A technical drawing diagram consisting of several concentric circles and lines. A vertical line with a dot at the top intersects a horizontal line with a dot at the right. A larger circle is centered on the vertical line, and a smaller circle is centered on the horizontal line. A diagonal line with a dot at the end intersects the horizontal line. The word "BLUEPRINT" is overlaid on this diagram.

# BLUEPRINT

*for Continuous Improvement*



Department of Defense Education Activity

TITLE  
Strategic Plan / Volume III  
Published January, 2020

DATE  
SY 2018/19 - SY 2023/24

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# Foreward

**The Department of Defense Education Activity (DoDEA) is the Department of Defense component charged with providing high-quality education for military-connected students domestically and overseas. DoDEA operates 160 schools in eleven countries, two territories, and seven states and serves over 70,000 students.**

The Blueprint for Continuous Improvement (Blueprint) is DoDEA’s strategic plan for school years 2018/19 through 2023/24. This document is the third annual update to DoDEA’s Blueprint for Continuous Improvement.

A blueprint is an actionable plan that communicates and guides the work of all involved in a project. It is flexible and is updated as the project develops. This is also true of the DoDEA Blueprint, which serves as the foundation for all planning within DoDEA, directs our collective energies and resources, and adjusts as progress is made and the environment shifts. The annual updates provide evidence of DoDEA’s commitment to continuous improvement.

Like Volumes I and II of the Blueprint, Volume III contains a description of the Blueprint’s purpose, an overview of the planning process, and details of the plan’s specific elements. Volume III also includes a summary of changes from previous volumes and a description of the process employed to identify the necessary adjustments.



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



# Director's Message

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

DoDEA's Vision, Excellence in Education for Every Student, Every Day, Everywhere, is a powerful statement summarizing our responsibility to the students, families, and communities we serve. Our Vision was especially relevant this year, as we transitioned to a remote teaching and learning environment in the face of an unprecedented international pandemic. I am very proud of all our DoDEA employees, from our educators who quickly learned new technologies and continued to provide our students a world-class education, to our support and staff personnel who assisted in making that happen throughout the COVID-19 pandemic. I am also proud of the resilience shown by our students and their parents during this challenging time.

I ask that you read this document with the understanding that a great deal has changed since we met as a Strategic Plan Steering Committee in December 2019. During the COVID-19 pandemic, we stretched our boundaries and developed innovative ways to achieve our Mission. Often, in the midst of crisis, we realize new limits to our abilities and find we can reach much greater heights than ever imagined. DoDEA educators and staff showed remarkable flexibility and innovation as they continued educating DoDEA students. As a result, while our Strategic Initiatives will remain consistent, some Critical Success Factors may shift due to paradigms that were shattered and innovations explored. When the Committee reconvenes to discuss the Blueprint, we will analyze these lessons learned and adjust accordingly.

The Blueprint for Continuous Improvement defines how we will fulfill our Vision moving forward. The Blueprint's Strategic Initiatives and associated Critical Success Factors (CSFs) are multi-year actions designed to drive DoDEA's Goals. Each year, our attention will shift from what we have accomplished to the actions we must complete to progress forward. For Fiscal Year 2021 (FY 21), I have identified four focus areas within the Blueprint. These areas are our next steps as we drive innovation, organizational growth, and progress to support military-connected students.

## **Focus Area 1: Improving Instruction**

*Strategic Initiatives: 1.1 Data-Informed Instruction, 2.1 Focused Collaboration, and 2.2 College and Career Ready Standards*

Instruction is a pillar of our Vision to provide Excellence in Education for Every Student, Every Day, Everywhere. We relentlessly pursue excellence through continuous improvement, reflecting on our current practice, and finding ways to better support students. In FY 21, we will emphasize the work we began with College and Career Ready Standards through a renewed focus on the tools, time, and resources we leverage to improve instruction.

## Focus Area 2: Organizational Performance and Accountability

*Strategic Initiatives: 1.1 Data-Informed Instruction and 4.1 Comprehensive Planning*

Accountability is our obligation to take responsibility for our performance as we carry out our Mission. Our Performance and Accountability System will enable all employees to clearly connect their daily work with their impact on student success. Over FY 21, we will implement a robust accountability system, align our metrics to track our progress, utilize action plans to inform our organizational way forward, and monitor our progress using data to inform our decisions and work.

## Focus Area 3: Recruit, Develop, and Retain our Talented Workforce

*Strategic Initiatives: 3.1 Ensuring Workforce and Human Capital Capacity and 3.2 Promoting Employee Engagement*

As measured by the Federal Employee Viewpoint Survey (FEVS), DoDEA employees are committed to our Mission. We know how our work relates to DoDEA's Goals; we feel our work is important; we like the work we do. However, the FEVS also shows that there is more to do as we recruit, develop, and retain employees and increase engagement throughout the employee career life cycle. In FY 21, we will focus our efforts on recruiting the most talented candidates and increasing engagement and satisfaction throughout their time with DoDEA. To recruit employees, we will develop a systematic plan to connect with potential applicants and meet DoDEA's targeted talent and demographic needs.

We want our team to feel like they can make a home with DoDEA, so we will develop Career Pathways to provide avenues for professional growth that balance employees' aspirations with DoDEA's future talent requirements. By thoughtfully investing in recruitment and development, we will positively impact employee engagement at each stage of the career lifecycle. Our Human Capital Plan (HCP) will document the plans for achieving this Goal. In line with Office of Personnel Management requirements, DoDEA will maintain a HCP that details how we implement human capital strategies in support of the Blueprint.

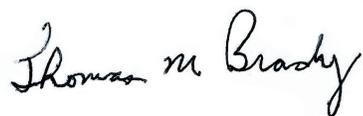
## Focus Area 4: Building Capacity to Implement and Sustain Core Initiatives

*Strategic Initiatives: 3.1 Ensuring Workforce and Human Capital Capacity, 4.1 Comprehensive Planning, and 4.3 Information Technology (IT) Modernization*

In FY 21, we will focus on several core tools in support of the Blueprint that will enable us to continue to build the foundation for success. These tools include Student Information System (SIS), Employee Learning Management System (LMS), Project Portfolio Management (PPM), ServiceNow applications, creating business efficiencies through Process Improvement and IT application rationalization, and updating our Concept Vetting process.

