

# Forward Journey

## A Plan to Excellence



League 2022

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# Forward Journey

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## Foreword

This Forward Journey Report provides information of the great work in the Pacific East District towards the quality assurance visit in spring 2022. League 22 was formed as a support team to assist our schools and complexes in continuous improvement and accreditation endeavors and tasks throughout the district. League 2022 engaged with the Cognia standards and i3 Rubric and used the Engagement Review as the target date to establish a status of where we might be if we were to host the Engagement Review today. League 2022 then projected where we potentially could be in spring 2022, identified the actions needed to to maximize our success during the Engagement Review, and developed a realistic, manageable action plan that could be utilized to maximize our potential.

### ***Why focus on Cognia Standards I3 Rubric, and Engagement Review?***

- Cognia is the agency that accredits DoDEA Districts.
- Cognia Standards are based on current research and trends in education.
- Cognia i3 Rubric is the instrument that will be utilized during the Engagement Review in the Pacific East District in spring 2022.
- The Engagement Review, an external review that produces a “snapshot” of the Pacific East District, is synonymous with a quality assurance review.

### ***Why form League 2022?***

- Continuous improvement and accreditation are each a robust endeavor and require a team approach for their success. This process forms a district-wide support network of team members who collaborate to be “content experts.” League 2022 will serve as an additional support network for continuous improvement and accreditation to help better support the district in this process and does not negate the need or lessen the responsibility that continuous improvement and accreditation are responsibilities of all Pacific East District colleagues.
- The Assessment & Accountability Instructional System Specialists (A&A ISS) and Professional Learning Instructional System Specialists (PL ISS) form League 2022. The League 2022 composite is intentional for several reasons:
  - The A&A ISS’s roles include continuous improvement, accountability, and accreditation.
  - The PL ISSs are housed in four complexes and each PL ISS works regularly with all schools located on each of the perspective complexes. Consequently, PL ISSs can facilitate the continuous improvement and accreditation endeavors and tasks occurring at perspective complexes.
  - The PL ISSs work with Pre-K-12 grades and programs in all content areas. Consequently, PL ISSs bring global perspectives to the conversation.
  - The A&A ISS and PL ISSs form a reasonable team due to the worldview characteristic of each member’s roles within the district. The other Pacific East District education divisions naturally formed due to their roles: elementary, secondary, student support, special education, and regional. Each of these team members are active members in the district's continuous improvement and accreditation endeavors and play vital roles in shaping and designing the processes and initiatives being implemented throughout the district.

Present Leagues 2022 members who collaborated in the activities presented in this Forward Journey Report:

- Dr. Phillip Ulmer, Assessment and Accountability Instructional System Specialist (A&A ISS) for the Pacific East District
- Dr. Neva Wise, Professional Learning Instruction System Specialist (PL ISS) - Sasebo Complex
- Ms. Jenny Reese, Professional Learning Instruction System Specialist (PL ISS) - Misawa Complex
- Mr. Christopher Kimmey, Professional Learning Instruction System Specialist (PL ISS) - Yokosuka Complex

League 2022 engaged in a four-phase process:

- Engagement Review Vision Phase
- Deep Dive into Cognia Standards using i3 Rubric Phase
- Developing Next Steps Phase
- Suggested Plan of Action Phase

The report is structured in line with the four phases undertaken by Leagues 2022.

# Engagement Review Vision Phase

The Cognia Engagement Review scheduled for March 2022 was used as a target to establish a vision for maximizing the Pacific East District's potential during the Engagement Review that would be reflected in the Index of Educational Quality (IEQ).

Process for formation included three steps:

- **Initial Draft:** Dr. Phillip Ulmer developed a reasonable vision based on research on AdvancED (presently renamed to Cognia) accreditation processes and Index of Educational Quality (IEQ) rating processes, Internal Review Visits for the schools in the Pacific East District, ongoing collaboration with his counterparts in other DoDEA districts, and his experience of overseeing accreditation visits for 14 years, preparing and hosting more than 40 accreditation visits, and as an accreditation team member on many accreditation visits.
- **In-depth Feedback Review and Modification:** League 2022 engaged in a critique of the initial vision draft to develop and make appropriate modifications.
- **Modification based on a Deep Dive:** League 2022 made appropriate modifications to the Engagement Review Vision while conducting a Deep Dive into Cognia Standards.

One essential question and three follow-up questions underscored the development of the vision:

- ❓ **Essential Question:**  
What would one desire the Cognia Engagement Review Team would experience in the 20 Pacific East schools during the visit in March 2022?
- ❓ **Follow-up questions:**
  1. What actions are needed to address each component of the Engagement Review Vision?
  2. What is the general timeline for addressing the identified actions?
  3. Who might address the identified actions?

Summary:

- ❓ 10 components were identified as necessary for successful Engagement Reviews. These components are necessary for districts to maximize their potential during Engagement Review and receive the highest potential Index of Educational Quality rating. The team looked at the components, aligned them with current district initiatives, and aligned them with areas of need determined through Internal Review Visits.



- ☐ Student success is at the center of what we do and drives our work. Each of the ten components are interconnected and work together to allow the district to be successful.

The full Engagement Review Vision can be found in Appendix A (pp. 14-25) . In addition to a cover page, the Engagement Review Vision diagram, and a slide describing student success, each component is addressed in two slides. The first slide describes what Pacific East District would hope the Engagement Review team members might experience during the visit, and the second slide provides needed actions to allow the district to achieve the vision, a timeline for these actions, and the identification of which goal teams, committees, or other teams will take a lead on these actions.

# Deep Dive into Cognia Standards Phase

League 2022 conducted a Deep Dive using the i3 Rubric to rate each of the five elements in the 31 Cognia Standards, keeping a target of the Cognia Engagement Review tentatively planned for March 2022.

## Cognia Standards

- ☐ Cognia 31 Standards are organized under three Domains:
  - o Leadership Capacity (11 Standards)
  - o Learning Capacity (12 Standards)
  - o Resource Capacity (8 Standards)

Each Standard has five Key Concepts, or descriptors. There is one for each of the following elements:

- ☐ Engagement
- ☐ Implementation
- ☐ Results
- ☐ Sustainability
- ☐ Embeddedness

## i3 Rubric

- ☐ The i3 Rubric is the instrument used to rate each Key Concept with performance levels ranging 1-4 during the Engagement Review.
- ☐ The i3 Rubric rates each of the five elements that are organized under three themes;
  - Initiate (theme)
    - o Engagement (element)
    - o Implementation (element)
  - Improve (theme)
    - o Results (element)
    - o Sustainability (element)
  - Impact (theme)
    - o Embeddedness (element)

cognia™		i3 Rubric				
		Initiate		Improve		Impact
		Engagement	Implementation	Results	Sustainability	Embeddedness
		<i>The level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs.</i>	<i>The desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation.</i>	<i>The collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s).</i>	<i>Results achieved consistently demonstrate growth and improvement over time (minimum of three years).</i>	<i>The desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.</i>
Level 1		Few stakeholders are involved in support of the desired practice or program.	The desired practice or program is minimally implemented.	There is little or no data and evidence of attaining the desired result(s).	The institution has little or no data and evidence to indicate growth and improvement over time.	The desired practice or program is not ingrained in the institution.
		Some stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored for implementation.	The institution collects and analyzes data and evidence to demonstrate the progress toward attaining the desired result(s).	The institution has some data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in parts of the institution.
		Many stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored and adjusted for quality and fidelity of implementation.	The institution collects, analyzes, and uses multiple sources of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in the culture of the day-to-day work of the institution.
Level 4		Most stakeholders are frequently involved in support of the desired practice or program.	Formal processes are used to demonstrate that the desired practice or program is implemented and monitored with quality and fidelity.	Formal processes are implemented to collect, analyze, and use multiple forms of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate sustained growth and improvement over time.	The desired practice or program is deeply ingrained and protected throughout the culture and the operations of the institution.

The team engaged in the following process included for each standard:

1. Reviewed Standard: League 2022 read and unpacked the standard to ensure a common understanding of the Cognia provided standard.
2. Reviewed Potential Evidence: League 2022 reviewed the potential evidence described by Cognia to determine whether the Pacific East District had evidence of the standard.
3. Identified potential Stakeholder Group: League 2022 identified potential stakeholders who might be considered when rating the standard.
4. Reviewed the elements of each phase: The team reviewed each element of each phase.
5. Reviewed Key Concepts: League 2022 considered each Key Concept as aligned to the i3 Rubric.
6. Identified potential findings for each element if we were visited today: Utilizing their knowledge of current district practices, League 2022 identified potential findings that aligned with each element and key concept.
7. Rated each Key Concept using the i3 Rubric based on present potential findings: League 2022 rated each Key Concept based on their current knowledge and understanding of district practices.
8. Discussed where the district could be based on the i3 Rubric by 2022: League 2022 identified reasonable potential future ratings
9. Identified the overarching evidence to support the standard: The team identified pieces of evidence that supported various Key Concepts and elements within the standard.
10. Identified action(s) needed to meet the potential ratings: League 2022 identified action steps the Pacific East District could take to meet potential ratings.

1. Cognia		<b>1.1 The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.</b>				
2. Cognia		Potential Evidence and Results to Review: Analyzed survey results related to expectations for learners, Institution's purpose statement and expectations for learners, Observations of how the purpose statement is communicated and practiced throughout the organization (print, digital media, behavioral and verbal)				
3. League 2022		Potential Stakeholder Groups: Students, Parents, Community, School Faculty, Administrators, ISSs, District leadership				
5. Cognia		<b>Key Concept</b>	<b>Potential Findings</b>	<b>Est. i3 Rating (1 to 4)</b>	<b>Potential i3 Rating (1 to 4)</b>	<b>Overarching Evidence</b>
4. Cognia		EN The institution provides opportunities for representative in groups to build a commitment to the institution's purpose statement.	District Purpose Process Included: <ul style="list-style-type: none"> <li>• Leadership</li> <li>• ISSs</li> </ul> School Purpose Process Included: <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• A few parents/students in some schools</li> </ul>	3	4	<ul style="list-style-type: none"> <li>• Communication Tools               <ul style="list-style-type: none"> <li>◦ Comm Plans</li> <li>◦ Commun Matrices</li> <li>◦ Comm Details</li> </ul> </li> <li>• District               <ul style="list-style-type: none"> <li>◦ Allocation of Resources</li> <li>◦ Master Calendar</li> </ul> </li> <li>• DoDEA Blueprint</li> <li>• DoDEA-CAS (Student Performance Data)</li> <li>• Internal Review Visits</li> <li>• Document Review</li> <li>• ELEOT</li> <li>• LWT 2.0</li> <li>• Practices               <ul style="list-style-type: none"> <li>◦ Focused Collaboration</li> <li>◦ 21<sup>st</sup> C. ITL</li> <li>◦ CCRS System</li> <li>◦ District/School Goals</li> <li>• Trainings</li> <li>• Assessment</li> <li>• Adopted Resources</li> </ul> </li> <li>• Purpose Statement Process               <ul style="list-style-type: none"> <li>◦ Purpose Review</li> <li>◦ District Review</li> </ul> </li> <li>• Schools               <ul style="list-style-type: none"> <li>◦ Programs that represent Purpose</li> <li>◦ Extracurricular Activities</li> <li>◦ Variety of Samples</li> </ul> </li> </ul>
		IM The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement.	<ul style="list-style-type: none"> <li>• District expectations for each school to have:               <ul style="list-style-type: none"> <li>◦ Purpose Statement</li> <li>◦ PS Review Process</li> <li>◦ Samples of Review Process Implementation</li> </ul> </li> <li>• Internal Review Process</li> </ul>	2	4	
		RE Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning.  Data are collected, analyzed and used to monitor the measurable expectations for learners contained in the purpose statement	<ul style="list-style-type: none"> <li>• Purpose Statements identify measurable concepts; however, the measurements have not been formally connected to the Purpose Statements</li> <li>• Available data only exist through samples of implementation or through qualitative approaches</li> </ul>	1	3	
		SU Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time.		1	3	
		EM Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making	<ul style="list-style-type: none"> <li>• The district and schools have a variety of samples</li> </ul>	2	3	
10. League 2022		<b>Action Needed</b> <ul style="list-style-type: none"> <li>• The district needs to design, implement, and document a more comprehensive review process for the district's Purpose Statement to include representation from the different stakeholder groups.</li> <li>• The district needs to provide schools with <u>exemplars</u> of Purpose Statement review processes, to support the design and implementation of the Purpose Statement processes.</li> <li>• The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data.</li> </ul>				

The full Deep Dive charts are available in appendix B (pp. 26– 61).



## Summary

- ❑ Based on the Deep Dive into the 31 Cognia Standards, our district does well in the *Initiation* Phase with the elements of engagement and implementation. We observe that we have room to grow in phase two, the *Improve* phase with the elements of results and sustainability, and phase 3, the *Impact* phase with the element of embeddedness.
- ❑ This analysis led the team to identify two overarching opportunities for growth:
  - o The district needs to improve its practices to be data informed and results oriented. We concluded that:
    - While we collect some data, we do not systematically utilize the data to drive decisions.
    - We engage in actions but do not necessarily collect data to review whether the actions lead to expected results.
    - The district collects data, but does not engage in systematic processes for analyzing the data, leading to making changes based on the data.
  - o The district does not engage in formalized and documented processes. This includes long-range planning and systematic processes for modifying and adjusting the long range plans.

## Projected Index of Education Quality (IEQ) Rating Range

Following the Deep Dive, League 2022 utilized their performance level rating for each element of each standard and Cognia's weighted system to calculate the Pacific East District's range of the potential IEQ:



### Notes:

- The ratings are estimates.
- Success to reach potential IEQ is dependent upon many variables. The overarching variables include the district's ability to:
  - o Build a cohesive culture that works in solidarity toward achieving the district's vision.
  - o Demonstrate that decisions, initiatives, and resources (including professional learning) are informed by data, and have impacts on student performance, behaviors, and/or perceptions.
  - o Ensure that processes, goals, initiatives, and practices are developed in long-range plans that:
    - Are documented
    - Utilize data
    - Employ progress monitoring practices
    - Use data to determine growth and needed modifications
  - o Balance continuous improvement endeavors with the ability of stakeholders to execute the endeavors effectively due to time management.
  - o Implementing quality changes to be successful

## Developing Next Steps Phase

Utilizing a three step process, League 2022 developed potential next steps to the identified actions needed from the Deep Dive Phase:

1. The district's current status in relationship to the identified action
2. A potential next step(s) based on the reality of our district
3. Potential groups or people who might take responsibility for the completing the next step

The intent of this process was to develop a reasonable structure to systematically address opportunities for growth and, in many cases, to simply identify the immediate next step. Next steps include developing specific committees to design and implement action plans to address needs or to seek out additional information to better inform actions to move forward. We maintained two fundamental premises when designing our next steps:

1. It is essential to be process dependent and not person dependent.
2. Our success hinges on building capacity of all stakeholders.
3. It is important to develop a structure that engages as many colleagues as possible and encourages diverse groups to take leadership roles and responsibilities.

The team engaged in the following process for each standard:

1. Reviewed Actions Needed: League 2022 reviewed the actions needed from the Deep Dive and input the finalized actions into the Developing Next Steps Phase template.
2. Identified Current Status: Leagues 2022 identified the district's current status in relationship to the identified action.
3. Identified Next Steps: League 2022 identified potential next steps based on the reality of the district.
4. Identified Who: League 2022 identified who might take responsibility for the next steps.

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>1. League 2022</b>	The district needs to design, implement, and document a more robust review process for the district's Purpose Statement from the different stakeholder groups.	The present process was a simple revisit of the district's Purpose Statement with no input from stakeholders.	Develop a plan to share the district's Purpose Statement and offer stakeholders the opportunity to provide input.	
<b>1.1</b>	The district needs to provide schools with exemplars of Purpose Statement review processes, to support the design and implementation of the Purpose Statement processes.	The present Purpose Statement processes are available as a resource, but exemplars have not been identified.	* The school Purpose Statement Processes need to be reviewed and a few exemplars need to be identified. * The exemplars need to be placed in the CSI/Accreditation Resource Site. * Develop a step-by-step resource for the PS Review Processes. * Host CSI Networking to walk through the PS Review Process.	* Phil - League 2022 - CSI Chairs * Professional Learning Library Committee
	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards Purpose Statements that results in longitudinal data.	The present process allows for collection only.	The district and schools need to identify data that exemplifies the Purpose Statement.	* Phil - League 2022 - CSI Chairs * Data & Assessment Literacy Committee
	The district needs to provide professional learning for CSI chairs and school administrators targeting the results level, with helping lead to understanding on data collection aligned with purpose statements.	The district presently provides a Networking Session on Purpose Statements, makes available examples of present Purpose Statements, and checks for compliance in submitting Purpose Statements and and Purpose Statement Review Processes.	The district will design and implement a Purpose Statement Review Process to be implemented during CSI Complex Collaboration Sessions.	* Phil - League 2022 - CSI Chairs * Data & Assessment Literacy Committee

The full Developing Next Steps Phase charts are available in Appendix C (pp. 62 – 85).

### Conclusions:

- ☑ Identified next steps for varied standards are sometimes overlapping; consequently, several next steps can be addressed by a single well-developed, documented, implemented, monitored action plan.
- ☐ Several identified actions needed can be accomplished by implementing developed action plans consistently and with fidelity.
- ☐ Collaboration with all divisions of the Pacific East District Office and headquarters is needed to address actions.

## Suggested Plan of Action Phase

League 2022 drafted a plan of action to build capacity and our continuous improvement journey. The team identified two overarching opportunities for growth identified in the Deep Dive into Cognia Standards Phase:

- (1) the district needs to improve its practices to be data informed and results oriented and
- (2) the district does not engage in formalized and documented processes that include long-range planning and systematic processes for modifying and adjusting the long range plans.

Based on these growth opportunities, League 2022 developed a three-tiered structure.



This three-level structure is designed around the following characteristics:



The first tier of the structure is the formation of League 2022. The roles of League 2022 are to serve as the Pacific Continuous Improvement Network, lead the preparation for the Cognia 2022 Engagement Review, and develop a deeper understanding of Cognia Standards and district processes.

The second tier of the structure is the formation of district goal teams and committees to make the work manageable and build shared leadership and collaboration. The roles of goal teams and committees are to develop and maintain long-range action plans for a particular focus, lead the implementation of the particular focus, and identify, collect, analyze and use data to monitor and adjust the focus, serve as the district experts for the particular focus, and keep stakeholders informed of the action plan and progress of the focus.

The third tier of the structure is the further development of a district-wide CSI Networks to serve as the CSI leaders and facilitators throughout the district. The district-wide CSI Network will serve as a resource and support system in which CSI leaders collaborate and share best practices.

For further information on the structure, roles of each group, and tasks please review Appendix D (pp. 87-91).

## Conclusion

The process of working through the four phases of the Forward Journey Report enabled League 2022 to develop a profound understanding of Cognia Standards, Key Concepts, and i3 Rubric; engage in robust conversations concerning our district in regards to the i3 Rubric, and formulate a potential action plan to move our district forward on our continuous improvement journey.

The Pacific East District has the opportunity of maximizing our potential on the Engagement Review and being able to celebrate a positive success in 2022 by implementing a strategically-designed plan. The work of League 2022 indicated that the Pacific East District could potentially receive an IEQ rating in the range of 281.94 to 376.29. The rating for the Pacific East District will be dependent on the district's actions. By staying the present course with little positive or negative change, the IEQ rating would potentially align with the lower end of the range. However, by following a robust strategic plan, the Pacific East District could achieve a rating at the higher end of the range and closer to a 376.29. The suggested plan of action is designed to implement structures that encourage teaming and collaboration. Each level of the structure will design, implement, document, monitor, and adjust action plans based on data and outline systemic processes and procedures to address identified opportunities for growth. Many aspects of the proposal, including the structure of the three levels, are already implemented in the district.

It is reasonable to expect that diverse actions of the plan will proceed at varied rates due to the manageability and capabilities of participants. However, selecting to not address any of the suggested actions could likely result in the district receiving lower i3 Rubric ratings of those affected Cognia Key Concepts. We need the Pacific East District leadership team to provide guidance on implementing the recommended actions presented in this report or provide an alternative plan of action to address the areas of need.

## Appendix A: Engagement Review Vision



**Engagement Review Vision for 2022**



## Student Success

- Schools provide students with opportunities to develop social and emotional skills to ensure success outside of schools
- Schools implement a student advocacy program to meet the needs of students
- Schools provide opportunities to students to learn about college and careers
- Schools provide opportunities for differentiation to ensure the instructional needs of all students are being met
- The district and schools provide professional learning opportunities for teachers to help improve student achievement

# Common Message

March – August 2020

Prepare Common Message

Develop District Posters

Design PR Plan for Common Message

Develop and implement Pacific East Professional Learning Library Action Plan

SY 2020 - 2021

Share Common Message with all schools and stakeholders

Implement PR Plan for Common Message

SY 2021 - 2022

Share Common Message with all schools and stakeholders

Continue Common Message PR Plan

League 2022 will package the Common Message  
PAC East Prof Learning Library Committee will design digital site  
Communicate message with stakeholders through various channels

# Common Message

Educators throughout the district can articulate:

- District Goals
- Focused Collaboration
- 21<sup>st</sup> Century Innovative Teaching and Learning
- DoDEA CIA Framework
- 20-60-20 Instructional Framework
- Assessment Literacy (including Data Protocol)
- Student Performance Overview
- Posters
  - District Posters prevalent throughout the district
  - Understanding of posters is prevalent through our educational communities



# Aligned Goals

- Schools will have, at minimum, the same three goals as the district (they may have additional goals)
- District and school goals will be thoroughly developed, reviewed, and modified to ensure quality
- District and school goals will be monitored and progress toward the goal will be tracked and collected in a data profile
- District and schools will engage stakeholders in working with the goal
- District and schools will effectively communicate school goals with stakeholders to ensure a common understanding of goals

# Aligned Goals

## January – August 2020

Identify district goals for moving forward

Develop goal plans

Establishing school expectations for moving forward

Establish process for reviewing school goals

## August - September 2020

Present district goals and school expectations to CSI Chairs and administrators

## SY 2020 - 2021

District and schools implement goal plans

District team collaborates with schools to review their goals

League 2022 will guide goal development through the District CSI Network  
District Goal Teams will guide goal alignment

# Embedded Focused Collaboration

- Focused Collaboration Groups throughout the district will function in accordance with DoDEA's Professional Learning Communities Guidance, adhering to the Pacific East's structure for Focused Collaboration
- The DSO and will be fully involved in FC and will be considered experts on FC
- FC will be monitored using the Focused Collaboration Observation Tool and adjusted as appropriate on an ongoing basis
- Feedback regarding FC will be collected via Google Form to develop PD and make changes to the FC process

# Embedded Focused Collaboration

## SY 2019 – 2020

Develop FC Structure

Implement FC Structure

Provide initial FC training throughout the district

Offer graduate course for FC

Use feedback to make appropriate modifications

## SY 2020 – 2021

Continue FC implementation

Implement FCOT for monitoring FC

Offer graduate course for FC

## SY 2021 – 2022

Continue to monitor and strengthen FC process

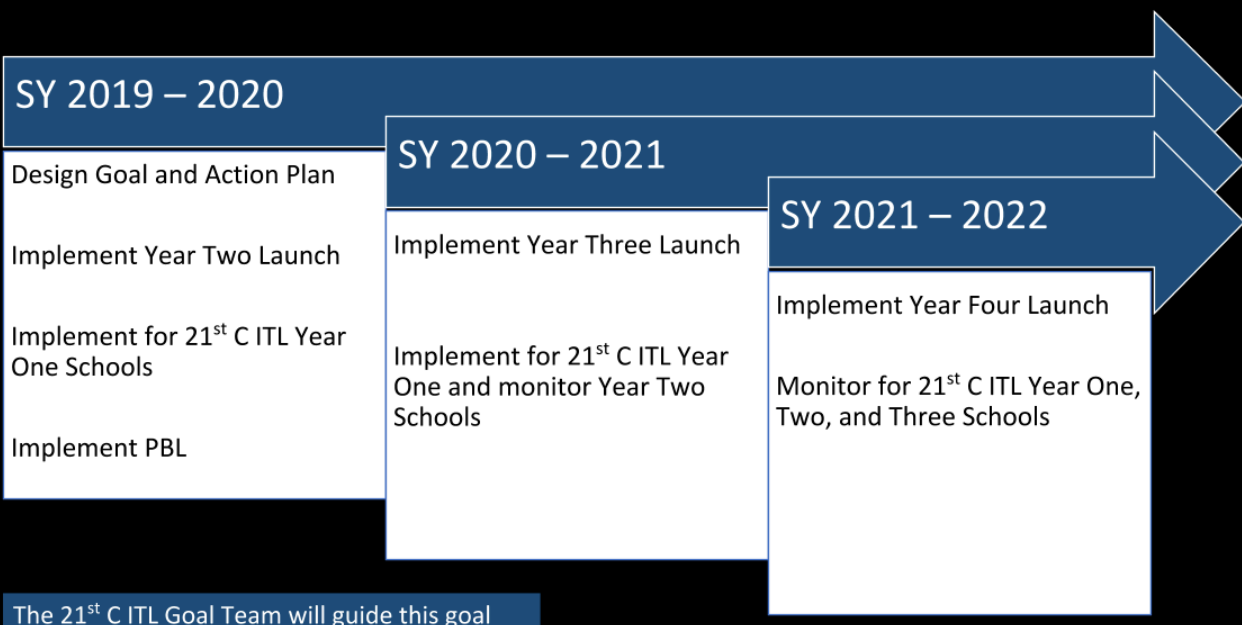
Offer graduate course for FC

Focused Collaboration Committee will guide FC

# 21st Century Innovative Teaching & Learning

- The Pacific East 21<sup>st</sup> Century Innovative Teaching and Learning Plan will be fully implemented and embedded
- District and School 21<sup>st</sup> C. ITL Goal will be monitored and adjusted as appropriate
- 21<sup>st</sup> C. ITL instructional strategies and practices will be observable in classrooms throughout the district

