



**Studer** Education

**ESTACADA**  
—SCHOOLS—

**WELCOME**

DR. JANET PILCHER  
Managing Director  
Studer Education

DR. RYAN CARPENTER  
Superintendent  
Estacada School District

WELCOME

A close-up photograph of a book cover on a table. The book is titled 'Behind the Scenes of An Improvement Journey' in large, bold, black letters. The cover is white with a blue border. The background is a blurred indoor setting with blue and gold lighting.

Behind the  
Scenes of An  
Improvement  
Journey



**Studer**Education

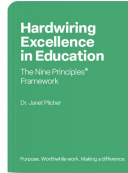
**ESTACADA**  
—SCHOOLS—



**Connect: Janet Pilcher**

[jpilcher@hcg.com](mailto:jpilcher@hcg.com)

Author: *Hardwiring Excellence in Education: The Nine Principles Framework*



• **Managing Director, Huron-Studer Education**

Janet is the founder and executive leader of Studer Education, and a managing director for Huron. She has an extensive background advising educational institutions on strategic planning, leadership development, employee engagement and operational improvement. Janet and her team work with education leaders to elevate their organizations into places where people have purpose, do worthwhile work and make a difference.

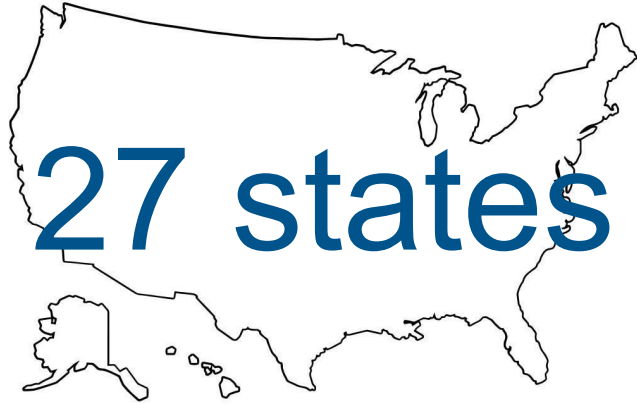
**Connect: Ryan Carpenter**

[carpenterr@estacada.k12.or.us](mailto:carpenterr@estacada.k12.or.us)

• **Superintendent, Estacada School District**

As one of the first millennial superintendents in the country, Dr. Ryan Carpenter brings a fresh approach to tackling complex organizational challenges within public education. Carpenter and his great team in Estacada, Oregon use an Evidence-Based Leadership framework to hardwire aligned behaviors and cultivate a culture of excellence.

# We Welcome You



149 different:

- County or regional educational organizations
- County government
- Higher education institutions
- Hotel chain
- School districts
- Social services agency

180 students



37,804 students

Length of partnership varies



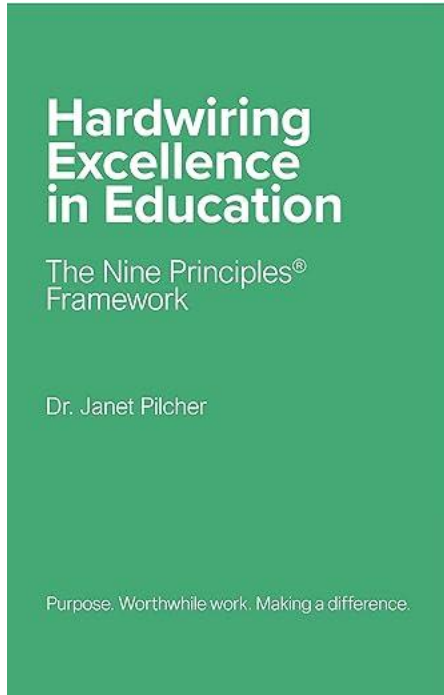
# OUR WHY

SERVING EACH OTHER  
AND BEING OF SERVICE  
TO THOSE WE SERVE





# The Nine Principles Framework: Strategies, Tools, and Tactics



-  **PRINCIPLE 1: COMMIT TO EXCELLENCE**  
Set high expectations to achieve results while living out mission and values.
-  **PRINCIPLE 2: MEASURE THE IMPORTANT THINGS**  
Continuously track progress to achieve results with an improvement mindset.
-  **PRINCIPLE 3: BUILD A CULTURE AROUND SERVICE**  
Serve others with great care and concern.
-  **PRINCIPLE 4: DEVELOP LEADERS TO DEVELOP PEOPLE**  
Coach people to be their best at work.
-  **PRINCIPLE 5: FOCUS ON EMPLOYEE ENGAGEMENT**  
Attend to aspirations and desires in the workplace.
-  **PRINCIPLE 6: BE ACCOUNTABLE**  
Commit to individual accountability to achieve organizational goals.
-  **PRINCIPLE 7: ALIGN BEHAVIORS WITH GOALS AND VALUES**  
Apply consistent practices to move the organization in a positive direction.
-  **PRINCIPLE 8: COMMUNICATE AT ALL LEVELS**  
People know why what they do matters.
-  **PRINCIPLE 9: RECOGNIZE AND REWARD SUCCESS**  
Value and appreciate people working together to get results.



## CHAPTER 6, PRINCIPLE 6: BE ACCOUNTABLE

What is a “must” to achieving  
positive results?