In an effort to help everyone understand how we have moved the organization forward, we will continue to publish our Annual Report online at [www.dodea.edu/blueprint](http://www.dodea.edu/blueprint). As a school system, we will continuously analyze our progress and adjust our organizational direction to accomplish our Mission, Vision, and Core Values. As a DoDEA community, together, we will continue to Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

Respectfully,

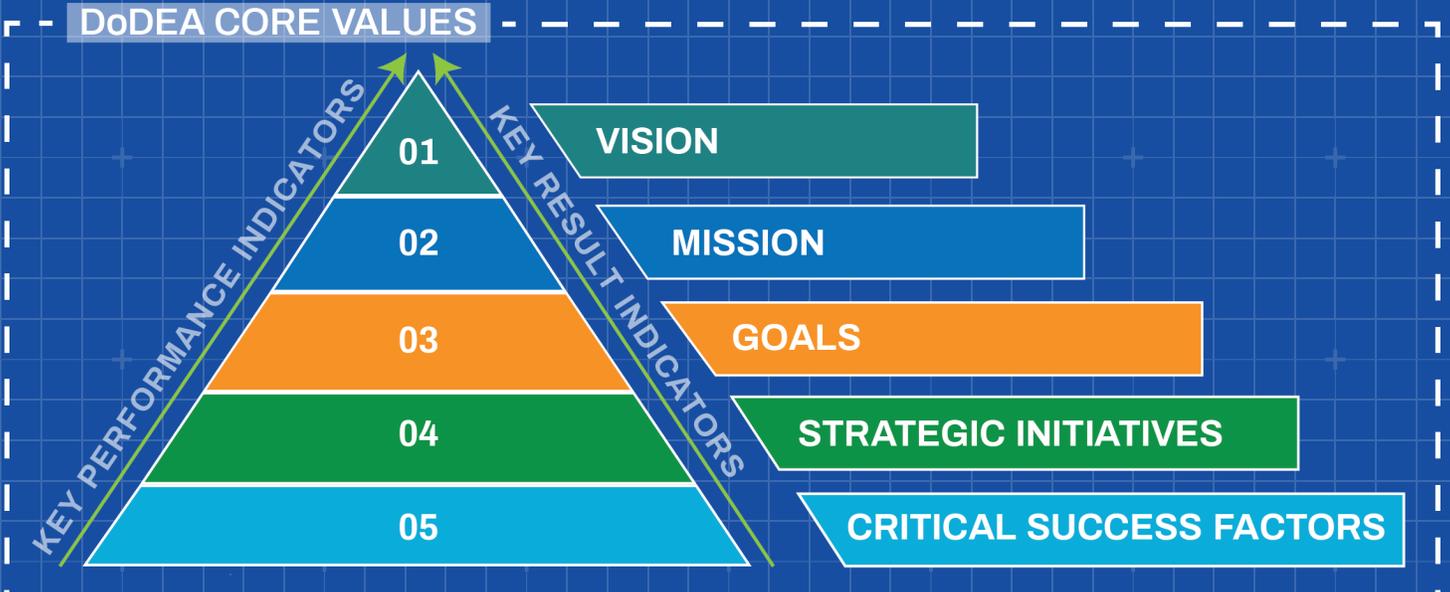


Thomas M. Brady  
Director, DoDEA

# HOW TO USE THIS DOCUMENT

The Blueprint for Continuous Improvement (Blueprint) is DoDEA's strategic plan for school years 2018/19 through 2023/24. This document is the second annual update to the Blueprint. DoDEA's Blueprint should be used as the foundation for all planning within DoDEA. The Blueprint is adapted as progress is made and the environment shifts. The annual updates are evidence of DoDEA's commitment to continuous improvement.

Like Volume I and II of the Blueprint, Volume III contains a description of the plan's specific elements and a summary of the changes made from Volume II to clarify how we have shifted our focus as we have learned and grown.



## 01| VISION

DoDEA's Vision, Excellence in Education for Every Student, Every Day, Everywhere, defines our long term destination as a school system. The Blueprint includes several elements that guide DoDEA's efforts towards achieving that Vision. These pieces are defined below and expanded later in this document. Together, they make up our full Blueprint.

## 02| MISSION

DoDEA's Mission, Educate, Engage, and Empower military-connected students to succeed in a dynamic world, defines what DoDEA is currently doing to achieve our Vision. Our Mission encompasses our Goals and Strategic Initiatives to ensure that everything we do aligns with achieving our Vision.

## 03| GOALS

Goals are the high-level targets that help us achieve our Mission and realize our Vision. DoDEA's Goals are far-reaching and multifaceted. When designing the Blueprint, the Strategic Plan Steering Committee identified five Goals: Student Excellence, School Excellence, Talent Excellence, Organizational Excellence, and Outreach Excellence. Our Goals will stay the same for the Blueprint's duration unless there are significant external changes that require adjustment.

## 04| STRATEGIC INITIATIVES

Each Goal is made up of two to four Strategic Initiatives. Strategic Initiatives are cross-functional projects that impact the entire organization. Each Initiative will last multiple years but can be revised or updated as we advance or as DoDEA's needs change. DoDEA limits the number of Initiatives to balance the need for progress with DoDEA's capacity to change.

## 05| CRITICAL SUCCESS FACTOR

Critical Success Factors (CSFs) are the specific projects and actions we must accomplish to complete a Strategic Initiative. These are short-term or long-term projects that require significant cross-functional effort to complete. If the CSFs are not completed, the Strategic Initiative will likely not reach completion. Multiple CSFs may support each Strategic Initiative.

### KEY RESULT INDICATORS

Key Result Indicators (KRIs) are organization-level metrics that assess DoDEA's progress towards each Goal. Given the complexity of our Goals, our KRIs represent the aggregate results of the many smaller actions that ultimately contribute to a Goal's success. As DoDEA progresses, plans can stay the course or adjust as changes are required. Using KRIs to track organizational progress represents a change from the Community Strategic Plan (CSP), which tracked student performance on individual assessments in performance measures.

### KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPIs) track DoDEA's progress towards the KRIs and Goals. KPIs measure if the Strategic Initiatives are producing key outcomes and identify areas that may require root cause analysis and remediation. Progress towards the KPIs guides recommendations for additional support or recognition of success. Both recognition and additional support allow DoDEA to reflect upon and continuously improve best practices for achieving our Goals.

### DoDEA CORE VALUES

Core Values are the beliefs that guide our Goals, conduct, and activities as we work to achieve our Mission. These Values explain what we stand for and help everyone understand the beliefs that guide our decisions. Our Values infuse everything we do at every level of DoDEA.