## 21st Century Innovative Teaching & Learning



## Build Assessment Literacy

- The Pacific East will build Assessment Literacy throughout the district with the goal of establishing and supporting a data-driven environment across all schools.
- The district will determine a set of common data protocols to embed in discussions and endeavors surrounding data
- Common data protocols will be used in Focused Collaboration discussions in order to assist teacher discussions
- The district and school will use identified data to inform and make decisions
- The district and schools throughout the district will maintain a data profile that will minimally include progress monitoring and summative data point for identified goals (measurable objectives, strategies, and activities), identified district initiatives, and SQFs

## Build Assessment Literacy (including Data Protocol)

February – August 2020

Design Assessment Literacy  
Action Plan

Identify Data Protocols

Present plan and  
expectations to CSI Chairs  
and administrators in  
September

SY 2020 – 2021

Implement Assessment  
Literacy Action Plan

SY 2021 – 2022

Continue Implementing  
Assessment Literacy Action  
Plan

Data Committee will develop plan and guide implementation of plan  
League 2022 and FC Committee will promote use of data protocols

## Stakeholder Involvement

- The District and Schools will design, implement, monitor, and adjust processes to build stakeholder involvement
- The District and School will assess and adjust Communication Matrixes and Communication Plans to build stakeholder involvement in the educational process

## Stakeholder Involvement

March – June 2020

Design Stakeholder  
Involvement Action Plan

SY 2020 – 2021

Implement Stakeholder  
Involvement Action Plan

SY 2021 - 2022

Implement Stakeholder  
Involvement Action Plan

TBD - Formation Stakeholder Communication and Involvement Committee

## Index of Educational Quality (IEQ) Potential

- The district will articulate with supporting evidence how the district meets each component of the i3R for each standards
- The Pacific East Cognia Standard i3R Alignment Document will serve as a guide for the External Review Team
- The Pacific East Engagement Review Site will include supporting evidence and make it easy for the Engagement Review Team to have easy, convenient access to the evidence

## Index of Educational Quality (IEQ) Potential

### March – June 2020

Form League 2022

Identify how PAC East will address each component of the i3R for each standard

Design an action plan to fulfill the i3R

Design evidence-collecting process

### SY 2020 – 2021

Implement action plan to fulfill the i3R

Implement evidence collecting process

Implementation monitoring process for evidence collecting process

### SY 2021 – 2022

Continue implementation of action plan

Identify examples of evidence

League 2022 will lead this activity

## Continuous Improvement (CI) Story

- The Pacific East Continuous Improvement Story that demonstrates the progress of the district for a minimum of five years
- The Pac East CI Story will include initiatives with supporting details, timelines, and results

## Continuous Improvement (CI) Story

March – June 2010

Formulate design of CI Story

Map out potential structure for the story and how the pieces fit together

SY 2020 – 2021

Implement structure for CI Story

Document CI Story up to date

SY 2021 – 2022

Maintain CI Story

League 2022 will initiate this process

## Celebration of Success

- The Pacific East District and the schools throughout the district will articulate and share their stories of success and “greatness” throughout multiple approaches
- Each school will create a poster to share the greatness occurring within their school
- The district will collect copies of these posters to celebrate the excellence occurring across the district
- Schools and teams can share stories of success with the district to allow the district to highlight these stories

## Celebration of Success

May 2020

Design PAC East Success Campaign

Revisit the concept of “Greatness” and introduce PAC East Success Campaign with CSI Chairs and administrators

SY 2020 – 2021

Implement PAC East Success Campaign

Develop district and school Success Posters

Socialize district and school Success Posters throughout our district communities

SY 2021 – 2022

Make PAC East Success Campaign a part of our district identify and CI Story

TBD - Formation Stakeholder Communication and Involvement Committee



## Teacher Onboarding, Mentoring, and Coaching Program

- The district defines, monitors, and adjusts the onboarding, mentoring, and coaching program, establishing clear guidelines for teachers
- Schools will utilize teacher leader mentors who work in conjunction with school administrators to lead professional learning within the schools
- New teacher onboarding program will be embedded within the district, allowing for a common onboarding and mentoring process across the Pacific East
- The district will work in partnership with the Center for Instructional Leadership to coach and mentor ISS and school administrators

## Teacher Onboarding, Mentoring, and Coaching Program

SY 2019 – 2020

Design action plan to continue implementing onboarding, mentoring, and coaching program

Share redesigned program with schools

SY 2020 – 2021

Monitor program

Adjust program as appropriate

Document program

SY 2021 – 2022

Monitor program

Adjust program as appropriate

Document program

The Onboarding, Mentoring, and Coaching Committee will guide this program

## Appendix B: Full Deep Dive Charts

1.1	The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.				
Potential Evidence and Results to Review: Analyzed survey results related to expectations for learners, Institution’s purpose statement and expectations for learners, Observations of how the purpose statement is communicated and practiced throughout the organization (print, digital media, behavioral and verbal)					
Potential Stakeholder Groups: Students, Parents, Community, School Faculty, Administrators, ISSs, District leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution’s purpose statement.	District Purpose Process Included: <ul style="list-style-type: none"><li>Leadership</li><li>ISSs</li></ul> School Purpose Process Included: <ul style="list-style-type: none"><li>Administrators</li><li>Teachers</li><li>A few parents/students in some schools</li></ul>	3	4	<ul style="list-style-type: none"><li>Communication Tools<ul style="list-style-type: none"><li>Comm Plans</li><li>Commun Matrices</li><li>Comm Details</li></ul></li><li>District<ul style="list-style-type: none"><li>Allocation of Resources</li><li>Master Calendar</li></ul></li><li>DoDEA Blueprint</li><li>DoDEA-CAS (Student Performance Data)</li><li>Internal Review Visits<ul style="list-style-type: none"><li>Document Review</li><li>ELEOT</li></ul></li><li>LWT 2.0</li><li>Practices<ul style="list-style-type: none"><li>Focused Collaboration</li><li>21<sup>st</sup> C. ITL</li><li>CCRS System</li><li>District/School Goals<ul style="list-style-type: none"><li>Trainings</li><li>Assessment</li><li>Adopted Resources</li></ul></li></ul></li><li>Purpose Statement Process<ul style="list-style-type: none"><li>Purpose Review</li><li>District Review</li></ul></li><li>Schools<ul style="list-style-type: none"><li>Programs that represent Purpose</li><li>Extracurricular Activities</li><li>Variety of Samples</li></ul></li></ul>
IM	The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement.	<ul style="list-style-type: none"><li>District expectations for each school to have:<ul style="list-style-type: none"><li>Purpose Statement</li><li>PS Review Process</li><li>Samples of Review Process Implementation</li></ul></li><li>Internal Review Process</li></ul>	2	4	
RE	Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning.  Data are collected, analyzed and used to monitor the measurable expectations for learners contained in the purpose statement	<ul style="list-style-type: none"><li>Purpose Statements identify measurable concepts; however, the measurements have not been formally connected to the Purpose Statements</li><li>Available data only exist through samples of implementation or through qualitative approaches</li></ul>	1	3	
SU	Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time.		1	3	
EM	Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making	<ul style="list-style-type: none"><li>The district and schools have a variety of samples</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to design, implement, and document a more comprehensive review process for the district’s Purpose Statement to include representation from the different stakeholder groups.</li><li>The district needs to provide schools with exemplars of Purpose Statement review processes, to support the design and implementation of the Purpose Statement processes.</li><li>The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data.</li><li>The district needs to provide professional learning for CSI chairs and school administrators targeting the results level, with helping lead to understanding on data collection aligned with purpose statements.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.				
Potential Evidence and Results to Review: Analyzed survey results from all representative stakeholder groups, Analyzed inventory results from teachers and students, Student performance results linked to the institution's expectations for learning in the purpose statement. Potential Stakeholder Groups: Students, Parents, Community , School Faculty, Administrators, ISSs, District Leadership, FISC,					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Actions demonstrated by all representative internal and external stakeholder groups to achieve the purpose	<ul style="list-style-type: none"><li>Support from the community is found through extensive command engagement</li></ul>	3	4	<ul style="list-style-type: none"><li>Command Meetings</li><li>Communication Tools<ul style="list-style-type: none"><li>Comm Plans</li><li>Comm Matrices</li><li>Comm Details</li></ul></li><li>District<ul style="list-style-type: none"><li>Allocation of Resources</li><li>Master Calendar</li><li>Data Committee</li></ul></li><li>DoDEA-CAS (Student Performance Data)</li><li>Internal Review Visits<ul style="list-style-type: none"><li>Document Review</li><li>ELEOT</li></ul></li><li>LWT 2.0</li><li>Practices<ul style="list-style-type: none"><li>CCRS System<ul style="list-style-type: none"><li>Trainings</li><li>Assessment</li><li>Adopted Resources</li></ul></li><li>District/School Goals</li><li>FC Monitor/Analyzing</li><li>21<sup>st</sup> C. ITL Monitoring/Analyzing</li><li>System Data Protocol</li></ul></li><li>Purpose Statement</li><li>Schools<ul style="list-style-type: none"><li>Extracurricular Activities</li><li>Programs</li><li>Variety of Samples</li></ul></li><li>Stakeholder Comm /Involve Committee</li></ul>
IM	Implementation of specific actions and decisions aligned to the institution's purpose	<ul style="list-style-type: none"><li>Embedded Purpose Statement</li><li>Focused Collaboration</li><li>Internal Review Process</li><li>Purpose Statement Review Process Statement</li><li>SAC/PTO</li><li>Samples of Purpose Statement Review Process Implementation</li><li>21st C. ITL</li></ul>	2	3	
RE	Process to collect, analyze and use data related to the achievement of the purpose	<ul style="list-style-type: none"><li>Purpose Statements identify concepts that are feasibly measured; however, the measurements have not been formally connected to the Purpose Statements</li><li>Available data only exist through samples of implementation or through qualitative approaches</li></ul>	1	4	
SU	Longitudinal results are analyzed to assess changes in and improvements of the actions implemented to achieve the intuition's purpose		1	3	
EM	Intentional alignment of actions to the institution's purpose evident throughout the institution		2	4	
Action Needed					
<ul style="list-style-type: none"><li>The district and schools need to design, document, implement, monitor, and adjust processes to build stakeholder involvement.</li><li>The district and schools need to assess and adjust Communication Matrixes and Communication Plans to build stakeholder involvement in the educational process.</li><li>The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.					
Potential Evidence and Results to Review: Continuous improvement plan and/or strategic plan, including strategies, actions, timelines, and metrics, Analyzed data used to develop plan(s), for monitoring the institution's progress to meet its goals, Data from metrics used to monitor and measure achievement of goals, Communication plan to all stakeholders regarding the plan(s) and their results.					
Potential Stakeholder Groups: Students, Parents, Community, School Faculty, Administrators, ISSs, District Leadership,					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Engagement of internal stakeholders in a data-driven and collaborative process for continuous improvement	<ul style="list-style-type: none"><li>District Goal Teams</li><li>District/School Goals</li><li>PAC East FC Structure</li><li>School Structures</li></ul>	4	4	<ul style="list-style-type: none"><li>21<sup>st</sup> Century ITL</li><li>District/School Goals</li><li>District Goal Teams</li><li>DoDEA-CAS (Student Performance Data)</li><li>Focused Collaboration</li><li>In-Progress Review</li><li>Internal Review Visits</li><li>CSI Team Annual /Quarterly Progress Reports</li><li>District Data Reports</li><li>District CSI Structure/Process</li><li>Goal Process Review</li></ul>
IM	Development of a continuous improvement and/or strategic plan that contains specific goals, strategies, activities and measures based on identified needs from the review of multiple forms of data, including student achievement, perception, experience, and organizational data  Defined processes for implementation, monitoring, and revision of the continuous improvement plan based on the analysis and use of data	<ul style="list-style-type: none"><li>Goal Template</li><li>Action Plans</li></ul>	2	4	
RE	Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals Results of the continuous improvement plan and/or strategic plan are clearly communicated to all representative internal and external stakeholder groups  Process to collect, analyze and use data related to the achievement of the purpose	<ul style="list-style-type: none"><li>In-progress Reviews (IPR)</li></ul>	2	4	
SU	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan and/or strategic plan to show progress over time	<ul style="list-style-type: none"><li>Data is available and is observed by individuals or small groups, the data has not</li></ul>	2	3/4	
EM	Ongoing commitment to the success of the continuous improvement plan and/or strategic plan is evident throughout the institution		3	4	
Action Needed					
<ul style="list-style-type: none"><li>District and school goals need to be revised to maximize quality – specifically, goals need to ensure alignment between school and district goals and alignment between stated goal, measurable objective (s), root-cause analysis, strategy (ies), progress monitoring, and activities. <b>(Alignment)</b></li><li>The district needs to implement a formalized process for monitoring, documenting, communicating, and sharing progress towards and status of goals. <b>(Process for monitoring district and school goals)</b></li><li>The district needs to define, implement, monitor, and adjust a process to adjust goals based on analyses and use of data. <b>(Process for adjusting goals based on data)</b></li><li>The district and schools need to implement data protocols for analyzing (and informing the use of) data. <b>(Data Protocols)</b></li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.4 The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.					
Potential Evidence and Results to Review: Policy manual with dates of adoption/revision of policies, Documentation of compliance with applicable laws and regulations, Documentation of process used for developing, reviewing and revising policy, Evidence related to how the governing authority evaluates policies and holds itself accountable to the policies Potential Stakeholder Groups: Administrative Officers, FISC, Leadership (School, District, Base)					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Governing authority and institution leadership engage in the ongoing and systematic development, review and revision of policies	<ul style="list-style-type: none"><li>EEO Processes</li><li>ICE Comments Processes</li><li>Grievance Processes</li><li>HQ is involved in ongoing review and revisions of policies</li><li>Leadership has annual and tri-annual training on all aspects of fiscal, facilities, safety, and security and hiring processes</li><li>Teachers must engage in annual mandatory trainings</li></ul>	4	4	<ul style="list-style-type: none"><li>Annual Mandatory Trainings records</li><li>Association (FEA/NEA)</li><li>Budget processes and regulations</li><li>DoD federal policies and regulations</li><li>Fiscal Monitoring Processes</li><li>GPC Government Purchase processes</li><li>ICE Comments</li><li>Leadership training records</li><li>Monitoring processes for facilities</li><li>Monitoring processes for hiring</li><li>Procurement</li><li>Safety and security officers and processes</li><li>Special education</li><li>Get data from longitudinal data HQ</li></ul>
IM	Process ensures ongoing and current compliance with all applicable laws and regulations and reflects best practice Governing authority holds itself accountable for committing to policies that ensure integrity, effective operations and improved student learning	<ul style="list-style-type: none"><li>DoDEA follows DoD regulations and guidelines; however, accountability to improved student learning is not present</li><li>Continuous monitoring and auditing processes are in place</li><li>Regular inspections are done to ensure compliance with laws and regulations</li></ul>	4	4	
RE	Process to collect and use evidence to monitor and ensure adherence to policies is implemented by the institution and used to inform revisions to policy or practices	<ul style="list-style-type: none"><li>Schools collect data on staff completion of required training</li><li>Continuous monitoring processes are in place</li></ul>	4	4	
SU	Longitudinal data and evidence show adherence to policy and effectiveness of policy review and revision processes over time	<ul style="list-style-type: none"><li>HQ has longitudinal data</li></ul>	4	4	
EM	Governing authority commits to the establishment and adherence to policies that promote the effective operations of the institution in improving student learning	<ul style="list-style-type: none"><li>The practice is ingrained and protected in DODEA</li></ul>	4	4	
Action Needed					
<ul style="list-style-type: none"><li>The district office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.5 The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.					
Potential Evidence and Results to Review: Written code of ethics, Results of governing authority evaluation processes, Documentation of professional learning for board members including and beyond governmental required training.					
Potential Stakeholder Groups: Leadership (all levels), ISSs, Faculty (all), FISC					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All governing authority members operate under a written code of ethics that identifies principles of conduct and ethical standards within the institution All governing authority members participate in ongoing professional learning (beyond statutory required trainings) to stay current and informed regarding applicable laws, regulations, and organizational best practices	<ul style="list-style-type: none"><li>EEO policies</li><li>Ethics training is not specific to educators, but an ethics training for all employees</li><li>Leadership engages in additional training on ethics in hiring, financial ethics, ect.</li><li>Mandatory Training</li><li>Negotiated Agreement</li><li>Teachers must complete 6 credit hours for certification</li></ul>	4	4	<ul style="list-style-type: none"><li>Annual Mandatory Trainings records</li><li>EEO policies and processes</li><li>Negotiated Agreement</li><li>Organizational Chart</li><li>Explore additional information from previous Evidence Locker, other A&amp;A ISSs, and HQ</li></ul>
IM	Policies clearly identify and actions support the legal and organizational roles and responsibilities of the governing authority Policies and practices provide institution leadership the autonomy for day-to-day operations of the institution.	<ul style="list-style-type: none"><li>Autonomy is provide in many instances at different levels, but the policies outlining responsibilities are unknown</li></ul>	4	4	
RE	Processes to collect and use evidence to evaluate the governing authority's adherence to the code of ethics and roles and responsibilities	<ul style="list-style-type: none"><li>Need to get information from HQ</li><li>The pentagon monitors HQ.</li></ul>	4	4	
SU	Longitudinal data provide evidence of the governing authority's ongoing adherence to the code of ethics and roles and responsibilities over time	<ul style="list-style-type: none"><li>Need to get information from HQ</li></ul>	4	4	
EM	Decisions made by the governing authority consistently reflect actions aligned to the code of ethics and legal and organizational roles and responsibilities	<ul style="list-style-type: none"><li>Need to get information from HQ</li><li>Data collected at the school level about how schools adhere to base regulations</li></ul>	4	4	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to reach out to HQ in order to learn about the processes in place for ensuring compliance with government policies and regulations.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.6 Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.					
Potential Evidence and Results to Review: Written supervision and evaluation plan, Documentation of training regarding the supervision and evaluation plan for supervisors and staff, Evidence of consistent application of the supervision and evaluation processes for all staff, Aggregated data from supervision and evaluation processes analyzed and used for organizational improvement, Analyzed teacher inventory results related to supervision and evaluation.					
Potential Stakeholder Groups: HQ, Region, District Leadership, Local Administration, Teachers, Students					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All staff members participate in the supervision and evaluation process	<ul style="list-style-type: none"> <li>DPMAP and performance standards</li> <li>HQ process to develop and improve the LWT 2.0.</li> <li>LWT 2.0 materials were distributed</li> </ul>	4	4	<ul style="list-style-type: none"> <li>CCRS</li> <li>District and School Goals &amp; Processes</li> <li>DoDEA Blueprint</li> <li>DoDEA CIA Framework</li> <li>DP MAP / PGP</li> <li>Internal Review Visits</li> <li>LWT 2.0</li> <li>LWT &amp; Instructional Round Committee Action Plan</li> <li>Instructional Rounds</li> <li><i>What is the system of checks and balances to ensure that the evaluation process is being followed with fidelity.</i></li> </ul>
IM	Supervision and evaluation processes for all staff members are documented, includes specific criteria for quality performance and provides on-going feedback to improve professional practice Evaluators have the knowledge, expertise, and training to implement the supervision and evaluation processes with quality and fidelity	<ul style="list-style-type: none"> <li>Training was provided for all administrators and teachers</li> <li>Beginning, middle, and end-of-year evaluations are built into the process.</li> <li>Ongoing dialogue between evaluating body</li> </ul>	2	4	
RE	Results of supervision and evaluation processes are analyzed and used to inform organizational professional practices and ensure student learning	<ul style="list-style-type: none"> <li>Embedness in CSI action plans</li> </ul>	2	4	
SU	Analysis of longitudinal results provide evidence of the ongoing implementation and use of data from supervision and evaluation processes improved professional practice and student learning	<ul style="list-style-type: none"> <li>Pockets of excellence throughout the the district               <ul style="list-style-type: none"> <li>Highlighted through the Internal Review Visit</li> <li>Implement an Action Plan to provide protocol across the district.</li> </ul> </li> </ul>	1	2	
EM	Evaluation and supervision for the improvement of professional practice is a routine and expected practice within the organization	<ul style="list-style-type: none"> <li></li> </ul>	1	4	
Action Needed					
<ul style="list-style-type: none"> <li>The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b></li> <li>The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instruction Rounds to adjust instruction)</b></li> <li>The district needs to identify, document, and communicate the system of checks and balances to ensure the implementation of the evaluation process with fidelity and available data to demonstrate improvement of professional practice and student learning. <b>(Understanding the DP MAP process and available data)</b></li> </ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available



1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.					
Potential Evidence and Results to Review: Documented standardized operating procedures for routine tasks (finance, purchasing, hiring, student attendance, etc.), Student and staff handbooks containing operational processes and procedures, containing operational processes and procedures, Examples of improvements to organizational effectiveness based on standardization of procedures (cost savings, personnel savings, etc.)					
Potential Stakeholder Groups: Administrative Officers, Administration, Financial Officers,					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	<ul style="list-style-type: none"> <li>Chemical Hygiene</li> <li>CSC/SPED Procedural Guide</li> <li>Crisis Management and Emergency Response</li> <li>DoDEA Policies and Regulations</li> <li>Finance SOP</li> <li>Focused Collaboration SOP</li> <li>Internet Usage Agreement</li> <li>JTR</li> <li>Media Release</li> <li>Personnel SOP</li> <li>Playground Safety &amp; Monitoring</li> <li>Principals' Reference Guide</li> <li>Purchasing SOP</li> <li>Transportation Guidance &amp; SOP</li> </ul>	4	4	<ul style="list-style-type: none"> <li>DoDEA Policies</li> <li>FISC Information / Data</li> <li>Focused Collaboration Processes</li> <li>ICE Comments</li> <li>Joint Travel Regulations</li> <li>Principals' Reference Guide</li> <li>SPED/504 Processes &amp; Information</li> <li>Student Handbooks (DoDEA sections and systemic SOP expectations)</li> <li>Local SOPs</li> <li>Org Chart</li> <li>Repository of SOPs</li> <li>Annual Reports</li> <li>Data analyzed and used to evaluate effectiveness and inform the review and revisions of SOP on the educational side of the house</li> <li>All staff must ensure all SOPs are followed</li> </ul>
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	<ul style="list-style-type: none"> <li>HQ ensures compliance with DoD regulations and makes needed adjustments</li> </ul>	3	4	
RE	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	<ul style="list-style-type: none"> <li>On the FISC side of the house this is done</li> </ul>	3	3	
SU	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	<ul style="list-style-type: none"> <li>Annual Reports for SOPs</li> <li>Repository on the common drive exists</li> </ul>	3	4	
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	<ul style="list-style-type: none"> <li></li> </ul>	3	4	
Action Needed					
<ul style="list-style-type: none"> <li>The district office education division needs to collaborate with the district FISC, regional office, and HQ offices to gain understanding of and access to the processes and SOPs in place.</li> <li>The district needs to organize the repository of SOP, reports, and data associated with SOPs.</li> </ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available