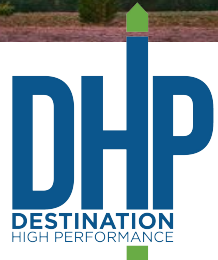
Build places where people are  
deeply connected to their work

# Strive for Education's Quadruple Aim K12

*We are uniquely positioned for people to continually learn, think, problem-solve, and improve to achieve organizational excellence.*



# ESTACADA, OREGON



**Studer** Education

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# Dr. Ryan Carpenter Superintendent Estacada School District -



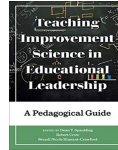
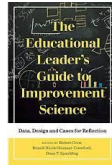
Teacher/Principal/Superintendent



No Strategic Vision → Nationally Recognized  
Managing People → Empowering the Talent



I ❤️ EVIDENCE BASED LEADERSHIP



5th Year w/ Studer Education



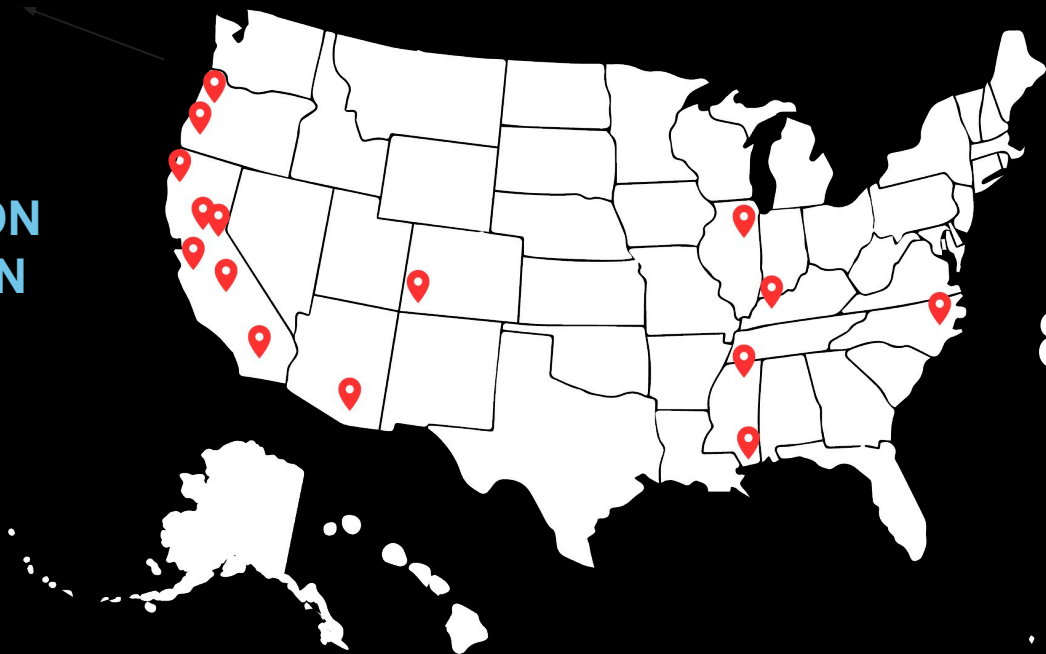
2019



# SOLD OUT

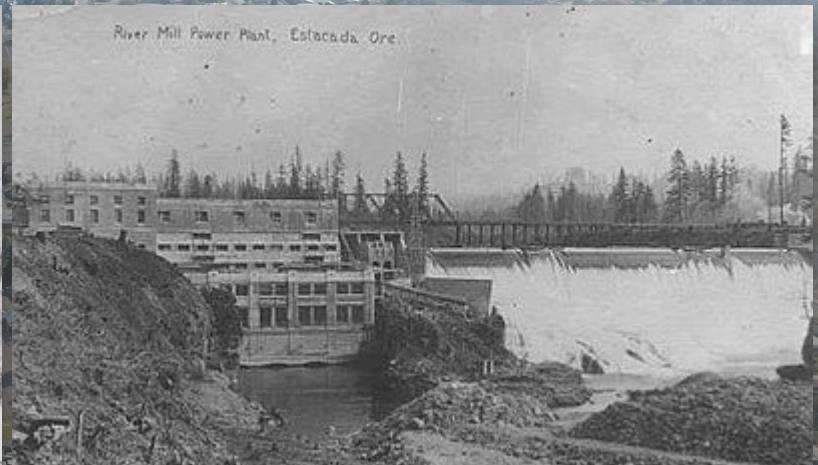
School Districts Represented

1.2 MILLION  
CHILDREN



8 STATES

39 – School Districts





# Where do Christmas Trees Grow?



## District Enrollment 23-24 (+10%)

### 3,175 PK-12 Students

1,984 On Campus Students  
1,191 Charter Students

## Schools

- 1 High School
- 1 Middle School
- 2 Elementary Schools
- 1 Charter School
- 1 International School

## Location

Southeast Clackamas County  
**3rd** populous County in Oregon  
**43 minutes** from downtown Portland  
**#1 fastest growing** city in Oregon  
**49th best place to live** in Oregon  
**750 Square Mile** School District

# ESTACADA

## SCHOOL DISTRICT

## Staff Breakdown

284 Employees  
126 Licensed  
112 Classified  
12 Administrators

## Ethnicity

76% White  
13% Hispanic  
6% Multiracial  
3% Black  
3% Asian

## Notable Demographics

66% Free & Reduced  
17% Special Education



Estacada District Improvement Partnership

Estacada District Improvement Partnership

Updated: May 26, 2010, 12:42 a.m. | Published: May 25, 2010, 11:42 p.m.