## UNDERSTANDING YOUR ROLE

Every member of the DoDEA community is invited to understand and feel connected with the Blueprint for Continuous Improvement. This section outlines how employees, schools, students, and their families should navigate the Blueprint. For additional information, Appendix I contains a detailed list of all changes made to the Critical Success Factors and Strategic Initiatives from Volume II.

### EMPLOYEES

All employees should read and ask questions about the Blueprint. DoDEA staff must work together towards achieving DoDEA's Goals in order for students to be successful. The work to accomplish DoDEA's Goals requires the coordinated effort of many functional areas. Each employee will find elements within the Blueprint that directly connect to their work. This connection gives employees insight into why their contributions are essential and how their performance impacts the Mission.

School employees should refer to the Blueprint when developing their School Improvement Plans. However, as a strategic document, the Blueprint does not provide all of the details schools need to build their plans. Schools also need to reference their local data, district improvement plan, Center for Instructional Leadership (CIL) improvement plan, and Headquarters division action plans for specific information. Increased coordination across functional areas will enable schools to plan proactively.

### STUDENTS AND FAMILIES

Students are at the heart of all DoDEA does. The Blueprint gives students and their families a better understanding of DoDEA's efforts to support student achievement. Students should feel empowered and engaged with the strategies that will drive their educational roadmap. Please reach out to school-level leadership with questions or suggestions.

**Students should feel empowered and engaged with the strategies that will drive their educational roadmap.**



# Summary of Changes

DoDEA uses data to monitor progress towards each Goal and to update the Blueprint annually. As a result, the Blueprint is flexible enough to adjust to students' changing educational needs and the Department of Defense environment, while enduring enough to drive DoDEA to fulfill its Vision. Volume III of the Blueprint for Continuous Improvement represents an important step in DoDEA's continuous improvement process. Volume III honors the strategic direction and intent of Volumes I and II while incorporating adjustments to acknowledge broader environmental changes that have occurred over the last year. Most recently, innovations stemming from the COVID-19 pandemic have offered several opportunities to reflect upon how DoDEA can best support students and the military communities in which they live.

DoDEA's Strategic Plan Steering Committee identified several areas of the Blueprint for enhancement. Most of the shifts are small changes to wording that better capture the intent of various Critical Success Factors (CSFs). However, significant changes were made to three Strategic Initiatives supporting the School, Talent, and Organizational Goals as well as to the Key Result Indicators (KRIs) that DoDEA uses to assess progress towards meeting each Goal.

## **Strategic Initiative 2.4: Safe and Secure Environment for Learning and Working**

This new Strategic Initiative, though added before the COVID-19 pandemic, is even more critical as DoDEA considers how to foster a safe and secure environment for students and educators. Through this Strategic Initiative, DoDEA commits to maintaining a safe environment where students and employees can thrive and succeed. DoDEA leaders will work collaboratively with military and community partners to establish shared responsibility for school security and embrace effective physical security technology and protocols.

## **Strategic Initiative 3.2: Promoting Employee Engagement**

The Strategic Plan Steering Committee added three additional Critical Success Factors to this Strategic Initiative in Volume III of the Blueprint. To increase capacity and engagement in the workforce, DoDEA will foster a culture of innovation, provide employees with resources for growth and development, and sustain a welcoming and productive environment that supports and accommodates employee needs. DoDEA will leverage employee environmental and cultural audits to measure progress in order to make data-informed decisions to increase employee engagement.

## **Strategic Initiative 4.4: Organizational Excellence**

The Strategic Initiative of Organizational Excellence supports the existing Goal of Organizational Excellence by adding four Critical Success Factors, which set expectations for school, district, and organizational performance. In the spirit of continuous improvement, DoDEA will develop analytics to measure efficacy and implement a systemic accountability system that will promote recognition and shared leadership. DoDEA will back these items with a clear policy aligned to strategic objectives for sustainability.

### **Key Result Indicators:**

As part of the continuous improvement process, the Strategic Plan Steering Committee reviewed and updated four of the five Key Result Indicators (KRIs) to better reflect the organizational progress that DoDEA is tracking and assessing. Additional information was added about what DoDEA is tracking, or the KRI was refocused. The new KRIs are located on page 16 of the Blueprint.



# THE CASE FOR CONTINUOUS IMPROVEMENT

Learning is an active process of discovery where individuals cultivate curiosity, perseverance, and the desire to develop. DoDEA strives to foster a passion for lifelong learning in students and employees every day.

The Blueprint for Continuous Improvement represents DoDEA's commitment to being a learning organization. Continuous improvement is a research-based, ongoing process intended to increase overall effectiveness and make a positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learning and sharing, examining and planning, and acting and evaluating. For DoDEA, this means setting and working towards ambitious goals, learning from our successes and challenges, and making improvements every day to benefit military-connected students.

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

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

**Accurate and timely analysis of critical data is essential to the Blueprint's success as a continuous improvement tool.**



# STRATEGIC PLANNING PROCESS

The Blueprint for Continuous Improvement is the product of the Director's Vision for DoDEA. In the spring of 2017, he convened a Strategic Plan Steering Committee to develop recommendations for a new strategic plan that would retain the value of the former Community Strategic Plan (CSP) and pave the way for DoDEA to embrace continuous improvement strategies at an organizational level. The Director asked that the new strategic plan's development not burden DoDEA employees or stakeholders as they implemented the College and Career Ready Standards (CCRS) and settled into DoDEA's new structure.

The Strategic Plan Steering Committee represented all DoDEA functional areas, including teachers, school administration, Centers for Instructional Leadership (CILs), chiefs of staff, Headquarters division chiefs, and teacher associations. Members contributed valuable experiences and expertise from a wide variety of viewpoints. The Steering Committee first met as a group for a week in July of 2017. At this meeting, the group analyzed data from an environmental scan, assessed DoDEA's needs, and broke into five groups, one for each Goal. Goal groups developed the Strategic Initiatives related to their assigned Goal and worked to integrate effort between the Goals.

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

The Director also asked Steering Committee members to gather feedback from the DoDEA community and to incorporate this feedback into their work. In addition to those informal opportunities, the Committee also received input more formally from several avenues including the American and European Leadership Conferences, the July Steering Committee Meeting, the Fall Integrated Planning Meeting, and the Pacific Area Advisory Council.

In January 2018, the Steering Committee made its recommendations to Director Brady, and their recommendations were accepted.