1.8 Leaders engage stakeholders to support the achievement of the institution's purpose and direction.					
Potential Evidence and Results to Review: Strategies and activities provided for engagement of all internal and external stakeholder groups, Documented two-way communication opportunities for engaging stakeholders, Analyzed data regarding stakeholder engagement opportunities, Examples of use of data to improve stakeholder engagement, Analyzed inventory data from teachers and students, Analyzed survey data from teachers, students and parents.					
Potential Stakeholder Groups: Students, parents, community, school faculty, administrators, ISSs, district leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	<p>The institution regularly engages multiple internal and external stakeholder groups, including staff, students, parents, community members, and governmental and educational policy groups to support the institution's purpose</p> <p>Engagement of community stakeholders includes opportunities that provide two-way communication and active and meaningful participation</p>	<ul style="list-style-type: none"><li>School and district leaders regularly engage in meetings and activities with internal and external stakeholder groups to support the purpose. Examples include:<ul style="list-style-type: none"><li>Commander's Channel</li><li>Curriculum night activities</li><li>Extra-curricular activities</li><li>Facebook Pages</li><li>Faculty Meetings</li><li>Focused Collaboration</li><li>Joint Collaboration Committee (JCC) Meetings</li><li>Newsletters</li><li>Parent Teacher Organizations (PTO) Meetings</li><li>Principal Coffees</li><li>School, Complex, and District level Advisory Committee Meetings (SAC)</li><li>School and district leaders are members of community (base) leadership groups and attend regular meetings to collaborate and to share information between the community and the schools.</li><li>Student Council</li><li>Town hall meetings</li><li>Volunteer Programs</li></ul></li></ul>	3	4	<ul style="list-style-type: none"><li>Communication Tools<ul style="list-style-type: none"><li>Comm Plans</li><li>Comm Matrices</li><li>Comm Details</li></ul></li><li>Internal Review Visits</li><li>PTO - AnnualReports</li><li>SAC/IAC Reports</li><li>Stakeholder Comm /Involve Committee</li><li>District curriculum updates/sites for the public</li><li>District-led curriculum nights live or virtual</li><li>Formal systematic process to collect data, analyze data, and adjust actions to engage stakeholder groups (to include how the district monitors school implementation, and how the district itself engages stakeholders)</li><li>Meeting Minutes</li><li>School Action Plans on Stakeholder Involvement</li></ul>
IM	Engagement strategies result in measurable and active participation of all representative internal and external stakeholder groups	<ul style="list-style-type: none"><li>The district monitors the implementation of some engagement strategies: SAC, JCC, Communication Matrices...</li></ul>	2	4	
RE	Data are collected, analyzed and used to determine the effectiveness of stakeholder engagement strategies	<ul style="list-style-type: none"><li>Some data is collected: Annual SAC Report, Annual PTO Report</li><li>Somel schools collect number of attendees at events and make changes</li></ul>	2	4	
SU	Longitudinal results of stakeholder engagement strategies indicate improvement and growth in the engagement of stakeholders to support the achievement of the institution's purpose	<ul style="list-style-type: none"><li>There is longitudinal data for some programs, but it has not been a practice to analyze the data for growth over time.</li></ul>	2	3	
EM	Active engagement of stakeholders is valued, supported and expected throughout the institution	<ul style="list-style-type: none"><li>It is a required practice, and School and District Leaders purposefully plan to engage stakeholders to support the achievement of the institution's purpose and direction.</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district and schools need to design and implement formal, systemic processes to collect, document, analyze, adjust, and share actions to engage stakeholder groups.</li><li>The district needs to monitor and document the district's and schools' implementation of the process to engage stakeholders.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.9 The system provides experiences that cultivate and improve leadership effectiveness.					
Potential Evidence and Results to Review: Documented leadership opportunities for external stakeholders, Documented leadership opportunities for students and staff, Examples of shared leadership opportunities, Analyzed inventory data from teachers and students, Analyzed survey data from teachers, students and parents.					
Potential Stakeholder Groups: Students, parents, community, school faculty, administrators, ISSs, district leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Experiences to lead are provided for multiple stakeholders, including staff, students, and parents or community members	<ul style="list-style-type: none"><li>School and district leadership - The CIL</li><li>Parents and community - SAC/PTO leadership</li><li>Community/command involvement is built into our structure</li><li>FC Facilitator</li><li>Staff - Department Chairs, CSC chair, CSI Chair, FC facilitator, committee chairs, Lead teachers for content areas, mentors, acting principal, union FRS, FR</li><li>Students - student council, safety patrol, other student organizations</li></ul>	4	4	<ul style="list-style-type: none"><li>Admin Summits</li><li>CIL<ul style="list-style-type: none"><li>Annual Leadership Summits</li><li>Coaching</li><li>Existing Leaders</li><li>Feedback Data</li></ul></li><li>Focused Collaboration</li><li>JCC - Annual Training</li><li>Mentoring/induction/Coaching Committee</li><li>Networking Sessions - varied events to develop school-level leaders</li></ul>
IM	Capacity for internal leadership is built through the implementation of formalized opportunities for ongoing modeling, coaching or leadership activities	<ul style="list-style-type: none"><li>The CIL provides coaching for existing leadership</li><li>Annual training for SAC and PTO leaders and chair activities.</li><li>Staff leadership activities as listed above.</li><li>Student leadership activities as listed above.</li><li>Mentoring Program</li></ul>	2	4	<ul style="list-style-type: none"><li>PTO<ul style="list-style-type: none"><li>Annual Report</li><li>Meeting Agendas</li></ul></li><li>SAC/IAC Reports</li><li>Summits - varied events to develop school-level leaders</li><li>ISS Summits &amp; PL</li></ul>
RE	Data are collected, analyzed and used to monitor the effectiveness of leadership activities	<ul style="list-style-type: none"><li>The CIL has feedback forms for coaching sessions</li><li>SAC/IAC Reports</li></ul>	1	4	<ul style="list-style-type: none"><li>Formal process for monitoring of programs to include the collecting of analyzing data, and adjusting of programs</li><li>Stakeholder Comm /Involve Committee</li><li>Student leadership activities.</li></ul>
SU	Longitudinal data and results are used to indicate improvements and growth in providing experiences for multiple stakeholder groups to lead	<ul style="list-style-type: none"><li>Data might exist, but is not being used.</li></ul>	1	3	
EM	A collaborative culture that includes opportunities for shared leadership is supported, developed, and protected by leaders and other stakeholders	<ul style="list-style-type: none"><li>Many partnerships have been established to maintain a collaborative culture of shared leadership to include:<ul style="list-style-type: none"><li>Staff - The Joint Collaboration Committee (JCC) process at the school and district level</li><li>Staff - The CSI team process</li><li>Parents and Community - SAC and PTO</li><li>Students - student council</li></ul></li><li>Training and coaching occurs to develop the leaders.</li><li>The processes are protected by monitoring by leadership.</li></ul>	3	4	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to define and define the “leadership development program” for the Pacific East District.</li><li>The district and schools need to identify the formal processes to monitor the implementation of leadership development programs to include the collecting and analyzing of data on the effectiveness of programs to ensure implementation with quality and fidelity at all levels and make adjustments when needed.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.10 Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.					
Potential Evidence and Results to Review: Documented systematic process for collection of feedback data from all stakeholder groups including data on return rates and demographics on surveys and inventories, Analyzed inventory results from teachers and students, Analyzed survey results from all representative stakeholder groups, Analyzed results from other feedback sources (focus groups, stakeholder input meetings, etc), Stakeholder feedback data used to identify key goals in the continuous improvement process, Examples of communication to stakeholders regarding results of feedback. Potential Stakeholder Groups: Teachers, school administrators, students, parents, community, ISSs, district leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Feedback is collected consistently and regularly from all representative internal and external stakeholder groups and reflects participation of the institution population and demographics	<ul style="list-style-type: none"><li>• Association</li><li>• Command Meetings</li><li>• CSILT</li><li>• DoD Surveys</li><li>• EXIT Surveys</li><li>• Facilitate Parent-School Interaction</li><li>• ICE Comments</li><li>• Internal Review Visits</li><li>• SAC/IAC/</li><li>• SQF Diagnostic</li><li>• STUCO</li><li>• Town Halls</li></ul>	3	4	<ul style="list-style-type: none"><li>• Association Survey</li><li>• DoD Survey Results</li><li>• Facilitate Parent-School Interaction (notes)</li><li>• Focused Collaboration</li><li>• JCC Meeting Minutes</li><li>• ICE Comments</li><li>• Internal Review Visits</li><li>• SAC/IAC Reports</li><li>• SQF Diagnostic</li><li>• EXIT Survey Data</li><li>• Stakeholder Comm /Involve Committee</li><li>• Town Hall Summaries</li><li>• Clear association between stakeholder feedback/perception data and district/school goals/initiatives.</li><li>• Formalized process to collect, document, analyze, and use stakeholder feedback and perception data</li><li>• Stakeholder participation data</li></ul>
IM	Feedback data collection methods ensure validity and reliability of the data and processes are implemented by internal stakeholders to review and analyze the data	<ul style="list-style-type: none"><li>• Association Survey</li><li>• DoD Surveys</li><li>• ICE Comment Process</li><li>• Internal Review Visits Reports</li><li>• SAC/IAC</li></ul>	2	4	
RE	Analysis and use of feedback data inform the continuous improvement process, guide actions and decision-making and are used to measure stakeholder perceptions and beliefs	<ul style="list-style-type: none"><li>• Association Survey</li><li>• EXIT Survey</li><li>• ICE Comments</li><li>• Internal Review Visits</li><li>• SAC/IAC</li><li>• Varied school approaches</li></ul>	2	4	
SU	Longitudinal feedback results are analyzed to examine trends in stakeholder perceptions and to indicate growth and improvement in those areas linked to goals and strategies in the continuous improvement process	<ul style="list-style-type: none"><li>• Association Survey</li><li>• Internal Review Visits Next Steps Monitoring</li></ul>	1	3	
EM	Stakeholders expect and respond to the institution's practices to provide regular and consistent communication	<ul style="list-style-type: none"><li>• Stakeholder participation in stakeholder feedback opportunities</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>• The district and schools need to standardize membership and expectations of CSILTs in the schools.</li><li>• The district needs to maintain schedules and notes from Town Hall Meetings.</li><li>• The district needs to design and implement a formalized process to collect, document, analyze, and use stakeholder feedback and perception data to inform decisions and continuous improvement endeavors.</li><li>• The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

1.11 Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.					
Potential Evidence and Results to Review: Analyzed data from monitoring processes, Analyzed student performance results, Analyzed surveys an/or focus group data that describe the system's quality assurance process, Analyzed data from teacher surveys. Potential Stakeholder Groups: Students, Parents, Teachers, and School, District, and Organizational Leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	School staff members receive and provide feedback regarding their implementation of the system's expectations and improvement efforts	<ul style="list-style-type: none"> <li>District/School Goals</li> <li>DPMAP</li> <li>Facilitate Parent-School Interaction</li> <li>Focused Collaboration</li> <li>ICE Comments</li> <li>Internal Review Visits</li> <li>LWT 2.0</li> <li>SAC/IAC</li> <li>School Newsletters/ Facebook Posts, etc.</li> <li>SQFs</li> <li>Stakeholder feedback (Parent/Student Questionnaires, Teacher Feedback, etc.)</li> <li>Town Halls,</li> </ul>	3	4	<ul style="list-style-type: none"> <li>Data from Special Programs (SPED/504, AAP/AP)</li> <li>District/School Goals</li> <li>DoDEA-CAS</li> <li>DPMAP</li> <li>Facilitate Parent-School Interaction</li> <li>Focused Collaboration</li> <li>ICE Comments</li> <li>In-Progress Review (IPR)</li> <li>Internal Review Visit - Including ELEOT</li> <li>LWT 2.0</li> <li>SAC/IAC</li> <li>SQF Diagnostic</li> <li>Student Support Team</li> <li>Support Programs (i.e. AVID, ELL, LLI, Math, Read 180)</li> <li>Town Halls</li> <li><b>FISC Information</b></li> </ul>
IM	Documented systematic process to monitor the system's schools to ensure the quality and fidelity of the implementation of the system's educational and operational expectations	Educational <ul style="list-style-type: none"> <li>21st C. ITL</li> <li>Data associated with special programs (IEP, 504, ILI, Read 180, ESL Support, Math Support, AAPs, AP, AVID</li> <li>District/School Goals</li> <li>DoDEA CAS (BAS, CCRS Interims and Summative, PSAT 8/9, PSAT NMSQT, AAPPL, AP, SAT, ACT, CTE)</li> <li>DPMAP</li> <li>Focused Collaboration</li> <li>Internal Review Visits</li> <li>LWT 2.0</li> <li>SST Process</li> <li>Teacher performance standards</li> </ul>	2	4	<ul style="list-style-type: none"> <li><i>Formalized process to collect, document, analyze, and use stakeholder feedback and perception of the implementation of the district's and schools' expectations and improvement efforts</i></li> <li><i>Formalized process to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' educational and operational expectations that includes longitudinal data</i></li> </ul>
RE	Data are collected, analyzed, and used to monitor the progress made towards achieving the system's educational and operational expectations and the overall effectiveness of the quality assurance process	<ul style="list-style-type: none"> <li>In-Progress Review (IPR)</li> <li>DoDEA CAS (BAS, CCRS Interims and Summative, PSAT 8/9, PSAT NMSQT, AAPPL, AP, SAT, ACT, CTE)</li> <li>Internal Review Visits</li> <li>SQF Diagnostic</li> <li>LWT 2.0</li> <li>District/School Goals,</li> <li>Focused Collaboration</li> <li>Data associated with special programs (IEP, 504, ILI, Read 180, ESL Support, Math Support, AAPs, AP, AVID</li> <li>Teacher performance standards</li> <li>DPMAP</li> <li>21st C. ITL</li> <li>SST Process</li> </ul>	2	4	

SU	Longitudinal results of the evaluation of the quality assurance process demonstrate ongoing monitoring and adjusting of system's educational and operational expectations and progress to achieve these expectations	<ul style="list-style-type: none"> <li>• 21st C. ITL</li> <li>• Data associated with special programs (IEP, 504, ILL, Read 180, ESL Support, Math Support, AAPS, AP, AVID</li> <li>• District/School Goals</li> <li>• DoDEA CAS (BAS, CCRS Interims and Summative, PSAT 8/9, PSAT NMSQT, AAPPL, AP, SAT, ACT, CTE)</li> <li>• DPMAP</li> <li>• Focused Collaboration</li> <li>• IPR</li> <li>• Internal Review Visits</li> <li>• LWT 2.0</li> <li>• SST Process</li> <li>• SQF Diagnostic</li> <li>• Teacher performance standards</li> </ul>	2	3	
EM	Leaders and school staff members demonstrate actions that indicate quality assurance is a cultural norm and a commitment to the system's educational and operational expectations		2	3	
<b>Action Needed</b>					
<ul style="list-style-type: none"> <li>• The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) to identify formalized processes to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' quality of, compliance with, and fidelity of operational activities.</li> <li>• The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception.</li> <li>• The district needs to identify, review, and modify, when appropriate, a formalized process to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' educational and operational expectations that includes longitudinal data. <b>(Accountability system)</b></li> </ul>					

Key for *Overarching Evidence*:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.				
Potential Evidence and Results to Review: Analyzed institution eleot data, Analyzed inventory results related to personalized learning and/or high expectations for learning, Documentation of personalized learning activities, such as lesson plans, project plans, student work, Institution's learning expectations for all students, Results of data from assessments related to students' personalized learning experiences, Professional learning activities related to personalized and equitable learning strategies, Observations of evidence of personalized learning activities posted in school hallways and classroom areas					
Potential Stakeholder Groups: Students, teachers, school, district and HQ leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Personalized and equitable learning opportunities are provided for all learners to develop skills and achieve content and learning priorities	<ul style="list-style-type: none"><li>• 21st C. ITL</li><li>• AAPS</li><li>• Annual Counseling Plans</li><li>• AP</li><li>• AVID</li><li>• CCR Standards</li><li>• CTE Program</li><li>• ELA Support</li><li>• ETs</li><li>• Focused Collaboration Process</li><li>• LLI</li><li>• LWT 2.0 (Expectations)</li><li>• Math Support</li><li>• Read 180</li><li>• Special Education</li><li>• SST Process</li><li>• Student work displays</li><li>• Teacher performance standards</li><li>• Technology</li><li>• Differentiated Instruction in the General Ed Classroom - Pockets of excellence</li></ul>	3	4	<ul style="list-style-type: none"><li>• 21st C Innovative Teaching and Learning</li><li>• Annual Counseling Plans</li><li>• Annual reports for special program (i.e. AAP, ELL, LLI, Sure Start, Read 180, SPED)</li><li>• CCRS</li><li>• CTE</li><li>• District Initiative - 21st Century Teaching and learning</li><li>• DoDEA-CAS</li><li>• DP MAP</li><li>• Focused Collaboration</li><li>• Internal Review Visits (IEOT)</li><li>• LWT 2.0</li><li>• Student Support Teams</li><li>• Support Programs (i.e. AVID, ELL, LLI, Math, Read 180)</li><li>• The programs that are in place</li></ul>
IM	Implementation of instructional strategies is monitored and adjusted to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve content and learning priorities	<ul style="list-style-type: none"><li>• AAPS via ASPEN</li><li>• ELEOT</li><li>• ELL via ASPEN</li><li>• Formal Teacher Observations</li><li>• Internal Review Visits</li><li>• LLI via ASPEN and ORR</li><li>• LWT 2.0</li><li>• SST Process</li></ul>	2	4	<ul style="list-style-type: none"><li>• Formal process for monitoring of programs to include the collecting of and analyzing data, and adjusting of programs. (21st C ITL)</li></ul>
RE	Data are collected, analyzed and used to measure results and improve equitable opportunities for students to develop skills and achieve content and learning priorities	<ul style="list-style-type: none"><li>• AAPPL</li><li>• CCR Interim and Summative Assessments</li><li>• Content embedded and teacher created assessment</li><li>• LWT 2.0</li><li>• ORR</li><li>• SST Process</li><li>• Student work</li><li>• WIDA Assessment</li></ul>	2	4	<ul style="list-style-type: none"><li>• Differentiated Instruction in the General Ed Classroom - (Pockets of excellence)</li></ul>
SU	Longitudinal results are used to demonstrate growth and improvement in providing equitable opportunities for students to develop skills and achieve content and learning priorities	<ul style="list-style-type: none"><li>• Annual reports for SPED, Read 180, LLI, &amp; ESL</li><li>• AP</li><li>• CCR Summative Assessments</li><li>• ORR</li><li>• PSAT</li><li>• SAT/ACT</li></ul>	2	3	

EM	Personalized and equitable learning opportunities are embedded and supported throughout the institution	<ul style="list-style-type: none"> <li>• 21st C. ITL</li> <li>• AAPS</li> <li>• AVID</li> <li>• ELL Support</li> <li>• LLI</li> <li>• LWT 2.0 (expectations)</li> <li>• Math Support</li> <li>• Read 180</li> <li>• Special education</li> </ul>	2	3	
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#### Action Needed

- The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. **(Using data from LWT 2.0 to adjust instruction)**
- The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. **(Using Instruction Rounds to adjust instruction)**
- The district and schools need a formal process to monitor the implementation of their strategies for improving equitable learning (LWT, 21 C. ITL, FC, SST, ESL, Sped, and DI) to include collecting, documenting, and analyzing data on the effectiveness of programs to ensure implementation with quality and fidelity at all levels and to make adjustments when needed. **(this action addresses the *need* to collect, document, analyze, and use data to monitor and improve equitable learning)**

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.2 The learning culture promotes creativity, innovation and collaborative problem-solving.					
Potential Evidence and Results to Review: Analyzed institution eleot® data, Analyzed student and teacher survey results, Analyzed student and teacher inventory results, Analyzed Student Engagement Survey results, Professional learning sessions evaluations related to instructional strategies that promote 21st century skills, Observations of evidence of project and inquiry-based activities posted in school hallways and classroom areas					
Potential Stakeholder Groups: Teachers, students, school and district leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All learners engage in projects and inquiry-based activities across courses and subjects	<ul style="list-style-type: none"><li>• 21st C. ITL</li><li>• CCR Standards</li><li>• CTE Courses and art, music, drama, graphic arts</li><li>• FOSS</li><li>• LWT 2.0 (expectations)</li><li>• Some student work</li><li>• Utilizing community resources (STEM, Culture, etc..)</li></ul>	2	4	<ul style="list-style-type: none"><li>• 21st C. ITL - PBL</li><li>• CCRS Standards</li><li>• DP MAP</li><li>• Focused Collaboration</li><li>• Internal Review Visits</li><li>• LWT 2.0 (Data</li><li>• SQF Diagnostics</li><li>• Teachers display student work and projects.</li><li>• Other ways to document what is happening (i.e. Sharing more projects on the district Facebook site, etc...)</li><li>• Formal process for monitoring of programs to include the collecting of and analyzing data, and adjusting of programs.</li></ul>
IM	Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills  The institution implements processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem solving	<ul style="list-style-type: none"><li>• 21st C. ITL</li><li>• CCR Standards</li><li>• CTE Courses and art, music, drama, graphic arts</li><li>• DP MAP/Formal Observations</li><li>• Focused Collaboration</li><li>• FOSS &amp; Other adopted curricula</li><li>• Internal review eleot data</li><li>• LWT 2.0</li><li>• SMPs</li><li>• Some student work</li><li>• Utilizing community resources (STEM, Culture, etc..)</li></ul>	2	4	
RE	Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners eProve™ (eleot®) (A4, B2, B4, D2, D4, G2, G3)	<ul style="list-style-type: none"><li>• DP MAP/Formal Observations/PGPs</li><li>• Internal review eleot data</li><li>• LWT 2.0</li><li>• SQF Diagnostics</li></ul>	2	4	
SU	Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem solving of learners	<ul style="list-style-type: none"><li>• DP MAP/Formal Observations</li><li>• LWT 2.0</li><li>• Internal review eleot data</li><li>• SQF Diagnostics</li></ul>	2	3	
EM	Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects	<ul style="list-style-type: none"><li>• Focused Collaboration</li><li>• Student work</li><li>• SQF Diagnostic</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>• The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students.</li><li>• The district and schools need to develop a process to highlight excellence within the district and schools to share with stakeholders.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available



## 2.3 The learning culture develops learners' attitudes, beliefs and skills needed for success.

Potential Evidence and Results to Review: Analyzed institution eleot® data, Analyzed student and teacher survey results, Analyzed student and teacher inventory results, Analyzed Student Engagement Survey results, Professional learning sessions evaluations related to developing students' communication skills and positive dispositions, Evidence of student presentations, written work, projects and digital creations demonstrating communication skills

Potential Stakeholder Groups: Students, teachers, school administrators, district leadership

	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All learners are provided opportunities to develop communication skills, dispositions toward learning, experiences that teach self-direction and monitoring of their own learning progress	<ul style="list-style-type: none"> <li>• AVID</li> <li>• Choices 360</li> <li>• Classroom Environment</li> <li>• Digital Citizenship</li> <li>• DoDEA-CAS</li> <li>• Internal Review Visits - ELEOT</li> <li>• LWT 2.0 Expectations</li> <li>• Outside of school academic events</li> <li>• School counseling program</li> <li>• School- wide academic events                             <ul style="list-style-type: none"> <li>◦ Awards Assemblies</li> <li>◦ Honor Dinners</li> <li>◦ Spelling Bee</li> <li>◦ Concerts</li> </ul> </li> <li>• Seminar/ e-seminar</li> <li>• 21st C ITL</li> </ul>	3	4	<ul style="list-style-type: none"> <li>• AVID</li> <li>• Choices 360</li> <li>• Communication Tools                             <ul style="list-style-type: none"> <li>◦ Comm Plans</li> <li>◦ Comm Matrices</li> <li>◦ Comm Details</li> </ul> </li> <li>• CCRS System</li> <li>• Digital Citizenship</li> <li>• District/School Goals</li> <li>• DoDEA CIA Framework</li> <li>• DoDEA-CAS</li> <li>• Focused Collaboration</li> <li>• ICE Comments</li> <li>• Instructional Framework 20-60-20</li> <li>• Internal Review Visits                             <ul style="list-style-type: none"> <li>◦ ELEOT</li> <li>◦ Feedback Sessions</li> </ul> </li> <li>• LWT 2.0</li> <li>• School Tech Plans</li> <li>• Seminar</li> <li>• SQF Data</li> <li>• 21st C ITL</li> <li>• Data Walls</li> </ul> <ul style="list-style-type: none"> <li>• <i>District-Wide Action Plans Driven by Internal Review Visits and student performance data</i></li> <li>• <i>District Data review Processes for data collected</i></li> <li>• <i>Student Data Binders/ Notebooks - should be implemented at the ES level district wide</i></li> </ul>
IM	Implementation of instructional strategies provide numerous experiences for learners to develop communication skills, self-direction, and monitor their own learning progress	<ul style="list-style-type: none"> <li>• AAPS, SPED, AVID</li> <li>• CCRS Quarterly Training</li> <li>• Choices 360</li> <li>• Focused Collaboration</li> <li>• Implementation of CCRS</li> <li>• Instructional Framework 20-60-20</li> <li>• LWT 2.0 Expectations</li> <li>• Professional Learning</li> <li>• Seminar/ e-seminar</li> <li>• 21st C ITL</li> </ul>	2	4	
RE	Data are collected, analyzed and used to assess the learning culture of the institution and the effectiveness of actions implemented to develop learners' attitudes, beliefs and skills needed for success eProve™ (eleot®) (B3, D1, D4, E1, E2, E3, F1, G2, G3)	<ul style="list-style-type: none"> <li>• Attendance at Curricula and Co-Curricular Events</li> <li>• Choices 360</li> <li>• Internal Review Visits                             <ul style="list-style-type: none"> <li>◦ ELEOT</li> <li>◦ Feedback Sessions</li> </ul> </li> <li>• LWT 2.0</li> <li>• SQF Data</li> </ul>	2	4	
SU	Longitudinal data demonstrated improvements of the institution's learning culture and the effectiveness of actions implemented in improving the development of learners' attitudes, beliefs and skills needed for success	<ul style="list-style-type: none"> <li>• CCRS Quarterly Training Feedback</li> <li>• Internal Review Visits</li> <li>• Local School Processes and Protocols for Data Review</li> <li>• LWT 2.0</li> <li>• Review of CSI Goals and processes</li> <li>• SQF</li> </ul>	1	4	
EM	Commitment to shared beliefs and actions for developing learners' communication skills and dispositions towards learning are consistently practiced by all stakeholders throughout the institution	<ul style="list-style-type: none"> <li>• School Level CSILT analyze data</li> </ul>	2	4	

### Action Needed

- The district needs to formalize a process to collect, document, review, analyze, and use data on students' communication skills and dispositions towards learning to modify the learners' educational culture and experiences.
- The district needs to set expectations on how schools will explicitly address students' communication skills and dispositions toward learning.