By Betsy Hammond | The Oregonian/OregonLive

Estacada Dropout Rate Featured in Portland Newspaper

OREGON DEPARTMENT OF EDUCATION

Office of School District Effectiveness

## 'Not acceptable:' Nearly one-third of Oregon high school students drop out

Updated: May 26, 2010, 12:42 a.m. | Published: May 25, 2010, 11:42 p.m.

By Betsy Hammond | The Oregonian/OregonLive



1. The ODF funding that we are looking forward to is \$7000-10 to \$100,000. We expect this amount to be allocated in OSDE sometime during the month of September.

2. Meeting the Estacada District criteria, we are looking forward to the following data during the quarterly meeting of ODF counties. If the need is more to support the district in any of these areas, please feel free to contact us.

- Data to be shared is the data group that may include School Board members.
  - ODF annual assessment data (assessment at the secondary, middle school, and high school level)
  - SBAC test scores
  - Attendance at school
  - Dropouts
- Data to be shared is a more photo bank
- Creating updated list of addresses from the stakeholders for consideration and/or awarded
- ODF updates

3. There are meeting times for Estacada and we generally have our meeting schedule for the first Tuesday of the month as well as your commitment to work with the Department of Education.

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Estacada Dropout Rate Featured in Portland Newspaper

# POST-IMPROVEMENT SCIENCE




# PRE-IMPROVEMENT SCIENCE

The Oregonian




FOURTH OF A FIVE-PART SERIES

## Empty desks

By Betsy Hammond | The Oregonian  
(Originally published February 2014)

Worst in metro area	%
Roosevelt, Portland	39
Jefferson, Portland	
Sandy	
Estacada	
Molalla	30
Hillsboro	29
Wilsonville	28
Aloha	27
Reynolds, Troutdale	27
Madison, Portland	26

	Mean Score (5 point)	Top Box (5 score)	Participation (%)
Employee Engagement	4.23	47%	98%
Parent Satisfaction	4.02	38%	53%
Student Engagement	3.94	38%	71%
I would Recommend this district	4.24/49.77%	61%	98%

EHS & EMS FEATURED AS WORST SCHOOLS






# ESTACADA'S *Improvement Journey*



**Rick DuFour**  
Professional Learning  
Communities



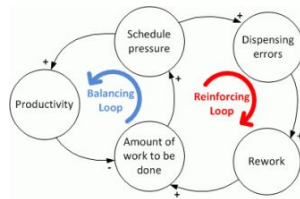
**Peter Senge**  
Systems Thinking



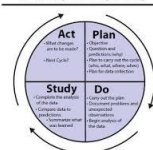
**Tony Bryk**  
Carnegie Foundation  
Improvement Science



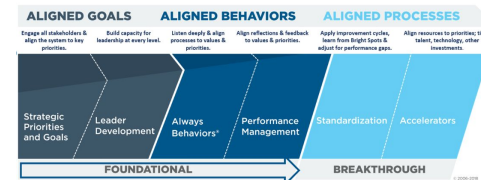
**Studer Education**



The PDSA Cycle for Learning and Improving

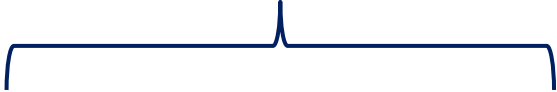


**EVIDENCE BASED LEADERSHIP**



# NINE PRINCIPLES<sup>®</sup> FOR ORGANIZATIONAL EXCELLENCE

## EVIDENCE-BASED LEADERSHIP FRAMEWORK



### ALIGNED GOALS

Engage all stakeholders & align the system to key priorities.

### ALIGNED BEHAVIORS

Build capacity for leadership at every level.

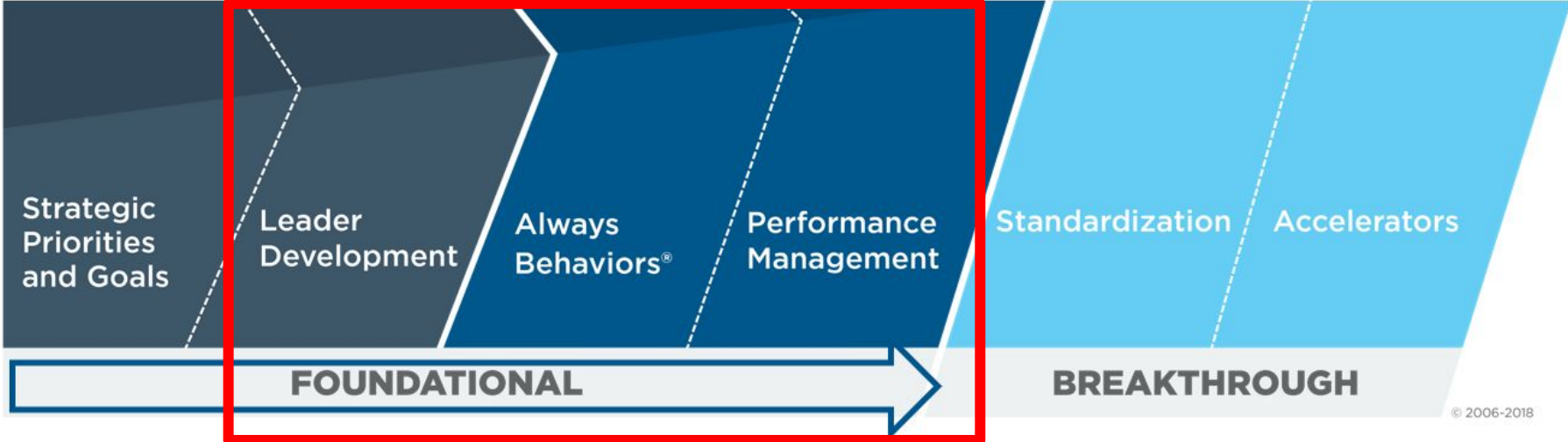
Listen deeply & align processes to values & priorities.

