greater coverage of events and programs at each school to enhance the goals of the CSP and the public's need for school information as appropriate. The area Communications POC will schedule meetings within each district to reinforce command messages and network with service members to enhance media coverage.</li> </ul>
<b>By June 2003:</b> Create an online "toolbox" of communication strategies, templates, and products that schools, districts,	<b>Pacific</b>	Combined multiple communication strategies, both hard	○ Will refine and enhance the hard copy "toolbox" and

# DoDEA Community Strategic Plan 2001-2006

## DoDEA Summary School Year 2004-2005

and area offices can use as resources.		copy and electronic, into a library of PAGs and disseminated to district communication POCs.	collaborate with HQ and DoDDS Pacific IT Division regarding an online version through the DoDDS Pacific Intranet.  ○ Add to the library of PAG and command messages for both internal and external use.  ○ Will expand the DoDDS Pacific website to provide increasingly more information for internal and external publics.