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.4 The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.					
Potential Evidence and Results to Review: Description of formal structure and practices that provide learners consistent access to an adult advocate, Evaluations of the formal student advocacy program, Analyzed inventory results from teachers and students, Analyzed survey results from teachers, students and parents, Analyzed Student Engagement Survey results, Analyze institution eleot® data, Observations of adult/student and peer interactions and relationships throughout the institution Potential Stakeholder Groups: Students, Teachers, school leadership,					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All learners interact with their adult advocate and peers for the purpose of developing relationships and having support for their educational experiences	<ul style="list-style-type: none"> <li>Elementary Homeroom</li> <li>Family Health Programs from Base (varies by base)</li> <li>Family &amp; Life Counselors (MFLEC)</li> <li>School counselors</li> <li>School Level Advocacy Programs</li> <li>School psychologist</li> <li>Seminar</li> </ul>	3	4	<ul style="list-style-type: none"> <li>Internal Review Visits</li> <li>ICE Comments</li> <li>PD on Advocacy for all educators</li> <li>Seminar/eSeminar</li> <li>School-Level Advocacy Programs - data supporting how embedded the program is at each school</li> </ul>
IM	The institution implements and monitors a formal structure that has clearly defined activities, resources, and time for learners to develop positive relationships with adults and peers	<ul style="list-style-type: none"> <li>School Level Advocacy Programs</li> <li>Seminar</li> <li>Military Family &amp; Life Counselors (MFLEC)</li> <li>Annual counseling plans</li> </ul>	1	4	Level 1 <ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Seminar</li> </ul> Long-Term <ul style="list-style-type: none"> <li>Counselor</li> <li>Administrators</li> <li>Club Sponsors/Coaches</li> <li>Educators of multi-year programs (i.e. ROTC, music, Information Specialist)</li> </ul>
RE	Data are collected, analyzed, and used to determine the effectiveness of the program to ensure learners develop positive relationships with adults and peers that support their educational experiences eProve™ (eleot®) (A3, A4, B5, C1, C3, C4, F1)	<ul style="list-style-type: none"> <li>Internal Review Visits</li> <li>SQF</li> </ul>	1	4	Level 2 <ul style="list-style-type: none"> <li>SPED Case Managers (i.e. SPED Teachers, SLP)</li> <li>Psychologist</li> <li>MFLC</li> <li>Nurse</li> <li>SST</li> <li>504 Coordinator</li> <li>ASAC</li> <li>Intervention Teachers (i.e. READ 180, Math Support)</li> <li>EDIS</li> </ul>
SU	Longitudinal data and evidence from the implementation of formal structures demonstrate learners' improvements in the development of positive relationships with adults and peers that support their educational experiences	<ul style="list-style-type: none"> <li>Data from Internal Review Visits's aggregated and presented at DSO level</li> </ul>	1	4	Level 3 <ul style="list-style-type: none"> <li>Family Advocacy</li> </ul> Level 4 <ul style="list-style-type: none"> <li>Child Abuse</li> <li>Sexual Harassment</li> <li>Training on being an advocate</li> </ul>
EM	Commitment to and consistent actions by staff and students related to the development of positive relationships occur throughout the institution		2	3	
Action Needed					
<ul style="list-style-type: none"> <li>The district needs to identify, define, and train educators on what student advocacy means.</li> <li>The district needs to define and establish expectations for student advocacy programs.</li> <li>The district needs to collect, document, review, and analyze evidence of school-level student advocacy programs and provide feedback and resources on adjusting and improving student advocacy programs.</li> </ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.					
Potential Evidence and Results to Review: Analyzed inventory results from teachers and students, Analyzed survey results teachers, students and parents, Analyzed Student Engagement Survey results, Analyzed institution eleot data, Formal description of process to adopt, align and evaluate curriculum, Results of student achievement across grade levels and content areas related to the institution's learning expectations, Evaluations of professional development sessions related to curriculum adoption, alignment and evaluation Potential Stakeholder Groups: Teachers, School Administrators, District ISS, Leadership, HQ Content ISS					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All educators implement the curriculum developed and adopted by the institution	<ul style="list-style-type: none"> <li>21st CITL</li> <li>District and School Goals</li> <li>DoDEA Adopted Materials</li> <li>Focused Collaboration</li> <li>LWT 2.0</li> <li>Scope and Sequences for contents areas/courses</li> <li>Teachers attend quarterly CCRS trainings</li> </ul>	4	4	<ul style="list-style-type: none"> <li>21st CITL Action Plan</li> <li>DoDEA-CAS</li> <li>District and School Goals</li> <li>FC Meeting Minutes</li> <li>Internal Review Visits Summary Data</li> <li>LWT 2.0</li> <li>CCRS Quarterly Training Feedback/Logs</li> <li>Focused Collaboration Observation Tool</li> <li>HQ - Process for Adopting new CCRS Standards</li> <li>HQ - Process for Procuring new Curriculum Resources</li> <li>HQ - CCRS Rollout Plan</li> <li>HQ - Content area Program Evaluations</li> <li>Instructional Rounds Data</li> <li>Scope and Sequences for Contents Areas/ Courses</li> </ul>
IM	Processes are used to monitor the quality and fidelity of the implementation of the adopted curriculum across the institution	<p><b>Procurement of Curriculum Resources</b></p> <ul style="list-style-type: none"> <li>Adoption process of new standards</li> <li>Procurement of curriculum resources</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>System-wide rollout of new CCRS Standards and resources</li> <li>District and School Goals Process</li> <li>Scope and Sequence adjustments</li> <li>21st CITL</li> <li>Focused Collaboration</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>HQ-implemented program evaluations</li> <li>LWT 2.0</li> <li>ELEOT</li> </ul>	4	4	
RE	Data are collected, analyzed, and used to evaluate the quality and effectiveness of the curriculum to meet the institution's learning expectations, and student preparedness for the next level and to provide data for potential revisions to the curriculum eProve™ (eleot®) (B2, B3, C3, E3)	<ul style="list-style-type: none"> <li>21st CITL</li> <li>CCRS Quarterly Training Feedback</li> <li>District and School Goals</li> <li>DoDEA-CAS Data</li> <li>HQ - Program evaluations are conducted to check for use of curriculum</li> <li>Internal Review Visits</li> <li>Processes vary by content area and grade level band</li> <li>Transition meetings/ sessions/ trips (ES to MS to HS)</li> <li>Vertical alignment meetings</li> </ul>	2	4	
SU	Longitudinal data and results provide evidence of the effectiveness of the implementation of the curriculum and the institution's curriculum revision process	<ul style="list-style-type: none"> <li>District and School Goals</li> <li>DoDEA-CAS</li> <li>Internal Review Visits</li> </ul>	2	3	

EM	All educators inherently understand, practice, and protect both the institution's curriculum and commitment to its learning expectations	<ul style="list-style-type: none"> <li>● CCRS Quarterly Trainings</li> <li>● Focused Collaboration</li> <li>● LWT 2.0</li> <li>● Instructional Rounds</li> <li>● Internal Review Visits</li> <li>● Use of curricular resources</li> </ul>	3	3	
<b>Action Needed</b>					
<ul style="list-style-type: none"> <li>● The district office education division needs to collaborate with district ISSs and HQ to gain understanding of and access to the processes and supporting evidence.</li> <li>● The district needs to design and implement a formalized process to collect, document, and analyze longitudinal data to identify students' preparedness for the next level and use the data to make appropriate adjustments to initiatives, strategies, and programs.</li> <li>● The district needs to design and implement a formalized process to collect, document, and use longitudinal data to inform decisions about continuous improvement endeavors.</li> </ul>					

Key for *Overarching Evidence*:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.6 The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.					
Potential Evidence and Results to Review: Analyzed inventory results, Analyzed institution eleot data, Formal description of process to ensure curriculum is aligned to a rigorous and recognized set of standards, Curriculum revision and review cycles, Curriculum framework and documents for all content areas (Note: The textbook is a resource for the curriculum but is not the curriculum.), Process used to determine whether the curriculum aligns with system's purpose					
Potential Stakeholder Groups: Teachers, School Administrators, District ISS, Leadership, HQ Content ISS					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All educators are engaged in a process to align curriculum to standards and best practice	<ul style="list-style-type: none"><li>Focused Collaboration</li><li>CCRS Quarterly Trainings</li><li>Lesson Planning</li></ul>	3	4	<ul style="list-style-type: none"><li>21st CITL Plan</li><li>CCRS System/assessments</li><li>District and School Goals</li><li>FC Meeting Minutes</li><li>Internal Review Visits</li><li>LWT 2.0</li><li>CCRS Quarterly Training Logs</li><li>Content area program evaluations</li><li>CCRS Quarterly training feedback</li><li>Customer Satisfaction Survey</li><li>Focused Collaboration Observation Tool</li><li>Program Evaluation Process</li><li>Scope and Sequences for contents areas/ courses</li><li>Textbook adoption process</li></ul>
IM	Systematic process is implemented to ensure the written curriculum is aligned to a recognized and rigorous set of standards and is implemented with quality and fidelity	<ul style="list-style-type: none"><li>21st CITL</li><li>District and School Goals</li><li>Focused Collaboration</li><li>Internal Review Visits</li><li>ISS created resources</li><li>LWT 2.0</li><li>Processes are discussed by HQ and district content area ISS. Resources are developed and shared with teachers when gaps are identified</li><li>Processes vary based on content area and grade level band</li><li>Professional Learning Library</li><li>Program evaluations are conducted to check for use of curriculum</li><li>Textbook adoption</li></ul>	2	4	
RE	Data are collected, analyzed, and used to evaluate the curriculum to ensure the curriculum is aligned to expectations and results in learner achievement of the learning expectations eProve™ (eleot®) (B2, B3, C3, E3)	<ul style="list-style-type: none"><li>CCRS Assessments</li><li>District created assessments</li><li>Focused Collaboration</li><li>Team common assessments</li></ul>	2	4	
SU	Longitudinal data and evidence indicate ongoing implementation of a process to ensure the curriculum is aligned to standards and best practice and results in learner achievement of the learning expectations	<ul style="list-style-type: none"><li>CCRS Assessments</li><li>District-created Assessment</li><li>Focused Collaboration</li><li>ISS created resources</li><li>Professional Learning Library</li><li>Scope and sequences</li><li>Team common assessments</li></ul>	2	3	
EM	All instructional staff are directly and indirectly responsible for the curriculum and protect and hold each other accountable for its consistent application across all classrooms and content areas	<ul style="list-style-type: none"><li>21st CITL</li><li>CCRS Trainings</li><li>Focused Collaboration</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices.</li><li>A formal process and expectations need to be established regarding lesson plans and reviewing lesson plans.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.7 Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.					
Potential Evidence and Results to Review: Analyzed inventory results from teachers and students, Analyzed institution eleot results, Analyzed Student Engagement Survey results, Formal description of process to ensure instruction is adjusted to meet individual students' needs, description of process to ensure instruction is adjusted to meet individual students' needs, Examples of differentiated learning activities based on analysis of data, Instructional guidelines and expectations for teaching and meeting needs of individual learners, Analysis of results of instructional data					
Potential Stakeholder Groups: Teachers, School Administrators, District ISS, Leadership, HQ Content ISS					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All educators are engaged in the monitoring and adjusting of instruction to meet individual learners' needs and the institution's learning expectations	<ul style="list-style-type: none"><li>21st C ITL</li><li>504</li><li>AAPS</li><li>AP</li><li>AVID</li><li>ELL</li><li>Focused Collaboration</li><li>IEP</li><li>LLI Support</li><li>LWT 2.0 Expectations (General Ed)</li><li>Math Support</li><li>Sure Start</li><li>PSCD</li></ul>	3	4	<ul style="list-style-type: none"><li>Annual reports for special program (i.e. AAP, ELL, LLI, Sure Start, Read 180, SPED)</li><li>Focused Collaboration</li><li>Internal Review Visit</li><li>ELEOT</li><li>D-MAP</li><li>DoDEA-CAS</li><li>LWT 2.0</li><li>Support Programs (i.e. AVID, ELL, LLI, Math, Read 180)</li><li>21st C. ITL Monitoring</li><li>District-wide structures/processes for general academic support.</li></ul>
IM	Processes are executed to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>DP-MAP</li><li>ELEOT</li><li>Focused Collaboration</li><li>Internal Review Visits</li><li>LWT 2.0</li></ul>	2	4	
RE	Data are collected and analyzed to identify improvements in student learning based on the use of data to monitor and adjust instruction eProve™ (eleot®) (A1, B2, C3)	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>ELEOT</li><li>LWT 2.0</li></ul>	2	4	
SU	Longitudinal data from instructional monitoring processes demonstrate improvements to student learning and changes to instructional practices based on the use of data over time	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>ELEOT</li><li>LWT 2.0</li></ul>	2	3	
EM	The use of data to meet the individual learner's needs is actively supported and practiced by all educators		2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students.</li><li>The district needs to design and implement a formalized process to collect, document, analyze, and use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs.</li><li>The District needs to implement clearly-defined, district-wide structures/processes for general academic support (i.e. Math Support).</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.8 The system provides programs and services for learners’ educational futures and career planning.					
Potential Evidence and Results to Review: Description of formal structure and practices that provide learners access to programs and services to plan for their future, Examples of student goals and plans, Analyzed inventory results from teachers and students, Student graduation rates and/or promotion rates, Institution profile that contains information on college acceptance, career choices, graduation rate, etc., Observations of information posted around the classrooms and school facilities that communicates career options, career planning, goal-setting, etc.					
Potential Stakeholder Groups: Students, School Counselors, CTE Teachers,					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All learners have opportunities to engage in programs and services to identify interests that will enable future educational and career planning	<ul style="list-style-type: none"><li>6-8 Plan</li><li>AVID</li><li>AP</li><li>Career Practicum</li><li>Choices 360</li><li>Class Choices (CTE, music, art, ROTC, Drama, AP)</li><li>College/Career Events</li><li>Counselor</li><li>CCRS</li><li>District Podcasts</li></ul>	3	4	<ul style="list-style-type: none"><li>6-8 Yr Plans</li><li>AAPS/AP Programs</li><li>AVID</li><li>Career Practicum</li><li>CCRS</li><li>Choice 360</li><li>College / Career Nights</li><li>Counselor</li><li>CTE</li><li>District Podcasts</li><li>DoDEA-CAS</li><li>EXIT Surveys</li><li>Internal Review Visits (Feedback Sessions)</li><li>ROTC Program</li><li>SPED Programs</li><li>Post-secondary endeavors (schools/career/scholarship/etc.) Data</li><li>Monitoring data for programs and events</li><li>Prgrams to engage students and parents in discussions and activities to assist students in exploring post secondary opportunities they have and provide support and resources in proceeding with the opportunities.</li></ul>
IM	Implementation and monitoring of formal programs and services to support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning	<ul style="list-style-type: none"><li>AVID</li><li>Career Practicum</li><li>CCRS</li><li>Choice 360</li><li>CTE</li><li>DoDEA - CAS</li><li>Internal Review Visits</li><li>ROTC</li><li>SPED (IEP, 504, ELL)</li></ul>	2	4	
RE	Data are collected, analyzed and used to evaluate the effectiveness of programs and services for students’ educational futures and career planning in meeting learner needs eProve™ (eleot®) (C1, C3, D2, E1, G3)	<ul style="list-style-type: none"><li>Internal Review Visits</li><li>CTE</li><li>ROTC</li></ul>	1	3	
SU	Longitudinal data and evidence show growth and improvement in students’ educational futures and career planning based on the implementation of quality programs and services	<ul style="list-style-type: none"><li>AVID</li><li>Choice 360</li><li>Internal Review Visits</li></ul>	1	3	
EM	Planning for educational futures and careers is embedded in programs and activities across all areas of the institution	<ul style="list-style-type: none"><li>AVID</li><li>CCR Standards</li><li>Choice 360</li><li>CTE, career practicum, etc...</li><li>ROTC</li><li>Varied programs and activities in some schools</li></ul>	2	4	
Action Needed					
<ul style="list-style-type: none"><li>The District needs to collaborate with secondary schools to develop, implement, document, monitor, and adjust robust programs to engage students and parents in discussions and activities to assist students in exploring post secondary opportunities they have and provide support and resources in proceeding with the opportunities.</li><li>The District and schools need to monitor programs, services, and events that support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning.</li><li>The district needs to collect and share data on students post graduation plans, college acceptance, career choices, and graduation rates.</li></ul>					

Key for *Overarching Evidence*:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available



2.9 The system implements processes to identify and address the specialized needs of learners.					
<p>Potential Evidence and Results to Review: Descriptions of referral processes for learners' specialized needs related to social, emotional, developmental and academic needs (including academic support or enrichment), Descriptions of internal programs and services provided and/or external partnerships to provide services and resources, Analyzed inventory results from teachers and students, Analyzed survey results from teachers, students and parents, Analyzed Student Engagement Survey results, Analyzed institution eleot data, Examples of interventions used to address specialized needs of learners, particularly for those who do not qualify for formal programs, Analyzed data regarding the effectiveness of programs and services in meeting student needs, including student performance data</p> <p>Potential Stakeholder Groups: Students, Parents, Teachers, School and District level leadership</p>					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Educators are involved in the identification of students who might need specialized services, programs or resources	<ul style="list-style-type: none"> <li>504 Process</li> <li>AAPS Identification Process</li> <li>Academic Support - Teachers identify and refer students for academic support based on set criteria.</li> <li>CSC/SPED Process</li> <li>ELL Process</li> <li>Focused Collaboration</li> <li>SST Process</li> </ul>	3	4	<ul style="list-style-type: none"> <li>Adopted programs and processes for serving students (504, AAPS, ASAC, ELL, Academic Support, EDIS, MFLC, School Counseling Program, SPED, Sure Start)</li> <li>Annual reports for ELL, LLI, Read 180, SPED,</li> <li>Choice 360</li> <li>DoDEA-CAS</li> <li>Focused Collaboration</li> <li>Internal Review Visits - ELEOT</li> <li>Master Schedules</li> <li>Position descriptions for all service providers</li> <li>Report Cards and Progress Reports</li> <li>School level social clubs and supports</li> <li>School/System Quality Factors (SQFs)</li> <li>Staffing documents</li> <li>Student Support Team</li> <li>ASAC Referral Process (Data?)</li> <li>Counseling Referral Process</li> <li>EDIS Referral Process (Data?)</li> <li>MFLC Referral Process (Data?)</li> <li>Seminar / e-Seminar</li> <li>Disaggregated Interim and Summative Assessment Data (i.e. review data for students receiving support services in reading and math)</li> <li>Formal process for monitoring of programs to include the collecting of and analyzing data to determine the effectiveness of and making adjusting to programs.</li> <li>Tiered Intervention</li> </ul>
IM	The institution implements and coordinates programs, services, and resources to address learners' needs in the social, emotional, developmental, and academic areas and monitors and adjusts to ensure quality implementation	<ul style="list-style-type: none"> <li>504 /SPED</li> <li>AAPS</li> <li>Academic Support (LLI, Read 180, math support)</li> <li>AVID</li> <li>Blueprint Core Values</li> <li>Counseling Programs</li> <li>Crisis management team</li> <li>EDIS</li> <li>ELL</li> <li>Extra-curricular activities</li> <li>Master Schedules</li> <li>MFLC/ASAC</li> <li>School Psychologist</li> <li>Social Clubs and Organization</li> <li>SST</li> <li>Sure Start</li> </ul>	2	4	
RE	Data are collected, analyzed, and used to monitor and adjust services and to evaluate the effectiveness of programs and services in meeting the specialized needs of learners eProve™ (eleot®) (A1, A4, C3, E2)	<ul style="list-style-type: none"> <li>Annual reports for SPED, Read 180, LLI, &amp; ESL</li> <li>ASPEN - AAPS, ELL, LLI</li> <li>Choices 360 - 5 year plans</li> <li>Internal Review Visits - ELEOT</li> <li>LWT 2.0 for DI</li> <li>Progress Reports &amp; Report Cards</li> <li>Seminar / e-Seminar</li> <li>Teaching Strategies Gold</li> <li>WIDA</li> </ul>	2	4	
SU	Longitudinal data and evidence show growth and improvement in meeting the specialized social, emotional, developmental, and academic needs of learners based on the implementation processes for identification and provision of services	<ul style="list-style-type: none"> <li>Annual reports for SPED, Read 180, LLI, &amp; ESL</li> <li>Focused Collaboration</li> <li>Newly added programs <ul style="list-style-type: none"> <li>Changes in AAPS</li> <li>Choices 360</li> <li>WIDA standards adoption</li> </ul> </li> </ul>	2	3	
EM	Staff demonstrate consistent commitment and aligned actions to meet the specialized social, emotional, developmental and academic needs of individual students across the institution	<ul style="list-style-type: none"> <li>Focused collaboration</li> <li>Internal Review Visits</li> <li>SQF</li> <li>Master schedule</li> <li>Referral processes</li> <li>Resource Allocation</li> </ul>	2	4	
<b>Action Needed</b>					
<ul style="list-style-type: none"> <li>The District needs to design, document, implement, monitor, and adjust consistent programs across the district to support the social and emotional needs of all students.</li> </ul>					



## 2.10 Learning progress is reliably assessed and consistently and clearly communicated.

Potential Evidence and Results to Review: Examples from classrooms regarding communication about learning expectations, Examples of common grading and reporting practices that link to specific standards or expectations such as the use of standard-based reporting tools (Note: This is not a percentage-based grading scale.), Analyzed student achievement data from formative and summative assessments, Analyzed inventory results, Examples of communication methods with learners and parents/family/legal guardians regarding learners' progress.