Align reflections & feedback to values & priorities.

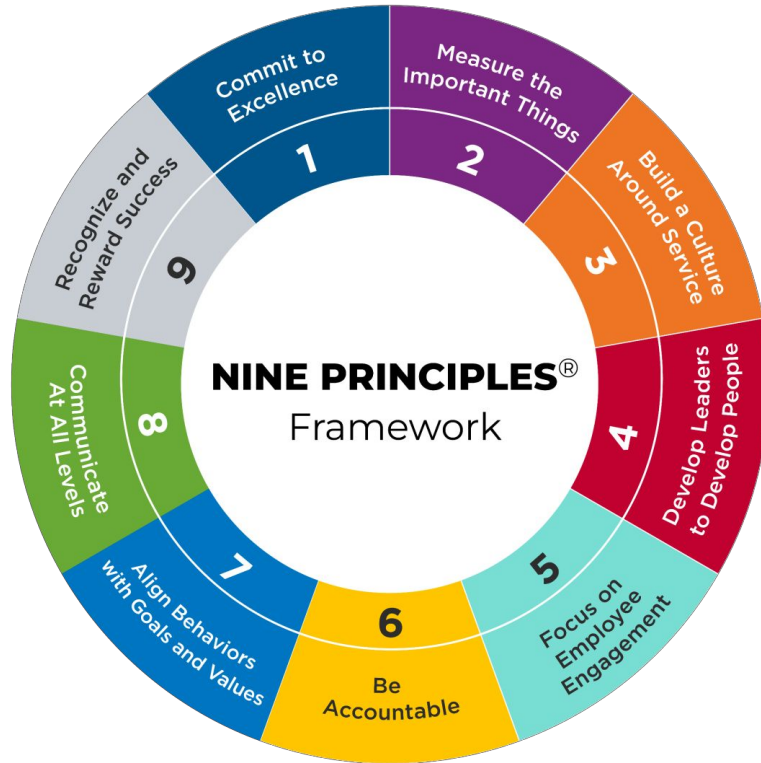
### ALIGNED PROCESSES

Apply improvement cycles, learn from Bright Spots & adjust for performance gaps.

Align resources to priorities; time, talent, technology, other investments.



# FOUNDATIONAL: NINE PRINCIPLES FRAMEWORK



## PRINCIPLE 1: COMMIT TO EXCELLENCE

Set high expectations to achieve results while living out mission and values.



## PRINCIPLE 2: MEASURE THE IMPORTANT THINGS

Continuously track progress to achieve results with an improvement mindset.



## PRINCIPLE 3: BUILD A CULTURE AROUND SERVICE

Serve others with great care and concern.



## PRINCIPLE 4: DEVELOP LEADERS TO DEVELOP PEOPLE

Coach people to be their best at work.



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Attend to aspirations and desires in the workplace.



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Commit to individual accountability to achieve organizational goals.



## PRINCIPLE 7: ALIGN BEHAVIORS WITH GOALS AND VALUES

Apply consistent practices to move the organization in a positive direction.



## PRINCIPLE 8: COMMUNICATE AT ALL LEVELS

People know why what they do matters.



## PRINCIPLE 9: RECOGNIZE AND REWARD SUCCESS

Value and appreciate people working together to get results.