### ANALYZE AND ADJUST

In October of 2019, DoDEA’s Executive Steering Committee met over three days to identify necessary adjustments to include in Volume III of the Blueprint. The Committee was comprised of the DoDEA Director; Principal Deputy Director and Associate Director for Academics; Associate Director for Financial and Business Operations; Directors for Student Excellence of the Americas, Europe, and Pacific; CIL Chiefs of the Americas, Europe, and Pacific; DoDEA Chief of Staff; Chief of the Capabilities and Initiatives; Chief of the Resource Management; and Chief of the Research, Evaluation, and Accountability.

The adjustments from Volume II reflected in this document are the result of the Committee’s assessment of DoDEA’s current environment and progress towards meeting the Goals in FY 20. To support the analysis, senior leaders reviewed data from across the school system and collectively agreed on the adjustments reflected in this document. The changes are incorporated into the Strategic Initiatives and Critical Success Factors throughout the document and summarized in Appendix I.

### NEXT STEPS

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

**Continuous Improvement:**  
Our organization, its systems,  
and processes will be continually  
re-examined and improved.

# STRATEGIC CHALLENGES AND OPPORTUNITIES AFFECTING DoDEA

**COVID-19 Pandemic:** DoDEA teachers, staff, students, and parents adapted quickly to new technologies and modified instructional techniques to maintain continuity of education. Current projections indicate that COVID-19 will impact communities well into school year 20/21. DoDEA will continue to gather the innovations and lessons learned to inform future planning and to facilitate the continuous improvement process.

**World-Class Instruction:** DoDEA educates highly-mobile students with a wide variety of backgrounds and abilities. DoDEA must provide rigorous educational opportunities that are differentiated to meet the needs of all students. DoDEA has adopted College and Career Ready Standards (CCRS) in all subject areas and grade levels and will finish the rollout of materials aligned to the standards in school year 20/21.

**Workforce Development Opportunities:** DoDEA employs a wide variety of professionals with a corresponding range of professional development needs. DoDEA must provide meaningful learning opportunities for educators and non-educators in order to attract, develop, and retain a high-quality workforce to meet the Mission. The COVID-19 pandemic has also changed how and where DoDEA staff and educators engage in professional development and do their work. Gathering data from the lessons learned will support future improvements.

**Integrated Organizational Planning:** Together, CCRS and Restructuring for Student Achievement (RSA) represented a significant first step towards becoming OneDoDEA. Next, DoDEA implemented and continues to develop an integrated comprehensive planning system that links actions, resourcing, and procurement to the strategic plan.

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

**Information Technology Modernization:** DoDEA's information technology (IT) structure must continuously adapt to meet increasingly sophisticated education requirements and growing infrastructure demands within the DoD technology framework. DoDEA must increase its IT capacity, explore enterprise solutions, and consolidate IT legacy systems, especially as DoDEA supports a remote workforce with new technology needs.

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

## THE FOUNDATION

### Vision

Excellence in  
Education for Every Student,  
Every Day, Everywhere

### Mission

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



### CORE VALUES

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

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

**Continuous Improvement:** Our organization, its systems, and processes will be continually re-examined and improved.

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

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

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

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

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

# Goals AND Key Result Indicators:



- GOAL 1 STUDENT EXCELLENCE**
- Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life.
- Key Result Indicator:** All DoDEA students will show annual academic growth by achieving key milestones of third grade reading, algebra, and mastery of grade level College and Career Ready Standards.
- GOAL 2 SCHOOL EXCELLENCE**
- Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships.
- Key Result Indicator:** DoDEA excels in challenging students through engaging and rigorous instruction and curriculum in an encouraging and caring learning environment.
- GOAL 3 TALENT EXCELLENCE**
- Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students.
- Key Results Indicator:** Increase our bench depth in the positions that are critical to executing the Mission.
- GOAL 4 ORGANIZATIONAL EXCELLENCE**
- Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the Mission.
- Key Results Indicator:** DoDEA will improve organizational capacity levels in planning, communication, IT infrastructure, and customer service.
- GOAL 5 OUTREACH EXCELLENCE**
- Partner with internal and external stakeholders and industry leaders to advance student and organizational success.
- Key Results Indicator:** DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.



## STUDENT EXCELLENCE

Students are at the heart of all DoDEA does, and DoDEA is committed to preparing each student for the college, career, and life choices they will make. COVID-19 forced a dramatic change in a short period, and DoDEA implemented and expanded remote learning platforms for students. DoDEA will continue with two Strategic Initiatives in pursuit of the Student Excellence Goal: data-informed instruction and successful transition to college and career. These Initiatives will support instruction that is rigorous, differentiated, and that meets the needs of DoDEA's diverse student population.

# GOAL

# 1

### DATA-INFORMED INSTRUCTION

DoDEA improved education quality, beginning in school year 15/16 by implementing new College and Career Ready Standards (CCRS) and instructional materials. Measuring the effectiveness of these changes and making future changes require balanced assessments that track performance.

Under this Strategic Initiative, DoDEA will track summative and formative assessment data through the DoDEA Comprehensive Assessment System (DoDEA CAS) to further advance student learning. In school year 19/20, circumstances surrounding COVID-19 required that DoDEA cancel the administration of the summative assessment. DoDEA CAS will resume in school year 20/21.

DoDEA educators must be empowered and supported by ongoing professional learning to deliver and use assessment results. It will be especially important in the coming year to consider how DoDEA educators are using virtual learning spaces to create fair, equitable, and differentiated learning experiences and assessments for all students.

### SUCCESSFUL TRANSITION TO COLLEGE AND CAREER

DoDEA has made significant progress toward identifying career pathways and developing programs to help students transition to college. DoDEA will continue to ensure that students at all grade levels are provided with the academic foundation, social and emotional skills, and counseling services necessary to be ready for college or a career.

DoDEA will strengthen these efforts, both in traditional school settings and via digital learning, through policies that encourage students to participate in innovative dual-enrollment and apprenticeship programs and that allow DoDEA to measure success by tracking students after graduation.