### Potential Stakeholder Groups:

	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All educators consistently and frequently communicate learning progress to appropriate stakeholders, including the learner, in clear and understandable language and formats	<ul style="list-style-type: none"> <li>Emails</li> <li>SAC</li> <li>Posting of learning targets</li> <li>Content Area Websites</li> <li>D and F list</li> <li>GradeSpeed</li> <li>Parent-Teacher Conferences</li> <li>Progress Reports</li> <li>Report cards</li> <li>School Level <ul style="list-style-type: none"> <li>Classroom Newsletters</li> <li>Conferences</li> <li>Emails</li> <li>Newsletters</li> </ul> </li> <li>Seminar/e-seminar</li> </ul>	3	4	<ul style="list-style-type: none"> <li>ASPEN</li> <li>Class Syllabi</li> <li>Communication Tools <ul style="list-style-type: none"> <li>Comm Plans</li> <li>Comm Matrices</li> <li>Comm Details</li> </ul> </li> <li>D/F Lists</li> <li>District/School Goals</li> <li>DoDEA-CAS (Process)</li> <li>DoDEA Grading Policy</li> <li>Focused Collaboration Process / Minutes/ <b>Smart goals</b></li> <li>GradeSpeed</li> <li>Progress Reports</li> <li>Report Cards</li> <li>SAC Reports</li> <li><b>Common Data Protocols</b></li> <li><b>Principals Review Report Cards</b></li> <li><b>Sample of Formative Assessments</b></li> <li><b>School-Level Grading Expectations</b></li> <li><i>Student-led Conferences</i></li> </ul>
IM	Processes are executed to monitor the implementation of the common grading practices aligned to specific criteria that represent attainment of content knowledge and skills across all classrooms and programs	<ul style="list-style-type: none"> <li>Class Syllabus</li> <li>DoDEA Grading Policy</li> <li>Focused collaboration</li> <li>Grade Speed</li> </ul>	1	3	
RE	Formative and summative data are collected, analyzed, and used to monitor learning progress and the implementation of the common grading practices across all classrooms and programs eProve™ (eleot®) (B3, E1, E3, E4)	<ul style="list-style-type: none"> <li>DoDEA-CAS</li> <li>Focused Collaboration</li> </ul>	2	4	
SU	Longitudinal data and evidence demonstrate improvements in assessing and reporting learning based on the implementation of clear criteria, use of formative and summative data, and communication processes	<ul style="list-style-type: none"> <li>DoDEA-CAS</li> </ul>	2	4	
EM	Educators consistently support and protect grading and assessment practices that represent attainment of content knowledge and skills across all classrooms and programs	<ul style="list-style-type: none"> <li>Focused Collaboration</li> </ul>	2	3	

### Action Needed

- The District and schools need to identify and share student learning expectations, district initiatives, and current student performance data and celebrate success.
- The District needs to implement a district-wide action plan to analyze, align, and review grading policies.
- The District needs to identify, implement, train, and monitor a district-wide data protocol (s)

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.				
Potential Evidence and Results to Review: Processes and opportunities for staff to analyze and use data, Professional development training and support for the use of data to improve instruction, Examples of instructional activities and/or curriculum changes made based on the analysis of data, Teacher evaluation results, lesson plans, and walk-through instruments that focus on use of data to modify instruction (such as personalized learning activities and differentiated learning activities), Explanation of the institution’s formal assessment system that includes formative and summative assessments, Analyzed student performance data demonstrating student growth and improvement Potential Stakeholder Groups: Teachers, District and HQ ISS, School and District Leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All educators are engaged in processes to use formative and summative data to improve student learning for individual and collective groups of students	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>Focused Collaboration</li><li>WIDA</li><li>SPED</li><li>SST</li></ul>	3	4	<ul style="list-style-type: none"><li>Annual reports for special program (i.e. AAP, AP, AVID, CTE, ELL, LLI, Sure Start, Read 180, SPED)</li><li>DoDEA-CAS</li><li>Focused Collaboration</li><li>Student Support Team</li><li>SPED</li><li>Support Programs</li></ul>
IM	Processes are used by educators to monitor and verify learners’ progress toward meeting learning expectations and modify instruction to transform learning experiences for students	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>Focused Collaboration</li><li>WIDA</li><li>SPED</li><li>SST</li></ul>	2	4	
RE	Instructional and system staff analyze and use student learning data to monitor the effectiveness of changes in their instructional practices and improve and verify individual student progress toward meeting learning expectations	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>Focused Collaboration</li><li>Site Literacy Leaders</li><li>WIDA</li></ul>	2	4	
SU	Longitudinal data provide evidence of ongoing improvements to instructional practices and improvement in student learning based on data-driven changes to instructional practice	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>Focused Collaboration</li></ul>	2	3	
EM	Educators in all classrooms and instructional programs commit to and demonstrate their consistent use of data to verify learner progress and modify instructional practices to improve student learning	<ul style="list-style-type: none"><li>Focused Collaboration</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to develop a process to collect, document, and analyze Focused Collaboration data in regards to common assessments to adjust meeting the needs of all learners and use the data to inform appropriate changes in programs, strategies, initiatives, and practices.</li></ul>					

Key for *Overarching Evidence*:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.				
Potential Evidence and Results to Review: Results from formal program evaluations, Examples of action research or informal evaluation processes, Examples of decisions made for the selection, implementation, and continued use of programs and/or practices based on data and results from the evaluation of the program, Analyzed surveys and/or focus group data that describe the institution’s overall effectiveness, Analyzed student performance results					
Potential Stakeholder Groups: Students, Parents, Teachers, School, District, Region and HQ level leadership					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	System and school staff members are involved in the institution’s formalized cycle and timeline to evaluate all academic and organizational programs and services	<ul style="list-style-type: none"><li>Accreditation Process</li><li>Annual reports for SPED, ESL, LLI, SAC, CSI...</li><li>Curriculum &amp; Materials Procurement Cycle and Technical Evaluation Team</li><li>DoDEA-CAS</li><li>HQ, CIL, and District Evaluation of Professional Learning</li><li>Internal Review Visits</li><li>Program Evaluations</li></ul>	2	3	<ul style="list-style-type: none"><li>Annual Reports (i.e. AAP, AP, AVID, CTE, ELL, SPED, LLI, LLO, SAC, CSI)</li><li>District/School Goals (Monitoring)</li><li>DoDEA-CAS</li><li>EXIT Surveys</li><li>External Review Reports</li><li>Focused Collaboration</li><li>Internal Review Reports</li><li>LWT 2.0</li></ul>
IM	The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning	<ul style="list-style-type: none"><li>District/School Goals (Monitoring)</li><li>ICE Comments</li><li>Internal Review Visits</li><li>Program evaluations</li></ul>	2	4	<ul style="list-style-type: none"><li>CIL Professional Learning Evaluations</li><li>DoDEA Customer Satisfaction Survey</li><li>FCOT</li><li>HQ’s curriculum and assessment procurement process</li><li>Program Evaluations (DoDEA Wide)</li></ul>
RE	Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision making regarding the effectiveness of the programs and services in improving student learning and organizational effectiveness  Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services	<ul style="list-style-type: none"><li>DoDEA-CAS</li><li>DP-MAP</li><li>Internal Review Visits</li><li>LWT 2.0 (Results)</li><li>Program Evaluations</li></ul>	2	4	<ul style="list-style-type: none"><li>Formalized processes to collect, analyze, documenting, using to make appropriate changes,, and sharing data from programs/goals/action plans</li><li>School-level program monitoring data (Student support, etc. -Student council, MFLC, etc.)</li><li>Professional Learning Evaluations</li></ul>
SU	Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services	<ul style="list-style-type: none"><li>District</li><li>HQ Program Evaluation</li></ul>	2	3	
EM	The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services	<ul style="list-style-type: none"><li>C-SILT, SAC Meeting Minutes</li><li>Focused Collaboration</li><li>SQFs</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess its programs and organizational conditions to improve student learning.</li><li>The district office education division needs to collaborate with district ISSs and HQ to gain understanding of and access to the processes and supporting evidence.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

3.1 The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system’s effectiveness.					
Potential Evidence and Results to Review: Professional learning plan aligned to or embedded in the continuous improvement plan, Analyzed needs assessment data used to identify professional learning activities, including results of data from supervision and evaluation processes, student learning data, and institution eleot® data, Analyzed evaluation results from professional learning activities, Analyzed inventory results from teachers and students, Analyzed student performance results.					
Potential Stakeholder Groups: Teachers, District and Area Personnel, School, District and Area Administration					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All staff participate in relevant and job-embedded professional learning to improve professional practice	<ul style="list-style-type: none"><li>• 21st C ITL</li><li>• College and Career readiness Standards Training</li><li>• Center for Instructional Leadership</li><li>• Educational Technologists</li><li>• Focused Collaboration</li><li>• Layered: ISS Home Weeks, District Admin Summits, CSI Chair Summits, CSC Chair Summits</li><li>• Local School Level Professional Learning</li><li>• Meeting Minutes</li><li>• SPED Training</li></ul>	4	4	<ul style="list-style-type: none"><li>• 21st Century ITL</li><li>• Continuous School Improvement Plans Processes</li><li>• College and Career Readiness Implementation Timeline (Past &amp; Present)</li><li>• Focused Collaboration (Data, Feedback, Monitoring)</li><li>• Internal Review Visits (ELEOT)</li><li>• LWT 2.0</li><li>• System Quality Factors</li><li>• Common Action Plan Template</li><li>• District Data Profile</li><li>• Professional Learning Calendars</li></ul>
IM	<p>Professional learning activities are planned and delivered based on data-driven needs assessments and data aggregated from supervision and evaluation processes to improve student learning and organizational effectiveness</p> <p>The institution’s professional learning activities are monitored and adjusted to ensure staff have sufficient and quality opportunities to apply the intended learning</p>	<ul style="list-style-type: none"><li>• Center for Instructional Leadership</li><li>• College &amp; Career Readiness Feedback</li><li>• District Goal Process</li><li>• DoDEA-CAS</li><li>• DP-MAP</li><li>• Educational Technologists</li><li>• Internal Review Visits</li><li>• LWT 2.0</li><li>• School Level Needs Assessments</li></ul>	2	4	
RE	Data are collected, analyzed, and used to assess the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness	<ul style="list-style-type: none"><li>• Focused Collaboration (Feedback and Monitoring)</li><li>• Internal Review Visits</li><li>• Local Needs Assessments</li><li>• PD session feedback</li><li>• District Data Profile</li><li>• District Data Protocols</li></ul>	2	4	
SU	Longitudinal results from the evaluation of professional learning activities indicate improvements to professional practice, content and pedagogical knowledge, and organizational effectiveness over time	<ul style="list-style-type: none"><li>• District Goal process</li><li>• Focused Collaboration (Data)</li><li>• LWT 2.0</li><li>• Internal Review Visits</li></ul>	2	4	
EM	Relevant and job-embedded professional learning is an expectation and a regular practice across the institution and is supported with time and fiscal resources	<ul style="list-style-type: none"><li>• College and Career Readiness Training departmentalized by content area</li><li>• Focused Collaboration</li></ul>	3	4	
Action Needed					
<ul style="list-style-type: none"><li>• The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess and adjust its professional development programs to improve student learning.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.					
Potential Evidence and Results to Review: Documented structures and processes for collaboration, Training related to formal collaboration processes to improve instruction and student learning, Revisions to curriculum and instruction based on collaborative analysis of data, Analyzed inventory data from teachers and students, Analyzed student performance results.					
Potential Stakeholder Groups: Teachers, ISS, School Leaders, District Leaders					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All professional staff participate in structured and ongoing collaborative learning communities	<ul style="list-style-type: none"><li>21st C ITL</li><li>Center for Instructional Leadership (ISS/Admin)</li><li>CSI Training</li><li>CCRS Quarterly training/ BOY training</li><li>Focused Collaboration</li><li>PD Days</li></ul>	4	4	<ul style="list-style-type: none"><li>21st C ITL</li><li>CCRS Quarterly training/ BOY training</li><li>Center for Instructional Leadership (ISS/ Admin)</li><li>CSI training</li><li>Focused Collaboration<ul style="list-style-type: none"><li>FCOT</li><li>FC Feedback</li><li>Minutes Check</li><li>Focused Collaboration RTI</li></ul></li><li>Internal Review Visits</li><li>LWT 2.0</li><li>Professional Learning Days</li></ul>
IM	Process to monitor the collaborative learning communities’ engagement in activities to analyze and use data to improve student learning and provide training, resources, and time	<ul style="list-style-type: none"><li>Focused Collaboration<ul style="list-style-type: none"><li>FC Feedback</li><li>FCOT</li><li>Minutes Check</li><li>Re-Focused Collaboration</li></ul></li><li>Center for Instructional Leadership (ISS/ Admin)</li><li>Internal Review Visits</li></ul>	2	4	
RE	Data are collected, analyzed, and used to monitor and assess the effectiveness of the collaborative learning structures to improve student learning and professional practice	<ul style="list-style-type: none"><li>Focused Collaboration<ul style="list-style-type: none"><li>FC Feedback</li><li>FCOT</li><li>Minutes Check</li><li>Smart goal monitoring</li><li>Re-Focused Collaboration</li></ul></li><li>PD Feedback forms</li><li>LWT 2.0</li><li>Internal Review Visits</li></ul>	2	4	
SU	Longitudinal data and evidence show improvements in the effectiveness of collaborative learning communities and demonstrate improvements and growth in student learning and professional practice over time	<ul style="list-style-type: none"><li>Focused Collaboration<ul style="list-style-type: none"><li>FC Feedback</li><li>FCOT</li><li>Minutes Check</li><li>Re-Focused Collaboration</li></ul></li><li>College and Career Readiness Standards Quarterly Collaboration/Trainings</li></ul>	2	3	
EM	A culture of collaboration is established, promoted, and protected to improve learner performance and organizational effectiveness	<ul style="list-style-type: none"><li>Focused Collaboration</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the Focused Collaboration process.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.				
Potential Evidence and Results to Review: Documentation of formal mentoring program, including expectations for the program, Processes for instructional coaching, including expectations and frequency of coaching, Data on results of mentoring activities, Data on results of coaching activities, Analyzed teacher inventory data, Analyzed student performance data.					
Potential Stakeholder Groups: District and school level leadership, Teachers					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	New staff and all other appropriate staff members participate and engage in structured and ongoing formal mentoring, induction, coaching and modeling programs, and opportunities	<ul style="list-style-type: none"><li>Admin coach teachers</li><li>Center for Instructional Leadership support of Instructional System Specialists and Administration</li><li>College and Career Readiness Standards Quarterly Collaboration/Trainings</li><li>Focused Collaboration</li><li>School-level mentor teachers</li><li>Mandatory Training</li><li>Onboarding website</li></ul>	3	4	<ul style="list-style-type: none"><li>Annual Mandatory Trainings</li><li>Center for Instructional Leadership support of Instructional System Specialists and Administration</li><li>College and Career Readiness Standards Quarterly Collaboration/Trainings</li><li>DoDEA-CAS</li><li>Focused Collaboration</li><li>Instructional System Specialists coaching teachers</li><li>LWT 2.0</li><li>Onboarding, Mentoring, Coaching Program (website)</li><li>Professional Learning Library</li><li>Administration coaching teachers</li><li>Instructional Rounds</li><li>Human Resources onboarding and coaching information needed</li><li>Perception Data from Participants</li></ul>
IM	Mentoring, induction, and instructional coaching activities are implemented and monitored to ensure quality and fidelity in achieving the purpose of the programs and activities in improving professional practice and student learning	<ul style="list-style-type: none"><li>Center for Instructional Leadership (including feedback)</li><li>Collected data on who has mentor teachers and EDCs</li><li>DP-MAP elements for ISS and Admin</li><li>Focused Collaboration</li></ul>	2	4	
RE	Data are collected, analyzed, and used to examine the impact of the mentoring, induction, and coaching programs on improving student learning and professional practice	<ul style="list-style-type: none"><li>LWT 2.0</li><li>CIL feedback on coaching sessions</li><li>ELEOT</li><li>Focused Collaboration (data)</li><li>DODEA-CAS</li></ul>	1	2	
SU	Longitudinal results demonstrate growth and improvements in student learning and professional practice based on the implementation of mentoring, induction, and coaching		1	3	
EM	Support and guidance from mentors, coaches, peers, and/or leaders about observations, lesson plans, instructional delivery, student learning, and organizational norms is an embedded practice of the institution’s culture	<ul style="list-style-type: none"><li>Admin coaching</li><li>Focused Collaboration</li><li>ISS support/coaching</li><li>LWT 2.0</li><li>Onboarding website</li><li>School-level Mentor Teachers</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The system needs to refine the induction, mentoring, and coaching program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness.</li><li>The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the Induction, Mentoring, and Coaching Program.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

3.4 The system attracts and retains qualified personnel who support the system’s purpose and direction.					
Potential Evidence and Results to Review: Processes for identification of personnel and hiring processes, Examples of actions to recruit qualified staff, Examples of actions taken to retain qualified staff, Analysis of exit interview data from staff leaving the institution, Analysis of staff retention data, Analyzed inventory data from teachers and students, Analyzed survey data from Analyzed survey data from.					
Potential Stakeholder Groups: District Leaderships, ISS, Building Leadership, Teachers,					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Leaders engage in ongoing processes to identify staffing needs and retain qualified staff	<ul style="list-style-type: none"><li>DoDEA Employment Application System</li><li>DoDEA Qualifications for Positions</li><li>Federal/DoD/DoDEA Hiring Regulations</li><li>Staffing Document</li><li>USA Jobs</li></ul>	4	4	<ul style="list-style-type: none"><li>Administration Guide</li><li>DoDEA Employment Application System</li><li>Federal/DoD/DoDEA Hiring Regulations</li><li>Human Resources Handbook</li><li>Negotiated Agreements</li><li>Mentoring, Onboarding, and Coaching Program</li><li>Professional Learning Library</li><li>Staffing Document</li><li>Staffing Standards</li><li>USA Jobs</li><li>Human Resources Tracks Recruitment/Hiring process</li><li>Recruitment Process</li></ul>
IM	Formal processes are implemented to identify personnel needs, including an assessment of talent, qualifications and sufficient numbers to ensure learner’s needs are met  Formal processes and actions are implemented and monitored to attract, recruit, and retain qualified personnel who meet the needs of the institution and the learners	<ul style="list-style-type: none"><li>Human Resources</li><li>Individual Education Plans (for aide support)</li><li>Staffing Document</li><li>Staffing Standards</li><li>Substitute Teachers</li><li>USA Jobs</li></ul>	3	4	
RE	Data are collected, analyzed, and used to evaluate the effectiveness of processes implemented to recruit and retain qualified staff	<ul style="list-style-type: none"><li>Human Resources Handbook</li></ul>	2	4	
SU	Longitudinal data and evidence indicate growth and improvements to the recruitment and retention of qualified staff based on the implementation of processes and strategies	<ul style="list-style-type: none"><li>DoDEA Employment Application System</li><li>HR Handbook</li></ul>	2	3	
EM	All staff commit and demonstrate actions related to building a culture that supports the recruitment and retention of qualified staff	<ul style="list-style-type: none"><li>Mentoring and coaching programs</li><li>Professional Learning</li></ul>	2	3	
Action Needed					
<ul style="list-style-type: none"><li>The system needs to refine the induction, mentoring, and coaching program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness.</li><li>The district will reach out to HQ in order to learn about the processes in place for hiring and retaining qualified personnel.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available



3.5 The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.					
Potential Evidence and Results to Review: Technology plan and allocation of resources to support the plan, Processes for procuring, replacing, and/or repairing digital equipment, software, and other digital tools, Evaluations of professional learning for instructional staff on the integration of digital resources into instruction, Evaluations of training for all staff on the use of digital tools relevant to their role in the organization, Analyzed institution eleot data (Digital Learning Environment), Analyzed inventory data from teachers and students, Analyzed survey data from teachers, students and parents. Potential Stakeholder Groups: School Level, District, Area & HQ Educational Technologists, Teachers, Students, School, District and Area Administration					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All staff are engaged in the integration and planning for the use of digital resources into teaching, learning, and/or operations	<ul style="list-style-type: none"><li>21st Century Innovative Teaching and Learning</li><li>Approved Software and Cloud List</li><li>Digital Citizenship Initiative</li><li>DoDEA CAS</li><li>Education Technologist</li><li>Headquarters TET</li><li>Information Specialist</li><li>LWT 2.0 expectations</li><li>School Tech Plans</li><li>TILTs</li></ul>	3	4	<ul style="list-style-type: none"><li>District/School Goals &amp; Process (Plans)</li><li>Educational Technologists - job description</li><li>ELEOT</li><li>Focused Collaboration</li><li>Information Specialist - job description</li><li>ITSE Standards</li><li>LWT 2.0</li><li>21st Century Innovative Teaching and Learning Support</li><li>District Tech Plan</li><li>District-wide Virtual School</li></ul>
IM	Processes are implemented to ensure the use of digital resources are integrated into the teaching, learning and operations  Processes are implemented to provide sufficient human, material, and fiscal support for the integration of digital resources into teaching, learning and operations  Job-embedded training and support is implemented for all staff to use appropriate digital resources that are aligned to their role in the organization with training monitored and adjusted as needed	<ul style="list-style-type: none"><li>Digital Citizenship Initiative</li><li>Education Technologist Collaboration</li><li>Education Technologist, Information Specialists, Instructional System Specialists positions, support for training</li><li>ELEOT</li><li>LWT 2.0</li><li>Process to approve software and cloud items</li><li>Procurement<ul style="list-style-type: none"><li>DoDEA-CAP</li><li>Outfitting new schools</li></ul></li><li>School-Level Training</li><li>School Tech Plans</li><li>Site Technician</li></ul>	2	4	
RE	Data are collected, analyzed, and used to evaluate the use of digital resources for improving organizational effectiveness and student learning eProve™ (eleot®) (G1, G2, G3)	<ul style="list-style-type: none"><li>Internal Review Visits</li><li>Tech needs assessment to drive Tech Plans</li></ul>	2	4	
SU	Longitudinal data and evidence demonstrate the effective processes for operational practices and digital resources and results of the use of digital resources to improve teaching, learning, and/or operations	<ul style="list-style-type: none"><li>21st Century Innovative Teaching and Learning</li><li>District and School Tech Plans</li></ul>	2	4	
EM	All staff commit to and demonstrate actions to integrate digital resources throughout the institution to improve student learning and organizational effectiveness	<ul style="list-style-type: none"><li>21st Century Innovative Teaching and Learning</li><li>New ISTE Standards Implementation</li></ul>	2	4	
Action Needed					
<ul style="list-style-type: none"><li>The district needs to review available data related to district and school tech plans implementation and success and make appropriate modifications to improve the district tech plan process.</li><li>The district needs to provide specific, focused, and targeted training to support the district’s and schools’ tech plan and initiatives.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available



3.6 The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.					
Potential Evidence and Results to Review: Processes for identification and adoption of curriculum materials, Processes for identification and adoption of supplementary materials to support learning, Library media access for staff and students, Analyzed inventory results from teachers and students, Data on the use and effectiveness of the implemented resources, Budget allocations for purchase and replacement of materials and resources, Observations of access to classroom materials and resources, supplemental curricular resources, and library/media resources throughout the system. Potential Stakeholder Groups: Students, Teachers, District ISS, Leadership, HQ					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All students and staff access the institution's information resources and materials that support their needs, interests, and the teaching and learning programs	<ul style="list-style-type: none"> <li>Digital ASL/ACL</li> <li>Digital Databases (MackinVia, Gale, PebbleGO, Tumblebooks)</li> <li>Digital Resources (Think Central, Benchmark, Foss, Clever, Khan Academy, Pearson, HMH)</li> <li>Digital Learning Platforms (Schoology, Google Classroom, Sharepoint)</li> <li>DoDEA Adopted Curriculum</li> <li>Information Center checkouts</li> <li>School programs (tutoring, etc.)</li> <li>Tutor.com</li> </ul>	4	4	<ul style="list-style-type: none"> <li>Curriculum adoption cycles</li> <li>Data on book checkouts</li> <li>Database use/access</li> <li>Data on digital checkouts</li> <li>Student use data</li> </ul>
IM	Implementation of processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students	<ul style="list-style-type: none"> <li>Contracts reviewed and databases are updated</li> <li>Curriculum adoption cycle</li> <li>Information Center renewal/weeding each year</li> <li>Supplemental materials for curriculum</li> <li>Program reviews conducted by HQ</li> <li>Creation of materials by HQ/ISS</li> <li>Textbook adoption process</li> <li>Digital vetting process</li> </ul>	3	4	
RE	Data are collected, analyzed, and used to determine the effectiveness and quality use of the resources and materials provided to support institutional programs and guide decision- making regarding resources	<ul style="list-style-type: none"> <li>Creation of materials by Headquarters and Instructional System Specialists</li> <li>Contracts reviewed and databases are updated</li> <li>Information Center renewal/weeding each year</li> <li>Digital vetting process</li> <li>DoDEA Comprehensive Assessment System (BAS, CCRS Interims and Summative, PSAT 8/9, PSAT NMSQT, AAPPL, AP, SAT, ACT, CTE)</li> <li>Program reviews conducted by HQ</li> <li>Student Enrollment for distribution of materials</li> <li>Supplemental materials for curriculum</li> <li>Textbook adoption process</li> </ul>	3	4	

SU	Longitudinal data and evidence demonstrate the ongoing quality and effectiveness of the use of resources and materials to support instruction and student and staff needs and interests	<ul style="list-style-type: none"> <li>• Creation of materials by Headquarters and Instructional System Specialists</li> <li>• Contracts reviewed and databases are updated</li> <li>• Digital vetting process</li> <li>• DoDEA Comprehensive Assessment System (BAS, CCRS Interims and Summative, PSAT 8/9, PSAT NMSQT, AAPPL, AP, SAT, ACT, CTE)</li> <li>• Library renewal/weeding each year</li> <li>• Program reviews conducted by HQ</li> <li>• Student Enrollment for distribution of materials</li> <li>• Supplemental materials for curriculum</li> <li>• Textbook adoption process</li> </ul>	2	4	
EM	A commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests	<ul style="list-style-type: none"> <li>• Contracts reviewed and databases are updated</li> <li>• Creation of materials by Headquarters and Instructional System Specialists</li> <li>• Digital vetting process</li> <li>• Library renewal/weeding each year</li> <li>• Program reviews conducted by HQ</li> <li>• Supplemental materials for curriculum</li> <li>• Textbook adoption process</li> </ul>	2	4	
<b>Action Needed</b>					
<ul style="list-style-type: none"> <li>• The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the accessibility and utilization of materials and resources.</li> <li>• The District Office needs to collaborate with HQ to identify the processes, data, and evidence available to address this standard.</li> </ul>					