# Alignment and Deployment

Building Clarity around Key Priorities, Strategies, and Actions





# ESTACADA —SCHOOLS—

## OUR PILLARS

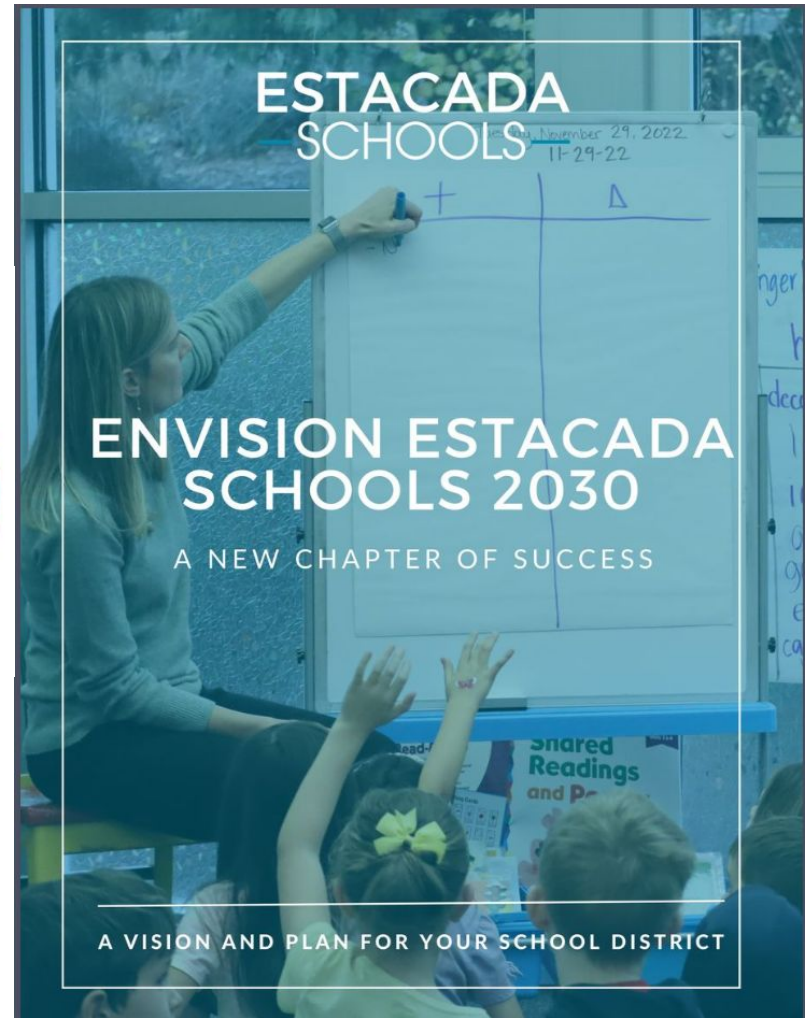
SUCCESSFUL  
STUDENTS

PEOPLE &  
CULTURE

ENGAGED  
FAMILIES &  
COMMUNITY

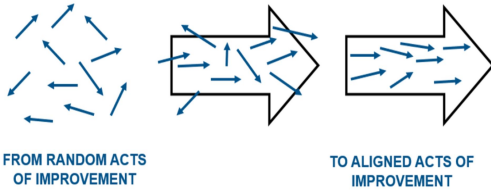
SAFETY &  
OPERATIONAL  
SERVICES

SUSTAINABLE  
ACCOUNTABLE  
FINANCES





Why is organizational alignment important?



“The strategic bullseye communicates clear aims for all levels of the organization.”

- Janet Pilcher

# Best In Class Bullseye

## Experiment and Explore

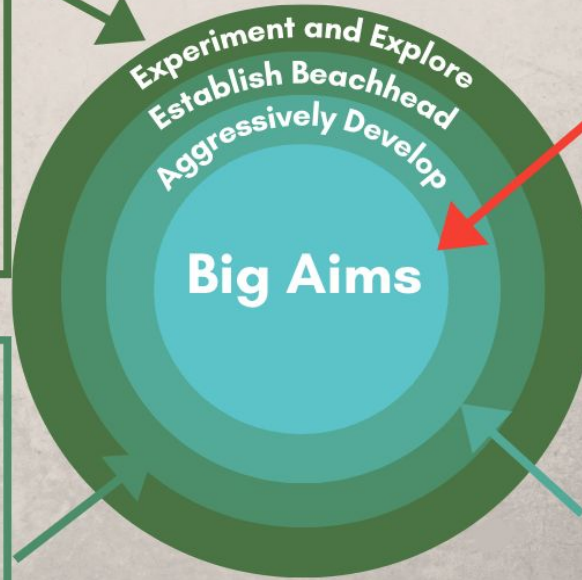
- New gradebook system to support Standards Based Grading and Reporting
- Develop strategies to optimize operations in food services and maximize budget efficiencies
- Expand Artificial Intelligence opportunities in education, and communication

*Potential accelerators may not always be priority work*

## Establish a Beachhead

- Develop alternative educational opportunities for secondary level students
- Develop ability to oversee Early childhood evaluation
- Develop accountability protocols for aligned evaluation procedures across supervisors

*A solution we are confident may work if we can bring it to scale in our context*



**2023-2024**

## BIG AIMS

- **Hardwire continuous improvement and High Yield Instructional Strategies throughout Classrooms K-12**
- **Align K-12 Dufour model PLC process and practices**
- **K-12 aligned Standards Based Grading and Reporting practices**
- **Advocate needs to the community that garner support for infrastructure investment**