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



### Goal 1 – Strategic Initiative 1.1:

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

#### Critical Success Factors:

- a. **Equitable Learning Experiences for All Students:** In order to provide equitable opportunities for students to learn, we will implement programs and supports to address achievement gaps between racial, ethnic, ability, and other identified groups.
- b. **Differentiated Instruction for All Students:** To directly meet each student’s academic and developmental potential, we will provide rigorous instruction and tiered support for all students at all schools, regardless of location or size.
- c. **21st Century Learning Environments:** We will manage school facilities and technologies that facilitate 21st century teaching and learning strategies and provide professional learning for educators in making appropriate use of those tools to provide rigorous and tiered instruction.
- d. **Common Understanding of the DoDEA Comprehensive Assessment System:** **COMPLETE**
- e. **Balanced Assessment:** We will maintain the focus on instruction in classrooms rather than testing by sustaining an ongoing process to evaluate the length, frequency, focus, and use of assessments.
- f. **Efficient Implementation:** As we facilitate curriculum implementation and accessible assessments, we will support, manage, and coordinate logistical, IT, communication, and procurement requirements at all levels.

### Goal 1 – Strategic Initiative 1.2:

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

#### Critical Success Factors:

- a. **Support for Social and Emotional Learning:** In order to develop the broad set of skills required for navigating college, career, and life for all students, we will deliver comprehensive programming and support partnerships that foster social, emotional, resilience, and wellness skills.
- b. **College and Career Exposure:** We will prepare students for college and career opportunities by supporting counselors and other educators as they expose all students to a variety of military and civilian career paths and post-secondary options through rigorous career clusters and other innovative programs.





## SCHOOL EXCELLENCE

DoDEA is dedicated to developing and sustaining high-performing schools with innovative, collaborative, and caring cultures. DoDEA will pursue School Excellence through four Strategic Initiatives: Professional Learning Communities/ Focused Collaboration, College and Career Ready Standards (CCRS), an Instructional Leadership Development Program, and a safe and secure environment for learning and working. These Initiatives directly address DoDEA's need to provide a safe and secure environment while facilitating workforce development opportunities for educators and delivering world-class instruction to students. DoDEA is committed to guiding educators and administrators as they grow their practices by providing high-quality standards and curriculum accompanied by targeted professional development. Professional learning and CCRS will ultimately benefit students as they strive to meet their highest academic potential.

# GOAL

# 2

## FOCUSED COLLABORATION

Focused Collaboration is a structured form of collaboration that empowers educators to make data-driven and input-driven decisions while working together to improve teaching effectiveness. It relies on the support of its participants to create an environment that improves adult and student learning. During Focused Collaboration, educators work together to solve problems and determine how to weave together the intricate pattern of curriculum, standards, and assessments coupled with the interpersonal feedback that drives excellence. This process is critical to school success and the ability to maintain an agile and supportive environment.

DoDEA is formally in its fourth year of system-wide implementation of Professional Learning Communities/ Focused Collaboration. This initiative requires sustained attention, resources, and leadership in order to maximize its potential for increasing both adult and student learning. The urgency behind this initiative is underscored by Cognia's, the agency that provides accreditation to DoDEA, School Quality Factors (SQFs) that are used to evaluate DoDEA districts. The SQFs emphasize the importance of a positive and collaborative culture for school excellence.

## COLLEGE AND CAREER READY STANDARDS

The implementation of new standards for all subject areas and grade levels is a process that takes time. Over the last six years, DoDEA has aligned standards, instructional resources, professional learning, and assessments to support the full implementation of College and Career Ready Standards (CCRS) in all subjects and grade levels. In school year 20/21, DoDEA will finish the rollout of materials aligned to the CCRS. DoDEA will continuously improve CCRS implementation with a focus on intentional planning, professional learning needs assessments, and improvement of the Learning Walkthrough tool.

## INSTRUCTIONAL LEADERSHIP DEVELOPMENT

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

## SAFE AND SECURE ENVIRONMENT FOR LEARNING AND WORKING

DoDEA will continue to provide a safe learning environment for students and employees through the Comprehensive School Security Plan (CSSP). The CSSP was developed with the input of various civilian and military experts and will proactively identify threat trends, employ security tools, and respond to contingencies. Lessons learned from COVID-19 will be incorporated to develop and prioritize this Strategic Initiative.

### Goal 2 – Strategic Initiative 2.1:

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

#### Critical Success Factors:

- a. Quality Implementation of Focused Collaboration: To assess progress towards a shared understanding and high-quality implementation of Focused Collaboration, we will develop and apply an established observation tool and use the results to strengthen a culture of collaboration.
- b. Integrate Continuous Improvement into the Daily Work of Districts and Schools: We will strengthen the connections between the daily work of implementing standards, assessment, and Focused Collaboration by integrating the DoDEA Continuous Improvement Process with the Comprehensive Planning Process.
- c. Ongoing Professional Learning: In order to ensure teachers, school administrators, district educators, and professional support staff address student learning needs, we will conduct ongoing professional learning and support for Focused Collaboration at every level with fidelity to expectations.
- d. Assessment Literacy: By providing tools and information during Focused Collaboration, we will help teachers effectively use student learning results to inform instructional changes.

### Goal 2 – Strategic Initiative 2.2:

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

#### Critical Success Factors:

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

- b. Aligned Standards-Based Instruction System: As we promote student learning through the implementation of CCRS and provide support for educators, we will align all components of a standards-based instruction system including standards, curriculum, 21st Century instructional practices, assessment, and interventions.
- c. Comprehensive Planning for Program Implementations: To provide focus for Headquarters, district, and school improvement planning, we will create a continuous systemic review and improvement cycle for standards, curriculum, instruction, and assessment program implementations that aligns with the DoDEA Comprehensive Planning Cycle.
- d. Continuous Improvement of the DoDEA Learning Walkthrough: In order to improve our shared understanding of what works best for student learning and spread innovation throughout the system, we will support networks of educators that learn and problem-solve together.

### Goal 2 – Strategic Initiative 2.3:

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

#### Critical Success Factors:

- a. Instructional Leadership Professional Learning: We will provide professional learning on instructional leadership and support for principals, assistant principals, and district leaders to strengthen their skills to lead teaching and learning in every school.

### Goal 2 – Strategic Initiative 2.4:

**Safe and Secure Environment for Learning and Working** — *Maintain a community culture that prioritizes a safe environment in which students and employees can thrive and succeed.*

#### Critical Success Factors:

- a. Establish Shared Responsibility for School Security: To identify areas of shared responsibility for the safety of students and employees, we will work with military and community partners to create agreements and implement initiatives that proactively address the safety and security of our employees and students.
- b. Effective Physical Security Technology and Protocols: In order to equip school communities to proactively address harmful situations, we will provide schools with the necessary safety and security tools and technologies and will engage with the community to track trending issues and to improve our response.