Key for *Overarching Evidence*:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.					
Potential Evidence and Results to Review: Long-range facility plan, Long-range financial and enrollment projections, Strategic plan, including long-range operational goals, Processes for monitoring the implementation and/or revisions of long-range plans, Data regarding the effectiveness of the implementation of the long-range plans.					
Potential Stakeholder Groups: District Leadership, ISS, FISC, Building Leadership, Teachers, Staff					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	Leadership and representatives of other key stakeholder groups are engaged in the process of planning for strategic resource management	<ul style="list-style-type: none"><li>Admin &amp; ISS Meetings</li><li>Cabinet Meetings</li><li>Internal Review Visits</li><li>Master Calendars</li><li>New School Charrette, outfitting, and procurement</li><li>PL Calendar</li><li>Senior Leadership Meetings</li></ul>	3	4	<ul style="list-style-type: none"><li>1-N list process</li><li>21st Century Innovative Teaching and Learning</li><li>Budget process and documents</li><li>District Goal/Committee Action Plans</li><li>District Master Calendars</li><li>DoDEA Blueprint (everything is aligned to the Blueprint)</li><li>Enrollment projections process and documents</li><li>Federal/DoD/DoDEA Regulations/Policies/Guidance</li><li>FISC processes and documents</li><li>Professional Learning Calendar</li><li>Schedules of Meetings</li><li>FISC Documents</li><li>Long-rant planning processes and documents</li><li>Needs assessments processes and documentation</li><li>School Processes for Allocating Available Resources</li></ul>
IM	Formal planning processes are developed for long-range resource management, including financial projections, enrollment projections and/or demographic shifts, and facility planning (including maintenance and upgrades to existing facilities)  Processes to monitor the implementation of the long-range plans and revisions to long-range plans based on internal data or changes in external factors such as funding or demographics	<ul style="list-style-type: none"><li>1-N List</li><li>3-5 year Plan</li><li>21st Century Innovative Teaching and Learning</li><li>Audits</li><li>Budgets</li><li>Enrollment Projections (staffing and resource distribution)</li><li>Facilities</li><li>Federal/DoD/DoDEA Regulations/Policies/ Guidance</li><li>GPC Process</li><li>Professional Learning</li><li>Transportation</li><li>TDY</li></ul>	3	4	
RE	Data are collected, analyzed, and used to evaluate the implementation of the long-range plans in achieving desired results and contributing to the effective stewardship and equitable distribution of institution resources	<ul style="list-style-type: none"><li>1-N List</li></ul>	4	4	
SU	Longitudinal data and evidence demonstrate the impact of implementation of long-range planning to effectively manage resources		4	4	
EM	Leadership and the governing authority demonstrate their support for and belief in the institution's purpose and long-range plans by committing to effectively manage and use its resources	<ul style="list-style-type: none"><li>CCRS</li><li>DoDEA-CAS</li><li>DoDEA Blueprint</li><li>Facilities (New/Revneved)</li></ul>	4	4	
Action Needed					
<ul style="list-style-type: none"><li>The district office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.</li><li>The district needs to adjust the process of human, fiscal, and material resource allocations to maximize alignment with ongoing district initiatives.</li></ul>					

Key for Overarching Evidence:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.					
Potential Evidence and Results to Review: Process for budget requests for human and material and decisions that include input from stakeholders, Analyzed inventory results from teachers and students, Budget allocations for materials and resources aligned to key goals and strategies, Data on the return on investment related to resources used to support goals and strategies.					
Potential Stakeholder Groups: HQ, District, School Administrators, FISC, ISS, Teachers, Students					
	Key Concept	Potential Findings	Est. i3 Rating (1 to 4)	Potential i3 Rating (1 to 4)	Overarching Evidence
EN	All staff have the opportunity to provide input into the identification of necessary resources that align with the institution's goals and priorities	<ul style="list-style-type: none"> <li>1-N list requirement at all levels</li> <li>GPC request process at each school</li> <li>Headquarters staff is regularly involved</li> <li>School-level usage of staffing</li> <li>School -level master scheduling</li> <li>School-level budget usage process</li> </ul>	2 HQ(4) DSO(2)	3	<ul style="list-style-type: none"> <li>DODEA Blueprint</li> <li>DoDEA FISC (RM, procurement, facilities, budget)</li> <li>DoDEA-CAS</li> <li>DODEA-wide processes (regulations, instructions, SOPs) exist for the use of human, material, and fiscal resources.</li> </ul>
IM	Processes are executed with quality and fidelity to ensure human, material, and fiscal resources are aligned, allocated, and used based on identified needs and key priorities	<ul style="list-style-type: none"> <li>DODEA-wide processes (regulations, instructions, SOPs) exist for the use of human, material, and fiscal resources.</li> <li>DODEA has a system of checks and balances (regulations, instructions, and SOPs) to ensure all processes are followed for human, material, and fiscal resources.               <ul style="list-style-type: none"> <li>procurement processes</li> <li>1-N list requirement at all levels</li> <li>GPC processes</li> <li>TET processes</li> <li>Staffing requirements</li> <li>Meter Requests</li> <li>Funding thresholds</li> <li>DTS</li> </ul> </li> </ul>	4 HQ(4) DSO(2)	4	<ul style="list-style-type: none"> <li>LWT 2.0</li> <li>Program Evaluations</li> <li>District process for requesting funding for sub days, travel, training activities, etc... to ensure that resources align to DODEA and district goals and priorities.</li> <li>HQ Process</li> <li>Monitoring of 21st C ITL</li> <li>Monitoring of FC</li> <li>Could probably make the case that all resources are allocated and aligned to the dodea blueprint.</li> </ul>
RE	Data are collected, analyzed, and used to assess the impact of the use of resources in meeting the identified goals and key priorities of the continuous improvement plan to determine return on investment	<ul style="list-style-type: none"> <li>DoDEA-CAS</li> <li>LWT 2.0</li> <li>Program Evaluations</li> <li>Internal Review Visits</li> <li>Stakeholder Feedback (Parent/Student Questionnaires, Teacher Feedback, etc.)</li> </ul>	2 HQ(4) DSO(2)	4	
SU	Longitudinal data and evidence demonstrate the impact of the use of resources on the achievement of the identified goals and key priorities of the continuous improvement plan	<ul style="list-style-type: none"> <li>DoDEA-CAS</li> <li>Internal Review Visits</li> <li>Long-range planning</li> <li>LWT 2.0</li> <li>Program Evaluations</li> </ul>	2 HQ(4) DSO(2)	3	

EM	Resource allocations are consistently aligned to the identified goals and key priorities of the institution and their use is strongly protected	<ul style="list-style-type: none"> <li>Examples of resource allocation: <ul style="list-style-type: none"> <li>21st Century Innovative Teaching and Learning CCRS training</li> <li>CHRA</li> <li>Creation of the Center for Instructional Leadership</li> <li>Curriculum, technology and software adoption</li> <li>Facilities</li> <li>Focused collaboration</li> <li>Instructional materials</li> <li>Restructuring for realignment of human resources</li> <li>Staffing</li> </ul> </li> </ul>	2 HQ(4) DSO(2)	3	
<b>Action Needed</b>					
<ul style="list-style-type: none"> <li>The district office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.</li> <li>The district needs to monitor the impact of the use of resources through a formal process where data is collected and analyzed to determine a return on investment related to resources used (i.e. did the 21st C ITL launch have a measurable positive impact on teaching and learning).</li> </ul>					

Key for *Overarching Evidence*:

Evidence that should be already be available, Evidence that might already be available, Evidence that would be helpful to have available

## Appendix C: Developing Next Steps Charts

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>1.1</b>	The district needs to design, implement, and document a more comprehensive review process for the district's Purpose Statement to include representation from the different stakeholder groups.	The present process was a simple revisit of the district's Purpose Statement with the ISSs.	Develop a plan to share the District Purpose Statement and offer stakeholders the opportunity to provide feedback.	*Phil
	The district needs to provide schools with examples of Purpose Statement review processes, to support the design and implementation of the Purpose Statement processes.	The present Purpose Statement processes are available as a resource, but exemplars have not been identified.	<ul style="list-style-type: none"> <li>* The school Purpose Statement Processes need to be reviewed and a few examples need to be identified.</li> <li>* The examples need to be placed in the CSI/Accreditation Resource Site.</li> <li>* Develop a step-by-step resource for the PS Review Processes.</li> <li>* Host CSI Networking to walk through the PS Review Process.</li> </ul>	<ul style="list-style-type: none"> <li>* Phil - League 2022 - CSI Chairs</li> <li>* Professional Learning Library Committee</li> </ul>
	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards Purpose Statements that results in longitudinal data.	The present process allows for collection only.	The district and schools need to identify data that exemplifies the Purpose Statement.	<ul style="list-style-type: none"> <li>*Phil - League 2022 - CSI Chairs</li> <li>*Data &amp; Assessment Literacy Committee</li> </ul>
	The district needs to provide professional learning for CSI chairs and school administrators targeting the results level, with helping lead to understanding on data collection aligned with purpose statements.	The district presently provides a Networking Session on Purpose Statements, makes available examples of present Purpose Statements, and checks for clipliance in submitting Purpose Statements and and Purpose Statement Review Processes.	The district will design and implement a Purpose Statement Review Process to be implemented during CSI Complex Collaboration Sessions.	<ul style="list-style-type: none"> <li>*Phil - League 2022 - CSI Chairs</li> <li>*Data &amp; Assessment Literacy Committee</li> </ul>

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
1.2	The district and schools need to design, document, implement, monitor, and adjust processes to build stakeholder involvement.	The present process is implemented and monitored only at the school level.	The district will create a stakeholder communication and involvement committee to help increase involvement.	*Stakeholder Communication and Involvement Committee.
	The district and schools need to assess and adjust Communication Matrixes and Communication Plans to build stakeholder involvement in the educational process.	The present process allows for collection only.	The district will create a stakeholder communication and involvement committee to help increase involvement.	*Phil - League 2022 - CSI Chairs *Stakeholder Communication and Involvement Committee.
	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data.	The district presently provides a Networking Session on Purpose Statements, makes available examples of present Purpose Statements, and checks for compliance in submitting Purpose Statements and and Purpose Statement Review Processes.	The response to this action needed will be associated with 1.1.	*Phil - League 2022 - CSI Chairs *Data & Assessment Literacy Committee *Stakeholder Communication and Involvement Committee * Professional Learning Library Committee

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>1.3</b>	District and school goals need to be aligned.	Schools have had the expectations of having a minimum of two goals, with at least one goal being student performance, and articulating how the school supports the district's three goals.	The district's Goal Teams will define the verbiage for the goals and the measurable objectives. Schools will have the same goal verbiage as the district as a minimum. Schools may add goals and measurable objectives as appropriate.	*Phil - League 2022 - Goal Teams - CSI Chairs
	District and school goals need to be revised to maximize quality – specifically, goals need to ensure alignment between aspects of the goal, including between stated goal, measurable objective (s), root-cause analysis, strategy (ies), progress monitoring, and activities. <b>(Component Alignment)</b>	The district and schools use the common Goal Template. Although training was conducted throughout the district in December 2018 and during CSI Networking Sessions, school goals need a considerable amount of refinement. The district has identified three goals for SY 20-21 that will be identical for the district and schools.	* Refine and finalize Revised Goal Template. * Develop a step-by-step resource for goal design and input into Goal Template * Develop a plan to for district teams to work with schools to develop high-quality goals	*Phil - League 2022
	The district needs to implement a formalized process for monitoring, documenting, communicating, and sharing progress towards and status of goals. <b>(Process for monitoring district and school goals)</b>	The district presently submits a quarterly IPR to HQ stating the status of our objectives, data to support our status, challenges, and lessons learned, and the schools are not submitting any type of status reports.	Add a quarterly progress summary to the Goal Template.	*Phil - League 2022 *Professional Learning Library Committee
	The district needs to define, implement, monitor, and adjust a process to adjust goals based on analyses and use of data. <b>(Process for adjusting goals based on data)</b>	The present process establishes expectations, provides preliminary training, and offers support when requested. Although goals are submitted to the district's turn-in site, only a cursory review is conducted during Internal Reviews.	Define the Quarterly Progress Summary Process on paper and add protocol.	*Phil - League 2022 - Goal Teams - CSI Chairs *Data & Assessment Literacy Committee



	The district and schools need to implement data protocols for analyzing (and informing the use of) data. <b>(Data Protocols)</b>	The district provided preliminary training on data protocols, root-cause analyses, and SMART goals in December 2018 throughout the district. Although the idea of data protocols have been embedded in the Focused Collaboration and the Focused Collaboration training during SY 19-20, the district has not implemented a formalized structure on data protocol use and implementation, that includes expectations, training, support, and monitoring.	Develop a resources site of potential Protocols; provide additional training on protocols to FC facilitators, CSI Chairs, and others as appropriate; and provide ongoing support.	*Data & Assessment Literacy Committee *Phil - League 2022 - Goal Team - cSI Chairs
<b>Standard</b>	<b>ACTION NEEDED</b>	<b>CURRENT</b>	<b>NEXT STEPS</b>	<b>Who</b>
<b>1.4</b>	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
<b>Standard</b>	<b>ACTION NEEDED</b>	<b>CURRENT</b>	<b>NEXT STEPS</b>	<b>Who</b>
<b>1.5</b>	The district needs to reach out to HQ in order to learn about the processes in place for ensuring compliance with government policies and regulations.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
1.6	The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b>	Currently the district collects LWT 2.0 data and a Learning Walkthrough & Instructional Rounds Committee has been established and tasked with the design, implementation, and monitoring of the district-wide action plan.	The LWT & Instructional Rounds Committee will design and implement an action plan (collaborating with CIL) to strengthen the implementation and use of data from the LWT to impact instruction and student performance.	*LWT & Instruction Rounds Committee *Data & Assessment Literacy Committee
	The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instruction Rounds to adjust instruction)</b>	Currently the district has established a Instructional Rounds Committee that is partnering with the CIL.	See Above	*LWT & Instruction Rounds Committee *Data & Assessment Literacy Committee
	The district needs to identify, document, and communicate the system of checks and balances to ensure the implementation of the evaluation process with fidelity and available data to demonstrate improvement of professional practice and student learning. <b>(Understanding the DP MAP process and available data)</b>	Presently processes are implemented, but the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	See Above	*LWT & Instruction Rounds Committee *Data & Assessment Literacy Committee

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>1.7</b>	The district office education division needs to collaborate with the district FISC, regional office, and HQ offices to gain understanding of and access to the processes and SOPs in place.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
	The district needs to organize the repository of SOP, reports, and data associated with SOPs.	Currently, the district has implemented an Adhoc SOP committee to organize all district SOPs.	The district SOP Committee will work to address this need.	*SOP Committee
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>1.8</b>	The district and schools need to design and implement formal, systemic processes to collect, document, analyze, adjust, and share actions to engage stakeholder groups.	Presently schools have individual approaches to engaging stakeholders in school activities, events, continuous improvement, and initiatives.	The district will create a Stakeholder Communication and Involvement Committee to help increase involvement.	* Stakeholder Communication and Involvement Committee * Data and Assessment Literacy Committee * Professional Learning Library Committee
	The district needs to monitor and document the district's and schools' implementation of the process to engage stakeholders.	Presently schools have individual approaches to engaging stakeholders in school activities, events, continuous improvement, and initiatives.	The district will create a Stakeholder Communication and Involvement Committee to help increase involvement.	* Stakeholder Communication and Involvement Committee * Data and Assessment Literacy Committee * Professional Learning Library Committee

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
1.9	The district needs to define the “leadership development program” for the Pacific East District.	Although many programs, opportunities, and events are occurring in specific schools and complexes, the district has not identified and defined leadership development programs for the district.	Add a section to the District Mentorship Program Guide that defines how the district provides opportunities for leadership development	*Onboarding, mentoring, and Coaching Committee
	The district and schools need to identify the formal processes to monitor the implementation of leadership development programs to include the collecting and analyzing of data on the effectiveness of programs to ensure implementation with quality and fidelity at all levels and make adjustments when needed.	Currently, there are many opportunities for stakeholders at different levels within the organization to develop leadership capacity. These leadership opportunities have not been compiled and organized in a single format. In addition, the processes and data associated with these leadership opportunities have not been documented, analyzed, and used to guide decisions.	The actions and programs in place need to be implemented consistently with fidelity.	*Perspective Programs

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
1.10	The district and schools need to standardize membership and expectations of CSILTs in the schools	Schools presently have CSILTs; however, there is much inconsistency in memberships and functions of the CSILTs between schools. In cases, the CSILT appears to be a name on paper with no authentic role within the school.	Phil in collaboration with League 2022 will define the membership and expectations of CSILTs.	*Phil and League 2022
	The district needs to maintain schedules and notes from Town Hall Meetings.	Presently, the district holds some Town Hall Meetings at varying complexes throughout the district, but schedules and notes are not collected.	A formalized turn-in folder will be established and communicated with District Leadership to collect needed evidence.	*Phil and League 2022 *District Leadership *Professional Learning Library Committee
	The district needs to design and implement a formalized process to collect, document, analyze, and use stakeholder feedback and perception data to inform decisions and continuous improvement endeavors.	Presently, the district collects some stakeholder data through the Internal Review Visit process and the ICE system. In addition, schools provide families withdrawing from schools the opportunity to complete the EXIT questionnaire; however, the data has not been reviewed or analyzed.	The district will create a Stakeholder Communication and Involvement Committee to help increase involvement.	* Stakeholder Communication and Involvement Committee * Data and Assessment Literacy Committee
	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception.	Schools utilize varying approaches to identify stakeholder participation in school activities and events, such as the visitor sign-in process at the main office; however, available data is incomplete and not analyzed and used to guide decisions.	The district Stakeholder Communication and Involvement Committee will define and monitor a process for how stakeholder feedback is collected, analyzed, and utilized across the district.	* Stakeholder Communication and Involvement Committee * Data and Assessment Literacy Committee * Professional Learning Library Committee

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
1.11	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) to identify formalized processes to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' quality of, compliance with, and fidelity of operational activities.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC to build understanding and obtaining evidence of pertinent data and information.	*Phil
	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception.	Schools utilize varying approaches to identify stakeholder participation in school activities and events, such as the visitor sign-in process at the main office; however, available data is incomplete and not analyzed and used to guide decisions.	The district Stakeholder Communication and Involvement Committee will define and monitor a process for how stakeholder feedback is collected, analyzed, and utilized across the district.	* Stakeholder Communication and Involvement Committee * Data and Assessment Literacy Committee *Professional Learning Library Committee
	The district needs to identify, review, and modify, when appropriate, a formalized process to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' educational and operational expectations that includes longitudinal data. <b>(Accountability system)</b>	Presently processes are implemented on the FISC Side, but the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence. On the Pacific East DSO Educational Division side, the district needs to incorporate accountability into the processes and initiatives (data informed and results oriented).	League 2022 will lead the formation of a tiering draft: criteria, layout, cutoffs, and responses.	*League 2022 *Data & Assessment Literacy Committee

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.1	The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b>	Currently the district collects LWT 2.0 data and a LWT 2.0 data committee has been established and tasked with the design, implementation, and monitoring of the district-wide action plan.	The LWT and Instructional Rounds Committee will complete and implement the committee's action plan.	*LWT 2.0 & Instructional Rounds Committee *Data & Assessment Literacy Committee
	The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instruction Rounds to adjust instruction)</b>	Currently the district has established a Instructional Rounds Committee that is partnering with the CIL.	The LWT and Instructional Rounds Committee will complete and implement the committee's action plan.	*LWT 2.0 & Instructional Rounds Committee *Data & Assessment Literacy Committee
	The district and schools need a formal process to monitor the implementation of their strategies for improving equitable learning (LWT, 21 C. ITL, FC, SST, ESL, Sped, and DI) to include collecting, documenting, and analyzing data on the effectiveness of programs to ensure implementation with quality and fidelity at all levels and to make adjustments when needed. <b>(this action addresses the need to collect, document, analyze, and use data to monitor and improve equitable learning)</b>	Several programs, strategies, and processes have been implemented that could help address and monitor equitable learning; however, the issue of equitable learning has not been formally discussed and addressed.	The district will design and implement a process to review, critique, and reflect on the work of all district goals and committees. The process will include Quarterly Progress Summaries and an EOY Summary.	*Phil - League 2022 *District Leadership

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>2.2</b>	The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students.	The district has identified 21st Century Innovative Teaching and Learning as a district goal and initiative. A 21st Century Innovative Teaching and Learning Goal Team has been formed and preliminary implementation has occurred in some schools.	The 21st Century Innovative Teaching and Learning Goal Team will complete and implement the team's action plan.	*21st C Innovative Teaching and Learning Goal Team * Professional Learning Library Committee
	The district and schools need to develop a process to highlight excellence within the district and schools to share with stakeholders.	The district has pockets of excellence but no formal process has been established for identifying, documenting, and communicating these with the district stakeholders.	The district will create a Stakeholder Communication and Involvement Committee to help increase awareness and celebration of successes.	* Stakeholder Communication and Involvement Committee * League 2022
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>2.3</b>	The district needs to formalize a process to collect, document, review, analyze, and use data on students' communication skills and dispositions towards learning to modify the learnings' educational culture and experiences.	Although some schools might have implemented practices to develop students' communication skills and dispositions towards learning, the district has not communicated clear expectations or identified consistent programs to be implemented through the district.	The district will implement a Social and Emotional Committee, which will design, implement, monitor and adjust an action plan.	* Social and Emotional Committee * 21st C ITL Goal Team * Data and Assessment Literacy Committee
	The district needs to set expectations on how schools will explicitly address students' communication skills and dispositions toward learning.	Some schools across the district are utilizing data notebooks in the elementary classroom and Choices 360 or e-Seminar at the secondary level, but the district has not communicated consistent expectations throughout the district.	The district will implement a Social and Emotional Committee, which will design, implement, monitor and adjust an action plan.	*Social and Emotional Committee



Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.4	The district needs to identify, define, and train educators on what student advocacy means.	Educators receive minimum training on being a student advocate, which often only includes annual Child Abuse Prevention Training.	The district will implement a Social and Emotional Committee, which will design, implement, monitor and adjust an action plan.	*Social and Emotional Committee
	The district needs to define and establish expectations for student advocacy programs.	The district has shared expectations that schools should identify a student advocacy program, provided examples of student advocacy programs, and collected school information on how each school addresses student advocacy in SY 2016-2017; however, the district has not committed to clear expectations or collected information on student advocacy since SY 2016-2017.	The district will implement a Social and Emotional Committee, which will design, implement, monitor and adjust an action plan.	*Social and Emotional Committee
	The district needs to collect, document, review, and analyze evidence of school-level student advocacy programs and provide feedback and resources on adjusting and improving student advocacy programs.	The district has collected documentation and evidence of student advocacy programs in SY 2016-2017 but not in the past three years. The evidence was not analyzed or has not been over the past three years. NEXT STEP: Pockets of excellence are in the district and need to be documented and communicated with the district.	The district will implement a Social and Emotional Committee, which will design, implement, monitor and adjust an action plan.	* Social and Emotional Committee *Data and Assessment Literacy Committee
	<i>Perhaps the Student Services ISS's (ISS for Counselors and ISS for PSYCH/Nurses/504) have initiated work on student advocacy and the League 2022 is unaware of the work at this time.</i>			

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.5	The district office education division needs to collaborate with district ISSs and HQ to gain understanding of and access to the processes and supporting evidence.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
	The district needs to design and implement a formalized process to collect, document, and analyze longitudinal data to identify students' preparedness for the next level and use the data to make appropriate adjustments to initiatives, strategies, and programs.	Schools utilize varied approaches to identify if students are prepared for the next level and for transitioning between schools; however, the approaches and quality of approaches are inconsistent and have room for improvement.	Continue to assess and adjust the Focused Collaboration process and implement the program across the district consistently with fidelity	*Focused Collaboration Committee *Data and Assessment Literacy Committee *21st C ITL Goal Team
	The district needs to design and implement a formalized process to collect, document, and use longitudinal data to inform decisions about continuous improvement endeavors.	The district has implemented several initiatives (i.e. FC, 21st CITL, Revised Goal Structure); however, the focus is on implementation and has not resulted in clear targets and progress monitoring data.	Implement actions plans of identified goals, strategies, and initiatives consistently with fidelity. <b>REFER TO 1.3</b>	*Focused Collaboration Committee *Data and Assessment Literacy Committee *Goal Teams

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.6	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices.	Many initiatives have been implemented in regards to standards, curriculum resources, instructional best practices and assessments; however, action plans, including progress monitoring and established targets, are in the design stage.	Implement actions plans of identified goals, strategies, and initiatives consistently with fidelity.	*Focused Collaboration Committee *Data and Assessment Literacy Committee * Goal Teams * Learning Walkthrough/Instructional Rounds Committee
	A formal process and expectations need to be established regarding lesson plans and reviewing lesson plans.	Although some administrators might sporadically review some lesson plans, the district currently does not have a process to collect, review and offer feedback on alignment between the standards and best practices.	<b>REFER TO "All Next Steps" of 1.3 &amp; 2.5</b>	*Focused Collaboration Committee * Goal Teams