*Directly related to our core pillars*

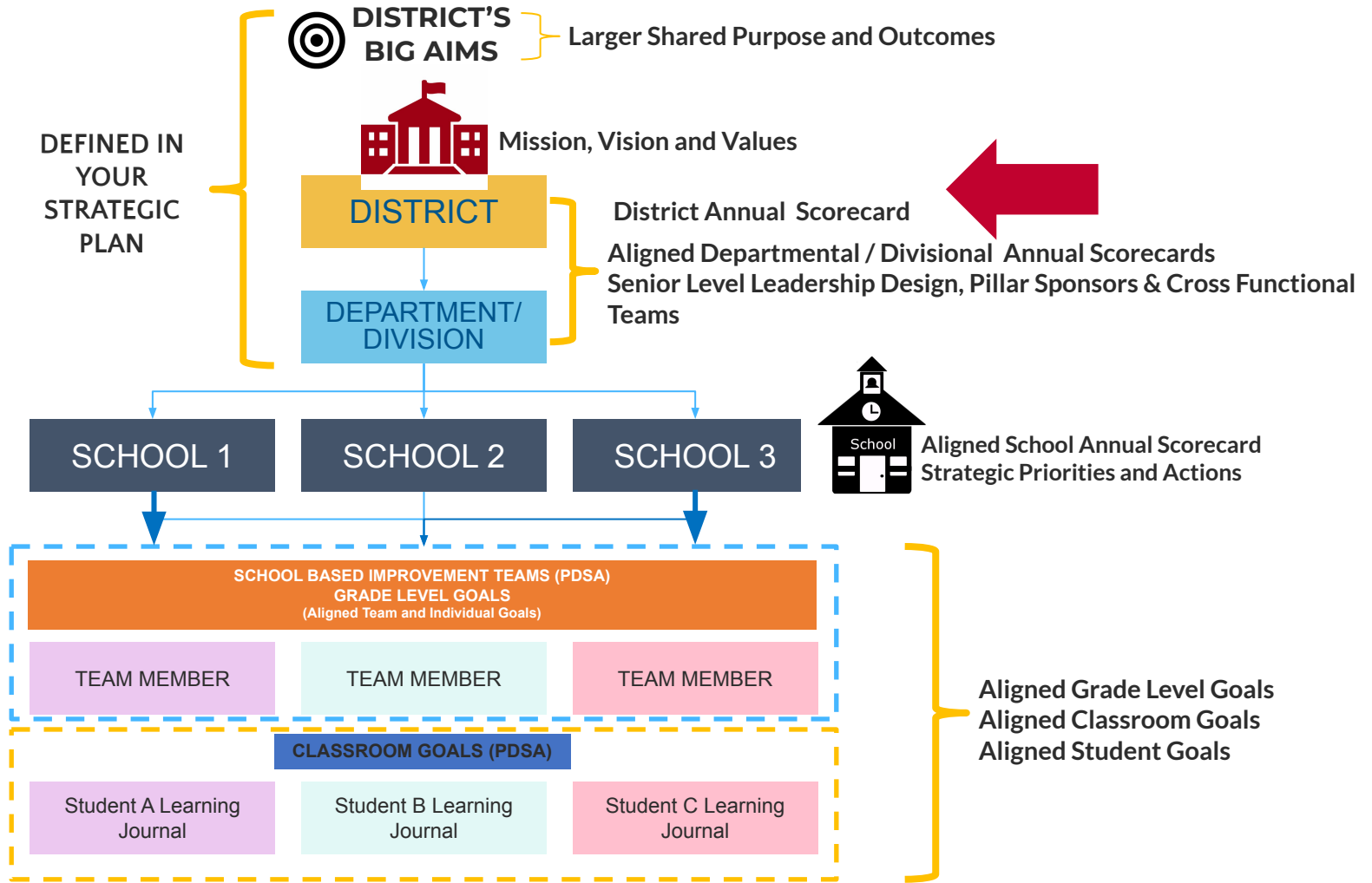
## Aggressively Develop

- Tiered behavior supports districtwide
- Hardwire creation and implementation of effective Leader Action Plans
- Find solutions to address overcrowding, competitive learning opportunities, and aging facilities
- Develop a system to identify and support individual students experiencing complex educational and social needs

*Strategies that we are confident will have a significant impact on our big aims*



# ALIGNING & CASCADING



# Our Path To Premier

## ESTACADA —SCHOOLS—

# 2024 District Scorecard

IN ALIGNMENT WITH THE STRATEGIC PLAN



SUCCESSFUL STUDENTS



PEOPLE & CULTURE



ENGAGED FAMILIES & COMMUNITY



SAFETY & OPERATIONAL SERVICES



SUSTAINABLE ACCOUNTABLE FINANCES

STRATEGIC PLAN PILLAR FOUNDATION	Aligned MEASURE	2024 STRATEGIC GOALS	2023 BASELINE SCORE	2024 RESULTS
SUCCESSFUL STUDENTS	Readiness Indicators Dashboard*	<u>100%</u> of students will demonstrate proficiency in the readiness standards**	79%	
SUCCESSFUL STUDENTS	Student Experience Survey	Estacada Schools will improve its 'Student Engagement' mean score to <u>3.95</u>	3.86	3.79
PEOPLE & CULTURE	Employee Engagement Survey	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.08</u>	4.04	4.08
ENGAGED FAMILIES	Parent Satisfaction Survey	Estacada Schools will improve its 'Parent Satisfaction' mean score to <u>3.97</u>	3.87	4.11
SAFETY & OPERATIONS	District Service Survey	Estacada Schools will maintain its 'District Services Survey' mean score to <u>4.30</u> or better	4.60	4.40
FINANCIAL ACCOUNTABILITY	Employee Engagement Survey	Estacada Schools will improve its 'Employee Experience' mean score to <u>3.85</u> on the survey questions "I feel that organization-level resources are allocated to maximize effectiveness across the organization."	3.75	3.85



\* The Estacada School District uses the University of Chicago's "Readiness For All" Indicators as its measure of student success

\*\* 80% or above = Green | 65% to 79% = Yellow | Below 65% = Red

AT OR ABOVE GOAL	MAKING IMPROVEMENT BUT NOT AT GOAL	NOT ON TRACK
------------------	------------------------------------	--------------





# LEADERS GO FIRST



**KEN RIEDEL**  
SCHOOL BOARD CHAIR  
CLASS OF 1995



# High Functioning School Boards

## DO THESE 4 THINGS WELL:

1.) Establish the Mission, Vision & Values for the school district.