## ENSURING WORKFORCE AND HUMAN CAPITAL CAPACITY

DoDEA's success in providing excellence in education to every student begins with recruiting and retaining a range of talented individuals. This Strategic Initiative directs DoDEA's efforts to identify staffing shortfalls, hire and develop diverse and talented employees, and prioritize critical staffing needs. This Strategic Initiative will help DoDEA develop a Human Capital Plan that incorporates recruitment, retention, and succession strategies in order to sustain appropriate levels of staffing.

## PROMOTING EMPLOYEE ENGAGEMENT

Employee engagement is the key to a productive workforce. To support engagement, DoDEA will embark on a series of cultural audits to use data to drive meaningful change. DoDEA will develop networks for employees to learn and problem-solve together, fostering a safe, supportive, and innovative workplace. DoDEA will also encourage employee engagement by developing career pathways and progression plans that identify relevant professional learning opportunities as well as leadership development across all domains.

## INTEGRATED HUMAN RESOURCE TECHNOLOGY

Human Resource data must be accurate and instantly accessible to meet DoDEA's dynamic school system's ever-changing needs. This Initiative will allow DoDEA to track and monitor hiring actions and verify the accuracy of human resource actions, resulting in data-informed decisions that create significant efficiencies. Accessible, accurate data will be used to enhance workforce diversity, recruitment, and succession planning.

## TALENT EXCELLENCE

A talented workforce is an essential part of student achievement, and DoDEA must maintain a highly skilled and motivated workforce that is equipped with the right resources to meet the ever-changing needs of students. DoDEA identified three Strategic Initiatives to achieve the Goal of Talent Excellence: ensure workforce and human capital capacity, promote employee engagement, and integrated human resource technology. Together, these Strategic Initiatives ensure that DoDEA is attracting, hiring, and retaining a strong team while encouraging employee growth, development, and engagement.

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

# GOAL 3

### Goal 3 – Strategic Initiative 3.1:

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

#### Critical Success Factors:

- Develop Human Capital Plan and Cycle: To address future workforce demographic and staffing needs at all locations, we will develop a multi-dimensional data-driven Human Capital Plan that defines employee recruitment, retention, and succession strategies.
- Organizational Capacity to Complete Background Checks in a Timely Manner: We will provide adequate capacity to conduct Child Care National Agency Check and Inquires (CNACI) and background checks for all employees in order to sustain appropriate levels of staffing.

### Goal 3 – Strategic Initiative 3.2:

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

#### Critical Success Factors:

- Career Pathways and Progressions with Corresponding Training and Professional Development Opportunities: In order to grow and retain a highly skilled and motivated workforce, we will provide career pathways and progressions that incorporate professional learning opportunities for all employees.
- Best Practice and a Culture of Innovation: To develop a shared understanding of what works best for student learning, and spread innovation throughout the system, we will create networks of employees that learn and problem-solve together.
- Leadership Development Program: We will provide methodology and professional learning in leadership and management skills across all domains to strengthen efficiency and effectiveness of agency management.
- Safe and Supportive Environments for Working: As we sustain a welcoming and productive environment for employees, we will provide timely access to support, accommodations, and resources that enable employees to engage and to perform the essential functions of their jobs.

- Employee Environmental and Cultural Audits: We will leverage employee environmental and cultural audits as we make data driven decisions that improve customer service and employee engagement.

### Goal 3 – Strategic Initiative 3.3:

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

#### Critical Success Factors:

- Strategic Human Capital Management System: **NO LONGER REQUIRED**
- Hiring Process Tracking System: **COMPLETE**
- Accurate Human Resource Actions: We will implement a method to track and analyze the accuracy of hiring and other Human Resource actions to continuously improve the quality of Human Capital processes.





## ORGANIZATIONAL EXCELLENCE

DoDEA strives to build an enduring, accountable, and responsive organization that provides appropriate resources and direction to accomplish the Mission. To improve as an organization, DoDEA will pursue four Strategic Initiatives around Organizational Excellence. The first is to continue the implementation of a Comprehensive Planning System. This initiative will address DoDEA's need for a multi-year integrated planning system that aligns plans to action, resources, and procurements. The second Strategic Initiative, internal information sharing, will produce a DoDEA-wide internal communication plan aimed at effective, timely, and responsive internal communication. The third Strategic Initiative, information technology modernization, is designed to meet the needs of 21st Century teaching and learning. The last Strategic Initiative, new this year, is organizational excellence to support a culture of high expectations, accountability, and data-driven decision making.

### COMPREHENSIVE PLANNING

The Comprehensive Planning System (CPS) supports DoDEA's ability to plan for the future while holding everyone accountable for progress. All DoDEA functional areas will engage in a planning process that aligns DoDEA's objectives and resources with the Blueprint. Past decisions will be evaluated for performance to inform future decisions that maximize efficiency and alignment with the Blueprint. The planning system provides the framework for an efficient, cohesive, collaborative, and agile organization.

### INTERNAL INFORMATION SHARING

Timely and accurate two-way communication is essential in sustaining a school system. Through DoDEA's internal information sharing, employees will be well-informed and given opportunities to provide feedback. DoDEA will facilitate internal communication by developing an internal communication plan, creating an interactive onboarding process, collecting data through employee environmental and cultural audits, using analytics to assess needs and progress, expanding the employee service desk, and through an interactive employee intranet platform.

### INFORMATION TECHNOLOGY MODERNIZATION

DoDEA's IT infrastructure must be able to meet the wide-ranging needs of a global school system. Continued investment in DoDEA's IT infrastructure allows DoDEA to align its IT capabilities to the needs of 21st Century teaching and learning. A five-year plan that balances existing and future IT requirements against budget constraints will support strategic IT modernization. This plan will align to DoDEA's curriculum, assessment, and professional learning needs as well as software and hardware requirements. Concurrently, DoDEA will remedy non-compliant systems to ensure alignment with DoD IT requirements.

### ORGANIZATIONAL EXCELLENCE

DoDEA will continue to maintain the highest standards for organizational excellence and accountability. Accountability and performance improvement will be supported by a formal data-driven system designed to measure the effectiveness of changes and promote a culture of shared leadership. DoDEA will also develop clear policies that support accountability and minimize organizational risk.

# GOAL

# 4



**Goal 4 – Strategic Initiative 4.1:**

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

**Critical Success Factors:**

- a. Efficient Organizational Planning System: To increase organizational effectiveness and efficiency across functional areas, we will implement a systemic comprehensive planning cycle that aligns resources, acquisitions, and plans to meet DoDEA's strategic Goals.
- b. Opportunities for Collaboration: **COMPLETE**
- c. Development of an Organizational Capacity Profile: In order to make data-informed decisions that drive improvement, DoDEA will build an organizational capacity profile to assess quality and areas for improvement in planning, resourcing, communication, IT infrastructure, and customer service processes.