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.7	The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students.	The district has identified 21st Century Innovative Teaching and Learning as a district goal and initiative. A 21st Century Innovative Teaching and Learning Goal Team has been formed and preliminary implementation has occurred in some schools.	The 21st Century Innovative Teaching and Learning Committee will complete and implement the committee's action plan. <b>REFER TO 2.2</b>	*Focused Collaboration Committee *Data and Assessment Literacy Committee * Goal Teams * Learning Walkthrough/Instructional Rounds Committee
	The district needs to design and implement a formalized process to collect, document, analyze, and use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs.	Schools utilize varied approaches to aligning instruction with learners needs, however the approaches and quality of approaches are inconsistent and have room for improvement.	The district will explore available options and resources to aid in monitoring and connecting instruction and student performance data and will explore what processes are currently utilized in schools. The district will then draft and implement an action plan to strengthen the instructional practices aligned with individual student needs.	*Focused Collaboration Committee *Data and Assessment Literacy Committee * Goal Teams * Learning Walkthrough/Instructional Rounds Committee
	The district needs to implement clearly-defined, district-wide structures/processes for general academic support (i.e. Math Support).	Some schools have academic support personnel; however, the roles and function within the educational process are inconsistent across the district.	The ELA and Math ISSs will identify the roles of literacy and math support specialist and how students are identified to receive support.	*ELA and Math ISSs * Focused Collaboration

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.8	The district needs to collaborate with secondary schools to develop, implement, document, monitor, and adjust robust programs to engage students and parents in discussions and activities to assist students in exploring post secondary opportunities they have and provide support and resources in proceeding with the opportunities.	Schools have implemented isolated programs to engage students and parents in discussions and activities in exploring post secondary opportunities. These programs vary in quality by school and community. During Internal Review Visits at some schools, the stakeholders articulated a need to improve post-secondary support programs and resources.	<p>District leadership and ISSs will strive to ensure DoDEA programs are implemented consistently with fidelity and document data indicating the progress and success of programs.</p> <p>The district will develop a common program to support students' post-secondary endeavors and develop a monitoring and evaluation system for the implementation of the program.</p> <p><i>The Stakeholder Communication and Involvement Committee will build into their action plan support for secondary schools to strengthen communication with parents and students concerning post-secondary opportunities and resources. This action needs to be carefully collaborated with the ISSs who oversee the programs and aligned with protocols and expectations of those programs.</i></p>	<p>*Social and Emotional Committee</p> <p>*Stakeholder Communication and Involvement Committee</p> <p>*Professional Learning Library Committee</p>
	The district and schools need to monitor programs, services, and events that support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning.	The district currently does not monitor post-secondary support programs and resources. Schools have implemented isolated programs to engage students and parents in discussions and activities in exploring post secondary opportunities. These programs vary in quality by school and community. During Internal Review Visits at some schools, the stakeholders articulated a need to improve post-secondary support programs and resources.	<p>District leadership and ISSs will strive to ensure DoDEA programs are implemented consistently with fidelity and document data indicating the progress and success of programs.</p> <p>The district will develop a common program to support students' post-secondary endeavors and develop a monitoring and evaluation system for the implementation of the program.</p> <p><i>The Stakeholder Communication and Involvement Committee will build into their action plan support for secondary schools to strengthen communication with parents and students concerning post-secondary opportunities and resources. This action needs to be carefully collaborated with the ISSs who oversee the programs and aligned with protocols and expectations of those programs</i></p>	<p>* Social and Emotional Committee</p> <p>* Stakeholder Communication and Involvement Committee</p>

	The district needs to collect and share data on students post graduation plans, college acceptance, career choices, and graduation rates.	<i>Perhaps the Student Services ISS's (ISS for Counselors and ISS for PSYCH/Nurses/504) have initiated work on post-secondary support programs and resources and the League 2022 is unaware of the work at this time.</i>	The district office needs to share available data concerning students post graduation plans, college acceptance, career choices, and graduation rates.	* Social and Emotional Committee * Stakeholder Communication and Involvement Committee * Data and Assessment Literacy Committee
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>2.9</b>	The District needs to design, document, implement, monitor, and adjust consistent programs across the district to support the social and emotional needs of all students.	Several programs, strategies, and processes have been implemented that could help address and monitor the social and emotional needs of all students; Although some of the processes are independently formulated and communicated to certain stakeholders, the overall program has not been packaged and communicated with the district as a whole.	The district will implement a Social and Emotional Committee, which will design, implement, monitor, and adjust an action plan.	*Social and Emotional Committee

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.10	The district and schools need to identify and share student learning expectations, district initiatives, and current student performance data and celebrate success.	Several programs, strategies, and processes have been implemented that could help address student learning expectations, district initiatives; however, they are not currently monitored to identify and celebrate success of these expectations and initiatives.	The district will develop and implement a collaborative activity for complex and school teams to review, critique, communicate, and monitor teacher-to-student and teacher-to-home communication concerning student progress towards the attainment of knowledge and skills. The activity will be implemented during complex CSI Collaborative Sessions. The district will then monitor and review school communication plans for quality of implementation.	*Phil & League 2022 *Professional Learning Library Committee
	The district needs to implement a district-wide action plan to analyze, align, and review grading policies.	The system's grading plan includes progress reports, report cards, Grade Speed, and minimum expectations, such as teachers are expected to submit a minimum of one grade a week; however, teachers define the criteria for their grades. Grades do not necessarily communicate a student's level of mastery of specific standards and skills; consequently, grades are subjective.	The district will continue to emphasize providing feedback to students as outlined in stage 5 of Focused Collaboration.  <i>The district will provide professional learning on standards-based grading.</i>	*District Leadership
	The district needs to identify, implement, train, and monitor a district-wide data protocol (s)	The district collaborated with the CIL to conduct district-wide training in December 2018 to introduce the concept of data protocols, root-cause analyzes, and SMART Goals. In addition, the idea of using data protocols is embedded in the district's Focused Collaboration process; however, stakeholders throughout the district are not consistently utilizing data protocols and have not developed a common language for discussing data.	The district will identify several data protocols that schools could use and embed in Focused Collaboration Groups and in other data-review sessions. The district will provide professional development for the CSI Data Support Chairs to develop understanding of the protocols and provide resources on implementing the data protocols.  The A&A will work with schools to establish a CSI Data Support Chair as part of the CSI Team.  The A&A will establish a clear timeline when system-wide data should be reviewed.	*Data and Assessment Literacy Committee *Focused Collaboration Committee *Phil and League 2022

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
2.11	The district needs to develop a process to collect, document, and analyze Focused Collaboration data in regards to common assessments to adjust meeting the needs of all learners and use the data to inform appropriate changes in programs, strategies, initiatives, and practices.	The district attempted to implement a Focused Collaboration Observations Tool in SY 2018 - 2019. Based on feedback from administrators, it was determined that some modifications to our Focused Collaboration process and professional learning for Focused Collaboration implementation were needed prior to moving ahead with any type of Focused Collaboration Observational Tool. The district formed the Design Team, a team composed of ISSs, district leadership, principals, and CIL representatives to explore how to move ahead with Focused Collaboration. During the summer of 2019, ISS collaborated to fine tune the Pacific East Focused Collaboration process. In the fall of 2019, all schools received the same Focused Collaboration training and implemented a well-defined process with job alikes throughout the district. The district is holding “tight” to the process and building understanding and consistency.	Implement action plan for Focused Collaboration committee.  The Focused Collaboration Committee will design, implement, collect, and analyze a questionnaire to collect feedback from stakeholders on the Pacific East District's Focused Collaboration Process. The analysis will be used to make changes to the Focused Collaboration process and structure.	*Focused Collaboration Committee *Data and Assessment Literacy Committee



Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>2.12</b>	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess its programs and organizational conditions to improve student learning.	Many initiatives have been implemented in regards to standards, curriculum resources, instructional best practices and assessments; however, action plans, including progress monitoring and established targets, are in the design stage.	Implement actions plans of identified goals, strategies, and initiatives consistently with fidelity.	*Goal Teams
	The district office education division needs to collaborate with district ISSs and HQ to gain understanding of and access to the processes and supporting evidence.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>3.1</b>	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess and adjust its professional development programs to improve student learning.	Professional learning is focused on the implementation of the DoDEA CCR Standards and the Pacific East District's initiative of Focused Collaboration. Full-day quarterly training occurs to support CCRS. District-wide Focused Collaboration occurs for 90 minutes each Tuesday. Although schools are allocated two full PL days each school year, the district utilized the first PL day for district-wide training on Focused Collaboration for SY 19-20. ISSs work with schools and teachers as requested.	<p>The district will review the district's Professional Learning Feedback Form and make appropriate modifications to align it with the district's desired information.</p> <p>Identify and implement some type of needs assessments for schools.</p> <p>Collect feedback on PL sessions and utilize the data to analyze and adjust future sessions.</p> <p>Professional learning plans include a follow up component with data collection and analysis to monitor effectiveness of professional learning and implementation.</p>	<p>*SOP Committee</p> <p>*Professional Learning Library Committee</p> <p>*Embedded in the work of every committee and goal team</p>

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
3.2	The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the Focused Collaboration process.	The Focused Collaboration process was revised in the Pacific East District for SY 2019-2020. For the first time all FC groups have job-like sessions. The Focused Collaboration committee created an action plan, along with a district wide Focused Collaboration feedback form to generate data to impact FC changes next year.	Implement actions plans for the Focused Collaboration committee.  The Focused Collaboration Committee will design, implement, collect, and analyze a questionnaire to collect feedback from stakeholders on the Pacific East District's Focused Collaboration Process. The analysis will be used to make changes to the Focused Collaboration process and structure.	* Focused Collaboration Committee *Data and Assessment Literacy Committee
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
3.3	The system needs to refine the Induction, Mentoring, and Coaching Program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	A committee has been formed. A draft program guide is in progress. Many processes are already in place, the program guide will formalize the processes into one complete program.	The Mentoring and Coaching Committee will complete and implement the committee's action plan and program guide and share the program guide across the district.	* Onboarding, Mentoring, and Coaching Committee *Professional Learning Library Committee
		A program guide is being drafted that will include a formalized process to collect, document, analyze, and use data to monitor and adjust the Induction, Mentoring, and Coaching Program.	The Mentoring and Coaching Committee will complete and implement the program guide across the district.	* Onboarding, Mentoring, and Coaching Committee
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
3.4	The system needs to refine the Induction, Mentoring, and Coaching Program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	A committee has been formed. A draft program guide is in progress. Many processes are already in place, the program guide will formalize the processes into one complete program.	The Mentoring and Coaching Committee will complete and implement the committee's action plan and program guide and share the program guide across the district.	* Onboarding, Mentoring, and Coaching Committee *Professional Learning Library Committee
	The district will reach out to HQ in order to learn about the processes in place for hiring and retaining qualified personnel.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>3.5</b>	The district needs to review available data related to district and school technology integration plans implementation and success and make appropriate modifications to improve the district tech plan process.	The Pacific East District implemented a detailed Tech Plan process in SY 15-16 that includes needs assessments and the development of a tech plan template being completed by each school and approved by the DSO. ITSE Standards were implemented in SY 18 - 19. Due to the District ET leaving the agency, there has been a void in monthly ET Networking Sessions and the Tech Plan process is in limbo. A new ET has been identified and has not yet arrived at the DSO.	The 21st Century Innovative Teaching and Learning Committee will complete and implement the committee's action plan with technology being a critical component of the school level Technology Integration Plan.	*21st CITL Goal Team *Data & Assessment Literacy Committee
	The district needs to provide specific, focused, and targeted training to support the district's and schools' technology integration plan and initiatives.	Networking sessions were established for school ETs, Annual summits have been provided in past years.	Continue networking sessions with ETs across the district.  The 21st Century Innovative Teaching and Learning Committee will complete and implement the committee's action plan with technology being a critical component of the school level Technology Integration Plan.	*21st CITL Goal Team
Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>3.6</b>	The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the accessibility and utilization of materials and resources.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
	The District Office needs to collaborate with HQ to identify the processes, data, and evidence available to address this standard.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
3.7	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
	The district needs to adjust the process of human, fiscal, and material resource allocations to maximize alignment with ongoing district initiatives.	Once processes and other information is gathered from HQ and other areas, results will be documented and communicated.	The district needs to implement a process of tiering schools and identify areas of need to better allocate resources and support.	*District Leadership

Standard	ACTION NEEDED	CURRENT	NEXT STEPS	Who
<b>3.8</b>	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.	Although many processes are implemented and much evidence might be available, the Pacific East DSO Educational Division is presently unable to articulate the processes and evidence.	A&A ISS will collaborate with FISC and will collaborate with A&As from other districts to work with the Chief of Capabilities at HQ to establish a means of building understanding and obtaining evidence of pertinent data and information.	*Phil
	The district needs to monitor the impact of the use of resources through a formal process where data is collected and analyzed to determine a return on investment related to resources used (i.e. did the 21st C ITL launch have a measurable positive impact on teaching and learning).	There is not a formal to determine a return on investment of resources utilized. Goal teams are in the process of designing action plans that will include needed resources, progress monitoring and targeted summative data.	The district needs to implement a process of tiering schools and identify areas of need to better allocate resources and support. The district will monitor school growth to determine effectiveness of the tiering process and allocation of resources.	*District Leadership

# Appendix D: Proposed Structure

## Level 1: League 2022

The first level of the structure is the formation of League 2022. The primary roles of League 2022 are to:

- Serve as the Pacific Continuous Improvement Network
- Lead the preparation for the Cognia 2022 Engagement Review
- Develop a deeper understanding of Cognia Standards and district processes

Team Members:

- POC Dr. Phillip Ulmer (A&A ISS)
- PL ISSs
  - Iwakuni Complex: Dr. John Rivers
  - Misawa Complex: Ms. Jenny Reese
  - Sasebo Complex: Dr. Neva Wise
  - Yokosuka Complex: Mr. Christopher Kimmey

Rationale For Team Composition:

- These team members focus on the “big picture” and deal with the K-12 grade/programs.
- These team members work with particular complexes and are able to provide ongoing, face-to-face leadership and support.

Function of League 2022:

- Conduct a deep dive into Cognia Standards and draft action plan to maximize potential
- Lead CSI and provide support for continuous improvement endeavors, tasks, and activities
- Lead the Common Message initiative
- Compile and maintain the district’s continuous improvement story
- Lead the district’s Greatness Initiative

Tasks:

- Conduct deep dive into Cognia Standards and draft action plan to maximize potential (April 2020)
  - Draft Accreditation Vision (April 2020)
  - Perform deep dive into Cognia Standard using i3 Rubric - including (April - May 2020):
    - Possible present ratings
    - Potential possible ratings for March 2022
    - Potential present findings
    - Projected overarching evidence
    - Projected actions needed to meet potential possible ratings
  - Draft next steps to address “action needed” (May 2020)
  - Draft a practical action plan to reasonably address the next steps (May - June 2020)
  - Draft a composite report for our forward journey (June 2020)
  - Revise Goal Template to include Progress Monitoring (April 2020)
  - Develop Progress Monitoring Process (April-August 2020)
  - Develop long-range action planning process and examples (April-May 2020)

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- Lead CSI and provide support for continuous improvement endeavors, tasks, and activities (August 2020-June 2022)
  - Serve as the district CSI Leadership Team to support the CSI Network
  - Facilitate Complex CSI Collaboration Sessions
  - Collaborate with A&A to critique CSI processes and procedures
- Lead the Common Message Initiative (August 2020-June 2022)
  - Draft a Common Message PowerPoint presentation that capture the Pacific East District (August 2020)
  - Develop and implement an action plan to bring the Common Message to life throughout the Pacific East District (August 2020)
    - Present the Common Message PowerPoint to all schools
    - Work with schools to develop a campaign to bring the Common Message to life within the communities
- Maintain the district's CI story (August 2020-June 2022)
  - Work with appropriate colleagues to understand and draft the district's CI story
  - Design and implement an approach/action plan to share the district's CI story
  - Maintain CI story
- Lead the district's Greatness Initiative (August 2020-June 2022)
  - Draft an action plan to develop "Celebration of Greatness" throughout our district
  - Collaborate with schools to identify and share positive practices and successes with colleagues and stakeholders

## Level 2: Goal Team and Committee Structure

The second level of the structure is the formation of goal teams and committees to make the work manageable and build shared leadership and collaboration. The primary roles of goal teams and committees are to:

- Develop and maintain long-range action plans for a particular focus
- Lead the implementation of the particular focus
- Identify, collect, analyse and use data to monitor and adjust the focus
- Serve as the district experts for the particular focus
- Keep stakeholders informed of the action plan and progress of the focus

### Teams Members:

- All ISSs
- District Leadership

### Goal Teams

- Each ISS will serve on one goal team
- Three Goal Teams
  - 21<sup>st</sup> Century Innovative Teaching and Learning - POC: Dr. Fran Austin
  - Increase Mathematics - POCs: Ms. Jennifer Hollingworth
  - Increase Literacy - POCs: Mr. Brian Spivey and Mr. Corey Algood
- Function
  - Create long-range action plan (April - August 2020)
  - Design and complete Goal Template (April - August 2020)
  - Identify any school expectations aligned to the measurable objectives (May - August 2020)
  - Implement Action Plan (Ongoing)
  - Work with schools to ensure schools have quality goals/measurable objectives (September - November 2020)
  - Monitor schools' Quarterly Progress Monitoring (End of each Quarter)
  - Produce quarterly Progress Monitoring Updates (End of each Quarter)
  - Strive to ensure school and district goals are ingrained in the day-to-day work of all members of goal teams (Ongoing)
  - Analyze and adjust goal for future implementation (Ongoing)

### Committees

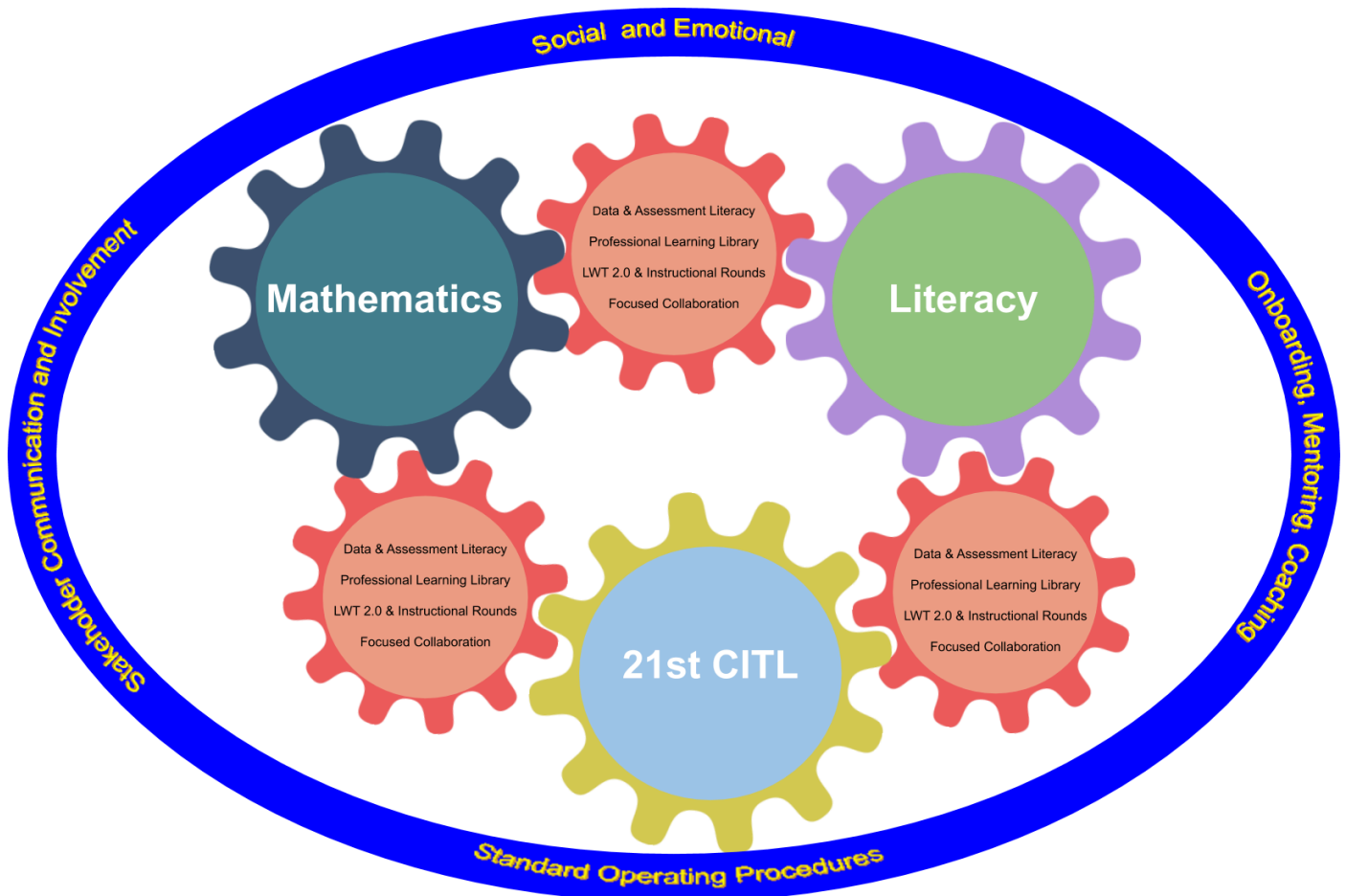
- 8 Committees
  - Data and Assessment Literacy (POC: Dr. Irene McAfee)
  - Focused Collaboration (POC: Mr. Craig Brown)
  - Learning Walkthrough 2.0/Instructional Rounds (POC: Dr. Neva Wise)
  - Onboarding, Coaching, and Mentoring (POC: Ms. Jenny Reese)
  - Professional Learning Library (POC: Mr. Christopher Kimmey)
  - Social and Emotional (POC: TBD)
  - Stakeholder Communication and Involvement (POC: TBD)
  - Standard Operating Procedures (SOP) Committee (POC: Minami Mikami)

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➤ Function

- Create long-range action plan (May - August 2020)
- Design and complete Action Plan Template (May - August 2020)
- Implement Action Plan (August 2020)
- Provide quarterly updates on the process of progress monitoring and adjusting and share with DSO colleagues: (Quarterly)
  - Success Indicators & Targets
  - Instruments and Data
  - Regular Progress Monitoring
  - Communication
- Strive to ensure committee initiatives are ingrained in the day-to-day work of all members of committee members
- Analyze and adjust action plan for future implementation



### Level 3: District-wide CSI Network

The third level of the structure is the further development of a district-wide CSI Networks to serve as the CSI leaders and facilitators throughout the district. The district-wide CSI Network will serve as a resource and support system in which CSI leaders collaborate and share best practices.

#### Structure of the District-wide CSI Network:

- A&A ISS: Dr. Phillip G. Ulmer
- League 2022
  - Complex Facilitators
    - Atsugi / Zama: TBD
    - Iwakuni Complex; Dr. John Rivers
    - Misawa Complex: Ms. Jenny Reese
    - Sasebo Complex: Dr. Neva Wise
    - Yokosuka Complex: Mr. Christopher Kimmey
    - Yokota Complex: TBD
- School CSI Chairs / CSI Data Support Chairs / School-level Administrators

#### Function of the District-wide CSI Network Members:

- Serve as Content Specialist for Accreditation (Cognia)
- Serve as Content Specialist for Continuous Improvement
- Guide the school's endeavors for District's CSI/Accreditation Tasks & Endeavors that include:
  - School Goals / Progress Monitoring
  - Data Protocols
  - Purpose Statement Processes
  - Communication Tools
  - Common Language
  - Internal Review Visits & Next Steps
  - ELEOT
  - School/System Quality Factors (SQFs)

#### Networking:

- Kickoff Sessions to develop understanding of expectations and practices
- 12 District-wide Networking Session (1 hour in length – 1500-1600)
  - 6 Networking Sessions to share updates and specific information
  - 6 Networking Sessions for schools to share best practices
- Complex Networking Collaboration Session
  - Quarterly full-day collaboration sessions
  - Additional collaboration sessions as appropriate
- Additional Trainings TBD based on data, need, goals, initiative, and action plans

## Appendix E: Next Steps Aligned to Specific Groups

### Data and Assessment Literacy Committee

Scope: To design, implement, and support an action plan to build assessment literacy in the Pacific East District and to support the identification, collection, documentation, analyzes, and use of data to inform decisions and guide instruction

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.1	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards Purpose Statements that results in longitudinal data. <b>In Collaboration with A&amp;A and Leagues 2022</b>
	The district needs to provide professional learning for CSI chairs and school administrators targeting the results level, with helping lead to understanding on data collection aligned with purpose statements. <b>In Collaboration with A&amp;A and Leagues 2022</b>
1.2	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data. <b>In collaboration with Phil &amp; League 2022, the Professional Learning Library Committee, and the Social &amp; Emotional Committee</b>
1.3	The district needs to define, implement, monitor, and adjust a process to adjust goals based on analyses and use of data. <b>(Process for adjusting goals based on data)</b> <b>In Collaboration with A&amp;A and Leagues 2022</b>
	The district and schools need to implement data protocols for analyzing (and informing the use of) data. <b>(Data Protocols)</b> <b>In Collaboration with A&amp;A and Leagues 2022</b>
1.6	The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b> <b>In Collaboration with the LWT 2.0 &amp; Learning Walkthrough Committee</b>
	The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instruction Rounds to adjust instruction)</b> <b>In Collaboration with the LWT 2.0 &amp; Learning Walkthrough Committee</b>
	The district needs to identify, document, and communicate the system of checks and balances to ensure the implementation of the evaluation process with fidelity and available data to demonstrate improvement of professional practice and student learning. <b>(Understanding the DP MAP process and available data)</b> <b>In Collaboration with the LWT 2.0 &amp; Learning Walkthrough Committee</b>

1.8	The district and schools need to design and implement formal, systemic processes to collect, document, analyze, adjust, and share actions to engage stakeholder groups. <b>In Collaboration with the Professional Learning Library and the Stakeholder Communication and Involvement Committee</b>
	The district needs to monitor and document the district's and schools' implementation of the process to engage stakeholders. <b>In Collaboration with the Professional learning Library and the Stakeholder Communication and Involvement Committee</b>
1.9	The district needs to define the "leadership development program" for the Pacific East District. <b>In Collaboration with the Onboarding, Mentoring, and Coaching Committee</b>
1.10	The district needs to design and implement a formalized process to collect, document, analyze, and use stakeholder feedback and perception data to inform decisions and continuous improvement endeavors. <b>In Collaboration with the Stakeholder Communication and Involvement Committee</b>
	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception. <b>In Collaboration with the Stakeholder Communication and Involvement Committee</b>
1.11	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception. <b>In Collaboration with the Stakeholder Communication and Involvement Committee</b>
	The district needs to identify, review, and modify, when appropriate, a formalized process to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' educational and operational expectations that includes longitudinal data. <b>(Accountability system)</b> <b>In collaboration with Leagues 2022</b>
2.1	The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b> <b>In Collaboration with the LWT 2.0 &amp; Learning Walkthrough Committee</b>
	The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instruction Rounds to adjust instruction)</b> <b>In Collaboration with the LWT 2.0 &amp; Learning Walkthrough Committee</b>
2.3	The district needs to formalize a process to collect, document, review, analyze, and use data on students' communication skills and dispositions towards learning to modify the learnings' educational culture and experiences. <b>In Collaboration with the Social and Emotional Committee and the 21st C. ITL Goal Team</b>
2.4	The district needs to collect, document, review, and analyze evidence of school-level student advocacy programs and provide feedback and resources on adjusting and improving student advocacy programs. <b>In Collaboration with the Social and Emotional Committee</b>
2.6	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices.