2.) Hire and evaluate Superintendent's progress toward the mission, vision & values

3.) Establish and uphold school district policies

4.) Approve and oversee the School District budget

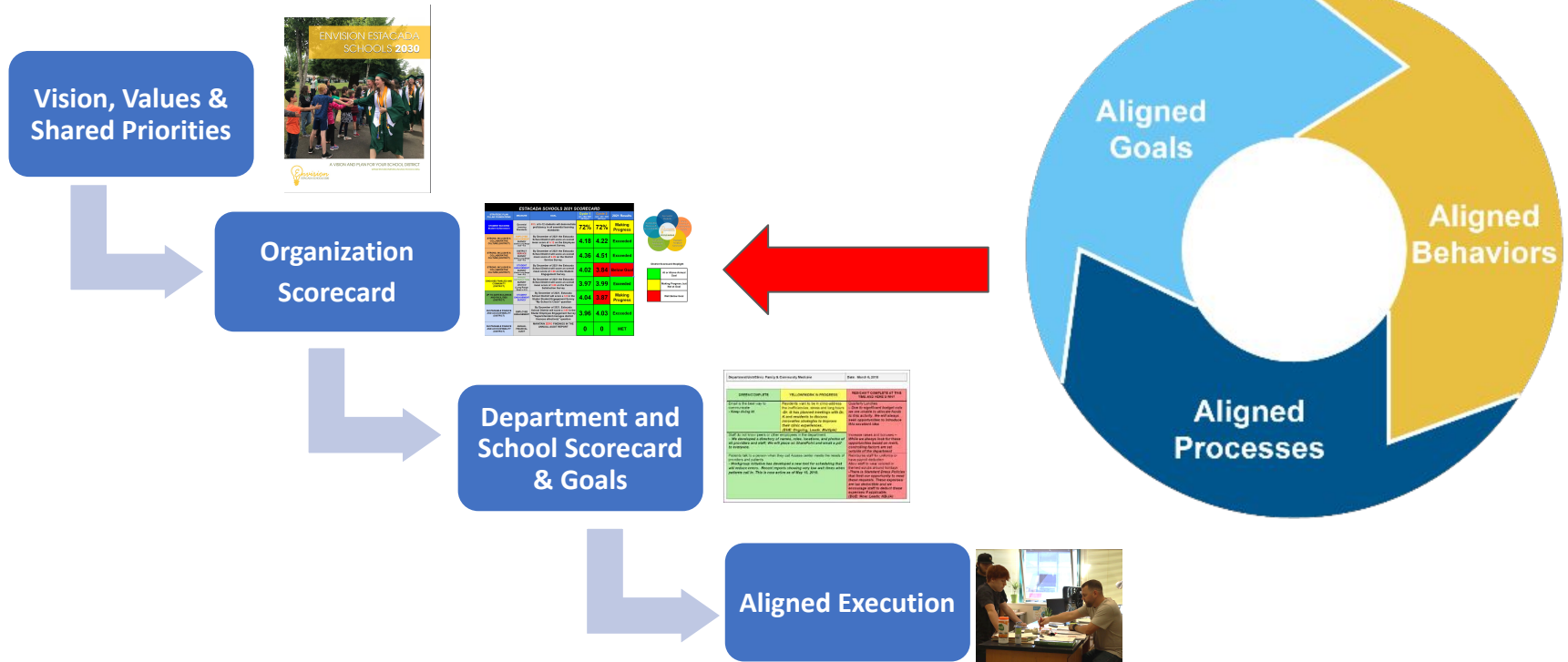


2023 SUPERINTENDENT ACCOUNTABILITY SCORECARD (ESTACADA SCHOOLS)							
ESTACADA SCHOOL DISTRICT	PILLAR	MEASURE	PAST RESULTS	GOAL	WEIGHT	Improvement Scale	SCALE RATING
Superintendent	STUDENT SUCCESS Student Achievement	Essential Learning Standards	2021	72%	100% of k-12 students will demonstrate proficiency in ALL math & Language arts learning standards <i>Revised Central Career Readiness Indicators</i>	20%	5 = 90% or better
			2022	77%			4 = 87.0% - 89.9%
SCORECARD 2023	STUDENT SUCCESS Student Achievement	Essential Learning Standards	2020	4.01	By the end of the 2022-2023 school year the Estacada School District will score an overall mean score of <b>4.11</b> in the PLC survey	5%	5 = 4.26 or Better
			2021	3.98			4 = 4.17 - 4.25
			2022	4.06			3 = 4.11 - 4.16
			2023				2 = 3.82 - 4.10
SCORECARD = 50% OF OVERALL EVALUATION	INCLUSIVE CULTURE (DISTRICT)	EMPLOYEE ENGAGEMENT SURVEY (District Long Range Goal = 4.5)	2019	4.21	By the end of the 2022-2023 school year the Estacada School District will score an overall mean score of <b>4.15</b> on the Employee Engagement Survey.	5%	5 = 4.30 or Better
			2020	4.07			4 = 4.21 - 4.29
			2021	4.22			3 = 4.15 - 4.20
			2022	4.1			2 = 3.96 - 4.14
#VALUE!	INCLUSIVE CULTURE (SUPERINTENDENT)	EMPLOYEE ENGAGEMENT SURVEY (District Long Range Goal = 4.5)	2019	4.16	By the end of the 2022-2023 school year the Superintendent will maintain an overall mean score of <b>4.44</b> on the Employee Engagement Survey.	5%	5 = 4.54 or Better
			2020	4.03			4 = 4.48 - 4.53
			2021	4.59			3 = 4.41
			2022	4.44			2 = 4.05 - 4.43
#VALUE!	INCLUSIVE CULTURE (DISTRICT)	DISTRICT SERVICE SURVEY (District Long Range Goal = 4.5)	2019	4.04	By the end of the 2022-2023 school year the Estacada School District will maintain an overall mean score of <b>4.49</b> on the District Service Survey.	10%	5 = 4.29 or Better
			2020	4.21			4 = 4.50 - 4.58
			2021	4.5			3 = 4.49
			2022	4.49			2 = 4.10 - 4.48
#VALUE!	INCLUSIVE CULTURE (SUPERINTENDENT)	DISTRICT SERVICE SURVEY (District Long Range Goal = 4.5)	2019	4.08	By the end of the 2022-2023 school year the Superintendent will maintain an overall mean score of <b>4.69</b> on the District Service Survey.	5%	5 = 4.79 or Better
			2020	4.43			4 = 4.70 - 4.78
			2021	4.69			3 = 4.69
			2022	4.69			2 = 4.30 - 4.68
#VALUE!	INCLUSIVE CULTURE (DISTRICT)	STUDENT ENGAGEMENT SURVEY (District Long Range Goal = 4.5)	2019	3.76	By the end of the 2022-2023 school year the Estacada School District will score an overall mean score of <b>4.05</b> on the Student Engagement Survey.	15%	5 = 4.28 or Better