**Goal 4 – Strategic Initiative 4.2:**

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

**Critical Success Factors:**

- a. Organizational Communication Plan: In order to model effective internal communication, we will develop and implement a multi-dimensional communication plan.
- b. Interactive Employee Onboarding and Off-boarding Process: To improve the efficiency of employee onboarding and off-boarding, we will deploy a collaborative process that promotes feedback and communication opportunities.
- c. Expanded Employee Comprehensive Support Service Desk: We will establish and employ a comprehensive customer service model across functional areas to efficiently resolve issues that affect employees.
- d. Interactive Intranet Platform: **COMPLETE**

**Goal 4 – Strategic Initiative 4.3:**

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

**Critical Success Factors:**

- a. Five-Year Plan for Educational Technology: In order to ensure IT sustainability and innovation, we will develop and implement a long-term strategic IT plan to promote innovation and remain current as technology transforms and improves.
- b. Alignment of Education and IT: **COMPLETE**
- c. Rationalization of Systems and Applications: To improve business operations and conform to all DoD IT requirements, we will remedy all non-compliant systems before Fiscal Year 2023.

**Goal 4 – Strategic Initiative 4.4:**

**Organizational Excellence** — DoDEA leadership will embrace and support high expectations and accountability across the organization.

**Critical Success Factors:**

- a. Systemic Accountability for Learning: We will develop an accountability system that drives continuous improvement by setting expectations for school, district, and organizational performance and responding with recognition and support.
- b. Analytics to Measure Effectiveness: In order to monitor effectiveness and make data driven improvements, we will leverage data from across DoDEA.
- c. Culture of Shared Leadership: We will advance the culture of shared leadership through professional learning that enables all employees to share their knowledge and expertise.
- d. Clear and Appropriate Policy: We will develop policy that aligns to strategic objectives and minimizes organizational risk.

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



## OUTREACH EXCELLENCE

DoDEA is committed to creating successful partnerships with families and communities. Partnerships and outreach are essential to attaining DoDEA's Student, School, and Organizational Excellence Goals. DoDEA must cultivate and sustain a wide variety of partnerships with students, families, commands, universities, and local businesses to develop college and career ready students. Outreach Excellence is supported by two Strategic Initiatives centered on creating opportunities for students and increasing organizational capacity. DoDEA will leverage existing partnerships and programs, such as DoDEA's Grant and Non-DoD School Programs, and explore additional opportunities to provide enriching experiences for students and employees.

### PARTNERSHIPS FOR STUDENT SUCCESS

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

### PARTNERSHIPS FOR ORGANIZATIONAL SUCCESS

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

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

GOAL

5

### Goal 5 – Strategic Initiative 5.1:

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

#### Critical Success Factors:

- a. **Inventoried and Categorized Partnerships:** We will inventory and categorize current partnerships to establish effective opportunities and share best practices to maximize the outcomes of partnerships for student success.
- b. **Promote, Foster, and Support Partnerships with Military-Connected Students, the Military Community, and Families:** To provide multi-dimensional opportunities for military-connected students, we will support partnerships that expand overall outreach, improve educational and business opportunities, and bolster academic continuity for military-connected students.

### Goal 5 – Strategic Initiative 5.2:

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

#### Critical Success Factors:

- a. **Leverage Community Partnerships:** We will promote, foster, and support community partnerships and volunteer programs to enhance to diversity and organizational capacity in our workforce and student services.
- b. **Leverage Partnerships for Talent Acquisition and Professional Growth:** In order to enable DoDEA's efforts to attract a diverse, quality workforce, we will identify and encourage strategic alliances that enhance recruitment, professional learning, and growth.



# APPENDIX I

## SUMMARY OF CRITICAL SUCCESS FACTOR

**(CSF) CHANGES:** all changes are listed using the CSF numbers assigned prior to making edits.

1. **CSF 1.1.a:** Systemic Accountability for Learning  
The text was moved to create new CSF 4.4.a.
2. **CSF 1.1.c:** Differentiated Instruction for All Students  
The text was updated to include content from CSF 1.1.d, Access to Rigorous Instruction.
3. **CSF 1.1.d:** Access to Rigorous Instruction  
This CSF was deleted and the text was incorporated into CSF 1.1.c.
4. **CSF 1.1.f:** Common Understanding of the DoDEA Comprehensive Assessment System.  
The updated Blueprint will indicate that the work towards the CSF is complete.
5. **CSF 1.1.h:** Efficient Implementation  
The text was amended to include more functions that will be coordinated for curriculum implementation.
6. **CSF 1.2.b:** College and Career Exposure  
The text was updated to include content from CSF 1.2.e, Rigorous Career Clusters.
7. **CSF 1.2.c:** Clear and Appropriate Policy for College and Career Ready  
The text was moved to create new CSF 4.4.d.
8. **SF 1.2.d: d:** Aligned Curriculum, Instruction, and Assessment to Support College and Career Success  
This CSF was deleted and the text was combined with CSF 2.2.b.
9. **CSF 1.2.e:** Rigorous Career Clusters  
This CSF was deleted and the text was incorporated into CSF 1.2.b.
10. **CSF 2.1.b:** Integrate Continuous Improvement into the Daily Work of Districts and Schools  
This CSF was expanded to include content from CSF 1.2.d.
11. **CSF 2.2.c:** Best Practice and a Culture of Innovation  
The text was moved to create new CSF 3.2.b.
12. **SI 2.3:** Instructional Leadership Development  
This Strategic Initiative was updated to include Instructional in the title.
13. **CSF 2.3.a:** Leadership Development Program  
The text was moved to create new CSF 3.2.c.
14. **CSF 2.3.c:** Culture of Shared Leadership  
The text was moved to create new CSF 4.4.c.
15. **SI 2.4:** Safe and Secure Environment for Learning and Working  
This Strategic Initiative was newly developed to include CSFs for school security and physical security technology and protocols. Both 2.4.a and 2.4.b are new CSFs.
16. **CSF 3.1.a:** Develop Human Capital Plan and Cycle  
The CSF was updated to include content from CSF 3.1.b and 3.1.d, which requires the mapping of a human capital plan incorporating both recruiting and staffing assessment.
17. **CSF 3.1.b:** Marketing Strategies for Employee Recruitment  
This CSF was deleted and the text incorporated into 3.1.a.
18. **CSF 3.1.d:** Address Critical Staffing Needs  
This CSF was deleted and the text incorporated into 3.1.a.
19. **CSF 3.2.b:** Best Practice and a Culture of Innovation  
This CSF was originally 2.2.c. Moved to align employee engagement and culture under one Strategic Initiative.
20. **CSF 3.2.c:** Leadership Development Program  
This CSF was originally 2.3.a. Moved to align employee engagement and culture under one Strategic Initiative.
21. **CSF 3.2.d:** Safe and Supportive Environments for Working  
This CSF is new and was added to underline the importance of supporting employees with various needs.
22. **CSF 3.2.e:** Employee Environmental and Cultural Audits  
This CSF was originally 4.1.b and 4.2.c. Moved to align employee engagement and culture under one Strategic Initiative.
23. **CSF 3.3.a:** Strategic Human Capital Management System  
This CSF has been removed. The Office of the Secretary of Defense has assumed responsibility for the implementation of the Defense Civilian Human Resource Management System (DCHRMS) as a manpower and Human Resource system.
24. **CSF 3.3.b:** Hiring Process Tracking System  
The updated Blueprint will indicate that the work towards the CSF is complete.