	In Collaboration with the Focused Collaboration Committee, Learning Walkthrough / Instructional Rounds Committee, and Goal Teams
2.7	<p>The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students.</p> <p>In Collaboration with the Focused Collaboration Committee, Learning Walkthrough / Instructional Rounds Committee, and Goal Teams</p> <p>The district needs to design and implement a formalized process to collect, document, analyze, and use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs.</p> <p>In Collaboration with the Focused Collaboration Committee, Learning Walkthrough / Instructional Rounds Committee, and Goal Teams</p>
2.8	<p>The district needs to collect and share data on students post graduation plans, college acceptance, career choices, and graduation rates.</p> <p>In Collaboration with the Social and Emotional Committee and the Stakeholder Communication and Involvement Committee</p>
2.10	<p>The district needs to identify, implement, train, and monitor a district-wide data protocol (s)</p> <p>In collaboration with Focused Collaboration Committee and Phil's League 2022</p>
2.11	<p>The district needs to develop a process to collect, document, and analyze Focused Collaboration data in regards to common assessments to adjust meeting the needs of all learners and use the data to inform appropriate changes in programs, strategies, initiatives, and practices.</p> <p>In collaboration with Focused Collaboration Committee</p>
3.2	<p>The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the Focused Collaboration process. In collaboration with Focused Collaboration Committee</p>
3.5	<p>The district needs to review available data related to district and school technology integration plans implementation and success and make appropriate modifications to improve the district tech plan process.</p> <p>In collaboration with 21st C ITL Goal Team</p>

## Focused Collaboration Committee

**Scope:** To provide structure, guidance, and support for Focused Collaboration throughout the Pacific East District.

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
2.5	The district needs to design and implement a formalized process to collect, document, and analyze longitudinal data to identify students' preparedness for the next level and use the data to make appropriate adjustments to initiatives, strategies, and programs. <i>In Collaboration with the Data &amp; Assessment Literacy Committee and 21st C ITL Goal Team</i>
	The district needs to design and implement a formalized process to collect, document, and use longitudinal data to inform decisions about continuous improvement endeavors. <i>In Collaboration with the Data &amp; Assessment Literacy Committee and Goal Teams</i>
2.6	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices. <i>In Collaboration with the Learning Walkthrough/Instructional Rounds Committee, Data &amp; Assessment Literacy Committee, and Goal Teams</i>
	A formal process and expectations need to be established regarding lesson plans and reviewing lesson plans. <i>In Collaboration with Goal Teams</i>
2.7	The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students. <i>In Collaboration with the Learning Walkthrough/Instructional Rounds Committee, Data &amp; Assessment Literacy Committee, and Goal Teams</i>
	The district needs to design and implement a formalized process to collect, document, analyze, and use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs. <i>In Collaboration with the Learning Walkthrough/Instructional Rounds Committee, Data &amp; Assessment Literacy Committee, and Goal Teams</i>
	The district needs to implement clearly-defined, district-wide structures/processes for general academic support (i.e. Math Support). <i>In Collaboration with the Goal Teams and Math and ELA ISS</i>
2.10	The district needs to identify, implement, train, and monitor a district-wide data protocol (s) <i>In collaboration with Data and Assessment Literacy Committee and Phil's League 2022</i>
2.11	The district needs to develop a process to collect, document, and analyze Focused Collaboration data in regards to common assessments to adjust meeting the needs of all learners and use the

	data to inform appropriate changes in programs, strategies, initiatives, and practices. <b>In collaboration with Data and Assessment Literacy Committee</b>
3.2	The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the Focused Collaboration process. <b>In collaboration with Data and Assessment Literacy Committee</b>

## Learning Walkthrough 2.0/Instructional Rounds Committee

**Scope: To provide structure, expectations, guidance, and support for the implementation of LWT 2.0 and Instructional Rounds for the Pacific East District.**

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.6	The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
	The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instructional Rounds to adjust instruction)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
	The district needs to identify, document, and communicate the system of checks and balances to ensure the implementation of the evaluation process with fidelity and available data to demonstrate improvement of professional practice and student learning. <b>(Understanding the DP MAP process and available data)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
2.1	The district needs to design, implement, and monitor a district-wide action plan to analyze LWT 2.0 data and use the information to make appropriate instructional changes. <b>(Using data from LWT 2.0 to adjust instruction)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
	The district needs to design, implement, and monitor the implementation of instructional rounds to develop a better understanding and utilization of instructional best practices. <b>(Using Instructional Rounds to adjust instruction)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
2.6	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices. <b>In Collaboration with the Focused Collaboration Committee, Data &amp; Assessment Literacy Committee and Goal Teams</b>

2.7	<p>The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students.</p> <p><b>In Collaboration with the Focused Collaboration Committee, Data &amp; Assessment Literacy Committee and Goal Teams</b></p>
2.7	<p>The district needs to design and implement a formalized process to collect, document, analyze, and use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs.</p> <p><b>In Collaboration with the Focused Collaboration Committee, Data &amp; Assessment Literacy Committee and Goal Teams</b></p>

## Onboarding, Coaching, and Mentoring Committee

**Scope: To design, oversee, train, and support the onboarding and mentoring structure for the Pacific East District and to identify and strengthen coaching structures and programs in the Pacific East District**

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.9	The district needs to define the "leadership development program" for the Pacific East District.
3.3, 3.4	The system needs to refine the Induction, Mentoring, and Coaching Program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness. <b>In collaboration with the Professional Learning Library Committee</b>



## Professional Learning Library Committee

**Scope:** To design, construct, support, and maintain a digital site that serves as a one-stop resource location for Pacific East District colleagues to obtain pertinent information.

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.1	The district needs to provide schools with exemplars of Purpose Statement review processes, to support the design and implementation of the Purpose Statement processes. <i>In Collaboration with Phil &amp; League 2022</i>
1.2	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data. <i>In collaboration with the Data &amp; Assessment Literacy Committee, Phil &amp; Leagues 2022, and the Stakeholder Communication and Involvement Committee</i>
1.3	The district needs to implement a formalized process for monitoring, documenting, communicating, and sharing progress towards and status of goals. <b>(Process for monitoring district and school goals)</b> <i>In Collaboration with Phil &amp; League 2022</i>
1.8	The district and schools need to design and implement formal, systemic processes to collect, document, analyze, adjust, and share actions to engage stakeholder groups. <i>In collaboration with the Data &amp; Assessment Literacy Committee and the Stakeholder Communication and Involvement Committee</i>
	The district needs to monitor and document the district's and schools' implementation of the process to engage stakeholders. <i>In collaboration with the Data &amp; Assessment Literacy Committee, Phil &amp; Leagues 2022, and the Stakeholder Communication and Involvement Committee</i>
1.10	The district needs to maintain schedules and notes from Town Hall Meetings. <i>In Collaboration with Phil &amp; League 2022 and District Leadership</i>
1.10, 1.11	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception. <i>In collaboration with the Data &amp; Assessment Literacy Committee, Phil &amp; Leagues 2022, and the Stakeholder Communication and Involvement Committee</i>
2.2	The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students. <i>In Collaboration with 21st C ITL Goal Team</i>
2.5	The district needs to design and implement a formalized process to collect, document, and use longitudinal data to inform decisions about continuous improvement endeavors.

2.8	<p>The district needs to collaborate with secondary schools to develop, implement, document, monitor, and adjust robust programs to engage students and parents in discussions and activities to assist students in exploring post secondary opportunities they have and provide support and resources in proceeding with the opportunities.</p> <p><i>In collaboration with the social and emotional committee</i></p>
2.10	<p>The district and schools need to identify and share student learning expectations, <i>district initiatives</i>, and current student performance data and celebrate success.</p> <p><i>In collaboration with the social and emotional committee and Phil and League 2022</i></p>
3.1	<p>The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess and adjust its professional development programs to improve student learning.</p> <p><i>In collaboration with the Standard Operating Procedures Committee</i></p>
3.3, 3.4	<p>The system needs to refine the Induction, Mentoring, and Coaching Program that ensures all staff members have the knowledge and skills to improve student performance and organizational effectiveness.</p> <p><i>In collaboration with Onboarding, Coaching and Mentoring Committee</i></p>

## Social and Emotional Committee

**Scope: To design, implement, and support action plans to address social, emotional, and post-secondary needs of the students in the Pacific East District.**

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
2.3	The district needs to formalize a process to collect, document, review, analyze, and use data on students' communication skills and dispositions towards learning to modify the learnings' educational culture and experiences. <b>In Collaboration with the Data &amp; Assessment Literacy Committee and the 21st C. ITL Goal Team</b>
	The district needs to set expectations on how schools will explicitly address students' communication skills and dispositions toward learning.
2.4	The district needs to identify, define, and train educators on what student advocacy means.
	The district needs to define and establish expectations for student advocacy programs.
	The district needs to collect, document, review, and analyze evidence of school-level student advocacy programs and provide feedback and resources on adjusting and improving student advocacy programs. <b>In Collaboration with the Data and Assessment Literacy Committee</b>
2.8	The district needs to collaborate with secondary schools to develop, implement, document, monitor, and adjust robust programs to engage students and parents in discussions and activities to assist students in exploring post secondary opportunities they have and provide support and resources in proceeding with the opportunities. <b>In collaboration with the Professional Learning Library and the Stakeholder Communication and Involvement Committee</b>
	The district and schools need to monitor programs, services, and events that support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning. <b>In Collaboration with the the Stakeholder Communication and Involvement Committee</b>
	The district needs to collect and share data on students post graduation plans, college acceptance, career choices, and graduation rates. <b>In Collaboration with the Data and Assessment Literacy Committee and the Stakeholder Communication and Involvement Committee</b>
2.9	The District needs to design, document, implement, monitor, and adjust consistent programs across the district to support the social and emotional needs of all students.

## Stakeholder Communication and Involvement Committee

**Scope:** To design, implement, and support action plans to support schools in strengthening stakeholder communication and involvement in the schools' communities.

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.2	The district and schools need to design, document, implement, monitor, and adjust processes to build stakeholder involvement.
	The district and schools need to assess and adjust Communication Matrixes and Communication Plans to build stakeholder involvement in the educational process. <i>In Collaboration with Phil &amp; League 2022,</i>
	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data. <i>In Collaboration with Phil &amp; League 2022, the Data &amp; Assessment Literacy Committee, and the Professional Learning Library</i>
1.8	The district and schools need to design and implement formal, systemic processes to collect, document, analyze, adjust, and share actions to engage stakeholder groups. <i>In Collaboration with the Data &amp; Assessment Literacy Committee and the Professional Learning Library</i>
	The district needs to monitor and document the district's and schools' implementation of the process to engage stakeholders. <i>In Collaboration with the Data &amp; Assessment Literacy Committee and the Professional Learning Library</i>
1.10	The district needs to design and implement a formalized process to collect, document, analyze, and use stakeholder feedback and perception data to inform decisions and continuous improvement endeavors. <i>In Collaboration with the Data &amp; Assessment Literacy Committee</i>
	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception. <i>In Collaboration with the Data &amp; Assessment Literacy Committee</i>
1.11	The district and schools need to design and implement a formalized approach to collect, document, analyze, and use stakeholder participation in events to provide feedback and perception. <i>In Collaboration with the Data &amp; Assessment Literacy Committee</i>
2.2	The district and schools need to develop a process to highlight excellence within the district and schools to share with stakeholders.

2.8	<p>The district needs to collaborate with secondary schools to develop, implement, document, monitor, and adjust robust programs to engage students and parents in discussions and activities to assist students in exploring post secondary opportunities they have and provide support and resources in proceeding with the opportunities.</p> <p><b>In collaboration with the professional learning library and the Social and Emotional Committee</b></p>
	<p>The district and schools need to monitor programs, services, and events that support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning.</p> <p><b>In collaboration with the the Social and Emotional Committee</b></p>
	<p>The district needs to collect and share data on students post graduation plans, college acceptance, career choices, and graduation rates.</p> <p><b>In collaboration with the Data and Assessment Literacy Committee and the Social and Emotional Committee</b></p>

## Standard Operating Procedures (SOPs) Committee

**Scope: To design standard operating procedures as the needs arise.**

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.7	The district needs to organize the repository of SOP, reports, and data associated with SOPs.
3.1	<p>The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess and adjust its professional development programs to improve student learning.</p> <p><b>In collaboration with the Professional Learning Library Committee</b></p>

## Math Goal Team and Literacy Goal Teams

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the goal teams. Additionally, the next steps outlined below are endeavors the goal team will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.3	District and school goals need to be aligned. <i>In collaboration with Dr. Ulmer, League 2022, and CSI Chairs</i>
	The district needs to define, implement, monitor, and adjust a process to adjust goals based on analyses and use of data. <b>(Process for adjusting goals based on data)</b> <i>In collaboration with Dr. Ulmer, League 2022, and CSI Chairs</i>
	The district and schools need to implement data protocols for analyzing (and informing the use of) data. <b>(Data Protocols)</b> <i>In collaboration with Dr. Ulmer, League 2022, and CSI Chairs</i>
2.5	The district needs to design and implement a formalized process to collect, document, and use longitudinal data to inform decisions about continuous improvement endeavors. <i>In collaboration with the Focused Collaboration Committee, the Data and Assessment Literacy Committee, 21st Century Innovative Teaching and Learning Goal Team</i>
2.6	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices. <i>In collaboration with the Focused Collaboration Committee, Data and Assessment Literacy Committee, and Learning Walkthrough/ Instructional Rounds Committee</i>
	A formal process and expectations need to be established regarding lesson plans and reviewing lesson plans. <i>In collaboration with the Focused Collaboration Committee and 21st CITL Goal Team</i>
2.7	The district needs to design and implement a formalized process to collect, document, analyze, and use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs. <i>In collaboration with the Focused Collaboration Committee, Data and Assessment Literacy Committee, and Learning Walkthrough/ Instructional Rounds Committee</i>
2.12	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess its programs and organizational conditions to improve student learning.
3.1	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess and adjust its professional development programs to improve student learning. <i>In collaboration with the Standard Operating Procedures Committee and Professional Learning Library Committee</i>

## 21st Century Innovative Teaching and Learning Goal Team

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.3	District and school goals need to be aligned. <b>In collaboration with Dr. Ulmer, League 2022, and CSI Chairs</b>
	The district needs to define, implement, monitor, and adjust a process to adjust goals based on analyses and use of data. <b>(Process for adjusting goals based on data)</b> <b>In collaboration with Dr. Ulmer, League 2022, and CSI Chairs</b>
	The district and schools need to implement data protocols for analyzing (and informing the use of) data. <b>(Data Protocols)</b> <b>In collaboration with Dr. Ulmer, League 2022, and CSI Chairs</b>
2.2	The district needs to further develop, implement, document, monitor, and adjust as appropriate the 21st C. Innovative, Teaching, and Learning Action Plan that includes clear progress monitoring, targets defining success, presentation of data, and communication of results to reach all schools, teachers, and students. <b>In collaboration with the Professional Learning Library Committee</b>
2.3	The district needs to formalize a process to collect, document, review, analyze, and use data on students' communication skills and dispositions towards learning to modify the learnings' educational culture and experiences. <b>In collaboration with the Social and Emotional Committee and the Data and Assessment Literacy Committee</b>
2.5	The district needs to design and implement a formalized process to collect, document, and analyze longitudinal data to identify students' preparedness for the next level and use the data to make appropriate adjustments to initiatives, strategies, and programs. <b>In collaboration with the Focused Collaboration Committee and the Data and Assessment Literacy Committee</b>
2.5	The district needs to design and implement a formalized process to collect, document, and use longitudinal data to inform decisions about continuous improvement endeavors. <b>In collaboration with the Focused Collaboration Committee, the Data and Assessment Literacy Committee, Math and Literacy Goal Teams</b>
2.6	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to inform decisions about curriculum implementation, standards use and alignment, and instructional best practices. <b>In collaboration with the Focused Collaboration Committee, Data and Assessment Literacy Committee, and Learning Walkthrough/ Instructional Rounds Committee</b>
	A formal process and expectations need to be established regarding lesson plans and reviewing lesson plans. <b>In collaboration with the Focused Collaboration Committee, Math and Literacy Goal Teams</b>
2.7	The district needs to design and implement a formalized process to collect, document, analyze, and

	use data to make appropriate adjustments of the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs. <b>In collaboration with the Focused Collaboration Committee, Data and Assessment Literacy Committee, and Learning Walkthrough/ Instructional Rounds Committee</b>
2.12	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess its programs and organizational conditions to improve student learning.
3.1	The district needs to design and implement a formalized process to collect, document, analyze, and use longitudinal data to assess and adjust its professional development programs to improve student learning. <b>In collaboration with the Standard Operating Procedures Committee and Professional Learning Library Committee</b>
3.5	The district needs to review available data related to district and school technology integration plans implementation and success and make appropriate modifications to improve the district tech plan process. <b>In collaboration with the Data and Assessment Literacy Committee</b>
	The district needs to provide specific, focused, and targeted training to support the district's and schools' technology integration plan and initiatives.

### Dr. Ulmer's work with other DSO offices (non-educational)

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.4	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.
1.7	The district office education division needs to collaborate with the district FISC, regional office, and HQ offices to gain understanding of and access to the processes and SOPs in place.
1.11	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) to identify formalized processes to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' quality of, compliance with, and fidelity of operational activities.
2.5	The district office education division needs to collaborate with district ISSs and HQ to gain understanding of and access to the processes and supporting evidence.
3.8	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.



## Dr. Ulmer's Collaborative Work with other A&As and and HQ

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.4	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.
1.5	The district needs to reach out to HQ in order to learn about the processes in place for ensuring compliance with government policies and regulations.
1.7	The district office education division needs to collaborate with the district FISC, regional office, and HQ offices to gain understanding of and access to the processes and SOPs in place.
2.12	The district office education division needs to collaborate with district ISSs and HQ to gain understanding of and access to the processes and supporting evidence.
3.3, 3.4	The district will reach out to HQ in order to learn about the processes in place for hiring and retaining qualified personnel.
3.6	The district needs to design and implement a formalized process to collect, document, analyze, and use data to monitor and adjust the accessibility and utilization of materials and resources.
	The District Office needs to collaborate with HQ to identify the processes, data, and evidence available to address this standard.
3.7	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.
3.8	The District office educational division needs to work with the other components of the PAC East DSO (i.e. budget, safety, security, facilities) and HQ to identify formalized processes to collect, document, analyze, and use data to monitor adherence to policies.

## Dr. Ulmer's work in collaboration with Leagues 2022

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.1	The district needs to design, implement, and document a more comprehensive review process for the district's Purpose Statement to include representation from the different stakeholder groups.
	The district needs to provide schools with exemplars of Purpose Statement review processes, to support the design and implementation of the Purpose Statement processes.
	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards Purpose Statements that results in longitudinal data. <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
	The district needs to provide professional learning for CSI chairs and school administrators targeting the results level, with helping lead to understanding on data collection aligned with purpose statements. <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
1.2	The district and schools need to assess and adjust Communication Matrixes and Communication Plans to build stakeholder involvement in the educational process. <b>In collaboration with the Stakeholder Communication and Involvement Committee</b>
	The district and schools need to collect, document, analyze, use, and share data to monitor progress towards the Vision, Mission, and Purpose Statements that results in longitudinal data. <b>In collaboration with the Data &amp; Assessment Literacy Committee, Professional Learning Library Committee, and the Stakeholder Communication and Involvement Committee</b>
1.3	District and school goals need to be aligned.
	District and school goals need to be revised to maximize quality – specifically, goals need to ensure alignment between aspects of the goal, including between stated goal, measurable objective (s), root-cause analysis, strategy (ies), progress monitoring, and activities. <b>(Component Alignment)</b>
	The district needs to implement a formalized process for monitoring, documenting, communicating, and sharing progress towards and status of goals. <b>(Process for monitoring district and school goals)</b> <b>In Collaboration with the Professional Learning Library Committee</b>
	The district needs to define, implement, monitor, and adjust a process to adjust goals based on analyses and use of data. <b>(Process for adjusting goals based on data)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
	The district and schools need to implement data protocols for analyzing (and informing the use of) data. <b>(Data Protocols)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>

1.10	The district and schools need to standardize membership and expectations of CSILTs in the schools
	The district needs to maintain schedules and notes from Town Hall Meetings.
1.11	The district needs to identify, review, and modify, when appropriate, a formalized process to collect, document, analyze, and use data to monitor progress towards achieving the district's and schools' educational and operational expectations that includes longitudinal data. <b>(Accountability system)</b> <b>In Collaboration with the Data &amp; Assessment Literacy Committee</b>
2.1	The district and schools need a formal process to monitor the implementation of their strategies for improving equitable learning (LWT, 21 C. ITL, FC, SST, ESL, Sped, and DI) to include collecting, documenting, and analyzing data on the effectiveness of programs to ensure implementation with quality and fidelity at all levels and to make adjustments when needed. <b>(this action addresses the need to collect, document, analyze, and use data to monitor and improve equitable learning)</b>
2.2	The district and schools need to develop a process to highlight excellence within the district and schools to share with stakeholders.
2.10	The district and schools need to identify and share student learning expectations, district initiatives, and current student performance data and celebrate success. <b>In Collaboration with the Professional Learning Library Committee</b>
	The district needs to identify, implement, train, and monitor a district-wide data protocol (s) <b>In collaboration with the Data &amp; Assessment Literacy Committee and the Focused Collaboration Committee</b>

## District Leadership Actions Needed

The standards and suggested actions listed below are not a comprehensive list of the standards aligned with the committee. Additionally, the next steps outlined below are endeavors the committee will need to engage with and address prior to the 2022 accreditation visit to maximize the district's potential outcome.

Standard	Suggested Action
1.10	The district needs to maintain schedules and notes from Town Hall Meetings.
2.1	The district and schools need a formal process to monitor the implementation of their strategies for improving equitable learning (LWT, 21 C. ITL, FC, SST, ESL, Sped, and DI) to include collecting, documenting, and analyzing data on the effectiveness of programs to ensure implementation with quality and fidelity at all levels and to make adjustments when needed. <b>(this action addresses the need to collect, document, analyze, and use data to monitor and improve equitable learning)</b> <i>In Collaboration with Phil &amp; League 2022</i>
2.10	The district needs to implement a district-wide action plan to analyze, align, and review grading policies.
3.7	The district needs to adjust the process of human, fiscal, and material resource allocations to maximize alignment with ongoing district initiatives.
3.8	The district needs to monitor the impact of the use of resources through a formal process where data is collected and analyzed to determine a return on investment related to resources used (i.e. did the 21st C ITL launch have a measurable positive impact on teaching and learning).