25. **CSF 3.3.c:** Develop and Utilize Data Display Tools  
This CSF was deleted and combined with 4.2.b to create 4.4.b.
26. **CSF 4.1.a:** Efficient Organizational Planning System  
This CSF was updated to include what the planning system will do.
27. **CSF 4.1.b:** Proactive Organizational Culture  
This CSF was deleted and combined with 4.2.c to create 3.2.e, Employee Environmental and Cultural Audits.
28. **CSF 4.1.c:** Organizational Excellence  
This CSF was elevated to Strategic Initiative 4.4 to more explicitly focus effort on organizational excellence.
29. **CSF 4.1.c:** Opportunities for Collaboration  
The updated Blueprint will indicate that the work towards the CSF is complete.
30. **SI 4.2:** Internal Information Sharing  
The text was amended to focus on information sharing.
31. **CSF 4.2.b:** Interactive Employee Onboarding and Off-Boarding Process  
This CSF has been updated to include off-boarding and to emphasize the need for collaboration and information sharing.
32. **CSF 4.2.c:** Employee Environmental and Cultural Audits  
This CSF was deleted and combined with 4.1.b to create 3.2.e, Employee Environmental and Cultural Audits.
33. **CSF 4.2.e:** Analytics to Measure Effectiveness  
This CSF was deleted and moved to create new CSF 4.4.b.
34. **CSF 4.2.f:** Interactive Intranet Platform  
The updated Blueprint will indicate that the work towards the CSF is complete.
35. **CSF 4.3.b:** Alignment of Education and IT  
The updated Blueprint will indicate that the work towards the CSF is complete.
36. **CSF 4.3.c:** Rationalization of Systems and Applications  
This CSF is new and identifies ways to use IT applications to improve business operations.
37. **SI 4.4:** Organizational Excellence  
Previously CSF 4.1.c, this Strategic Initiative was created to elevate the importance and complexity of organizational excellence.
38. **CSF 4.4.a:** Systemic Accountability for Learning.  
Originally CSF 1.1.a. Moved to align with Strategic Initiative of Organizational Excellence.
39. **CSF 4.4.b:** Analytics to Measure Effectiveness  
This CSF was previously 3.3.c and 4.2.e and was combined and moved under new Strategic Initiative to align analytics and data display tools with organizational excellence.
40. **CSF 4.4.c:** Culture of Shared Leadership  
CSF was previously 2.3.c and was moved under new Strategic Initiative to emphasize the importance of shared leadership in supporting organizational excellence.
41. **CSF 4.4.d:** Clear and Appropriate Policy  
This CSF was previously 1.2.c and was expanded and moved under new Strategic Initiative to emphasize the importance that policies have in supporting organizational excellence.
42. **CSF 5.1.b:** Promote, Foster, and Support Partnerships with Military-Connected Students, the Military Community, and Families  
CSF updated and combined with 5.1.c, 5.1.d, 5.1.e, and 5.1.f to simplify directive under one concise CSF.
43. **CSF 5.1.c:** Promote, Foster, and Support Military Community Partnerships  
CSF was deleted and combined with 5.1.b.
44. **CSF 5.1.d:** Promote, Foster, and Support Family Partnerships  
CSF was deleted and combined with 5.1.b.
45. **CSF 5.1.e:** Promote Foster, and Support Partnerships to Provide Multi-Dimensional Opportunities  
CSF was deleted and combined with 5.1.b.
46. **CSF 5.1.f:** Promote, Foster, and Support Outreach  
CSF was deleted and combined with 5.1.b.

# APPENDIX II

## GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

**Career and Technical Education (CTE):** A term applied to educational programs that specialize in the skilled

trades, applied sciences, modern technologies and career preparation.

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

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

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

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

**Community Strategic Plan:** DoDEA’s previous strategic plan.

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

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

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

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

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

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

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

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

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

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

**Key Performance Indicator:** A measurable value that demonstrates how effectively an organization is achieving key business objectives.

**Key Result Indicator:** A strategic level metric to assess progress towards a goal.

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

**Mission:** The primary purpose of an organization.

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

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

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

**School Quality Factors:** Foundational elements for accreditation and improvement. These elements are key factors used in driving school and system continuous improvement.

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

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

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

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

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<sup>1</sup>*AdvancEd Glossary of Terms*

<sup>2</sup>*Workforce Innovation and Opportunity Act of 2014, H.R. 803, 113<sup>th</sup> Congress (2014). Retrieved from: <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>*

<sup>3</sup>*AdvancEd Glossary of Terms*

## STEERING COMMITTEE MEMBERS

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

### GOAL 1

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*Chief, Education Research, Evaluation, and Accountability Division*

**Kara Ball**

*DoDEA Teacher of the Year, DeLalio Elementary School*

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### GOAL 2

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*President, Federal Education Association*

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### GOAL 3

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### GOAL 4

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*Chief of Staff, Americas*

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*Executive Committee Member, Overseas Federation of Teachers*

**Jay Burcham**

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**Stephen Donley**

*Chief, Facilities Division*

**Kirsten Webb**

*Chief, Capabilities and Initiatives Division*

### GOAL 5

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