			2020	3.88			4 = 4.19 - 4.27
			2021	3.84			3 = 4.13 - 4.18
			2022	3.98			2 = 3.84 - 4.12
ENGAGED FAMILIES AND COMMUNITY (DISTRICT)	PARENT SATISFACTION SURVEY (Long Range Goal = 4.5)	PARENT SATISFACTION SURVEY (Long Range Goal = 4.5)	2019	3.85	By the end of the 2022-2023 school year the Estacada School District will score an overall mean score of <b>4.05</b> on the Parent Satisfaction Survey	10%	5 = 4.25 or better
			2020	3.78			4 = 4.11 - 4.24
			2021	3.99			3 = 4.05 - 4.10
			2022	3.95			2 = 3.81 - 4.04
UP-TO-DATE BUILDINGS AND FACILITIES (DISTRICT)	STUDENT ENGAGEMENT SURVEY	STUDENT ENGAGEMENT SURVEY	2019	3.7	By the end of the 2022-2023 school year Estacada School District will score a <b>4.07</b> in the Stuer Parent Satisfaction Survey "The Schools is Clean and Maintained" question	5%	5 = 4.28 or better
			2020	3.8			4 = 4.19 - 4.27
			2021	3.87			3 = 4.13 - 4.18
			2022	3.98			2 = 3.84 - 4.12
SUSTAINABLE FINANCE AND ACCOUNTABILITY (DISTRICT)	EMPLOYEE ENGAGEMENT	EMPLOYEE ENGAGEMENT	2019	3.85	By the end of the 2022-2023 school year Estacada School District will score a <b>3.86</b> in the Stuer Employee Engagement Survey "Superintendent manages district finances effectively" question	10%	5 = 4.11 or better
			2020	3.76			4 = 3.97 - 4.10
			2021	4.03			3 = 3.86 - 3.96
			2022	3.71			2 = 3.72 - 3.85
SUSTAINABLE FINANCE AND ACCOUNTABILITY (DISTRICT)	ANNUAL FINANCIAL AUDIT	ANNUAL FINANCIAL AUDIT	2018	2	MAINTAIN <b>ZERO</b> FINDINGS IN THE ANNUAL AUDIT REPORT	10%	5 = 0 findings
			2019	0			3 = 0 findings
			2021	0			
			2022	0			1 = 2 findings
Overall Scale - Overall Score 2023			100%				
0.00 - 1.99			Well below expectations				
2.00 - 2.74			Lower than expected				
2.75 - 3.74			Met expectations and goals for improvement (good evaluation for solid performance)				
3.75 - 4.69			Above expectations and goals (better than expected performance)				
4.50 - 5.0			Far beyond expectations				
<b>Scale of Expectations</b>							
1+			Well below expectations				
2+			Lower than expected				
3+			Met goal				
4+			Above expectations				
5+			Well above expectations (or reached district long range goal)				



# Alignment and Deployment





Building Clarity around Key Priorities, Strategies, and Actions



# Consistency & Reliability:

## LEADERS Summarize District Results-90 Day Report Out



-  No improvement.
-  Improvement towards goal.
-  Met goal.
-  Exceeded goal.



### STUDENT SUCCESS

MEASURES:



Pillar team:



### PEOPLE (WORKFORCE)

MEASURES:



Pillar team:



### SERVICE

MEASURES:



Pillar team:



### FINANCE AND FISCAL RESPONSIBILITY

MEASURES:






Pillar team:



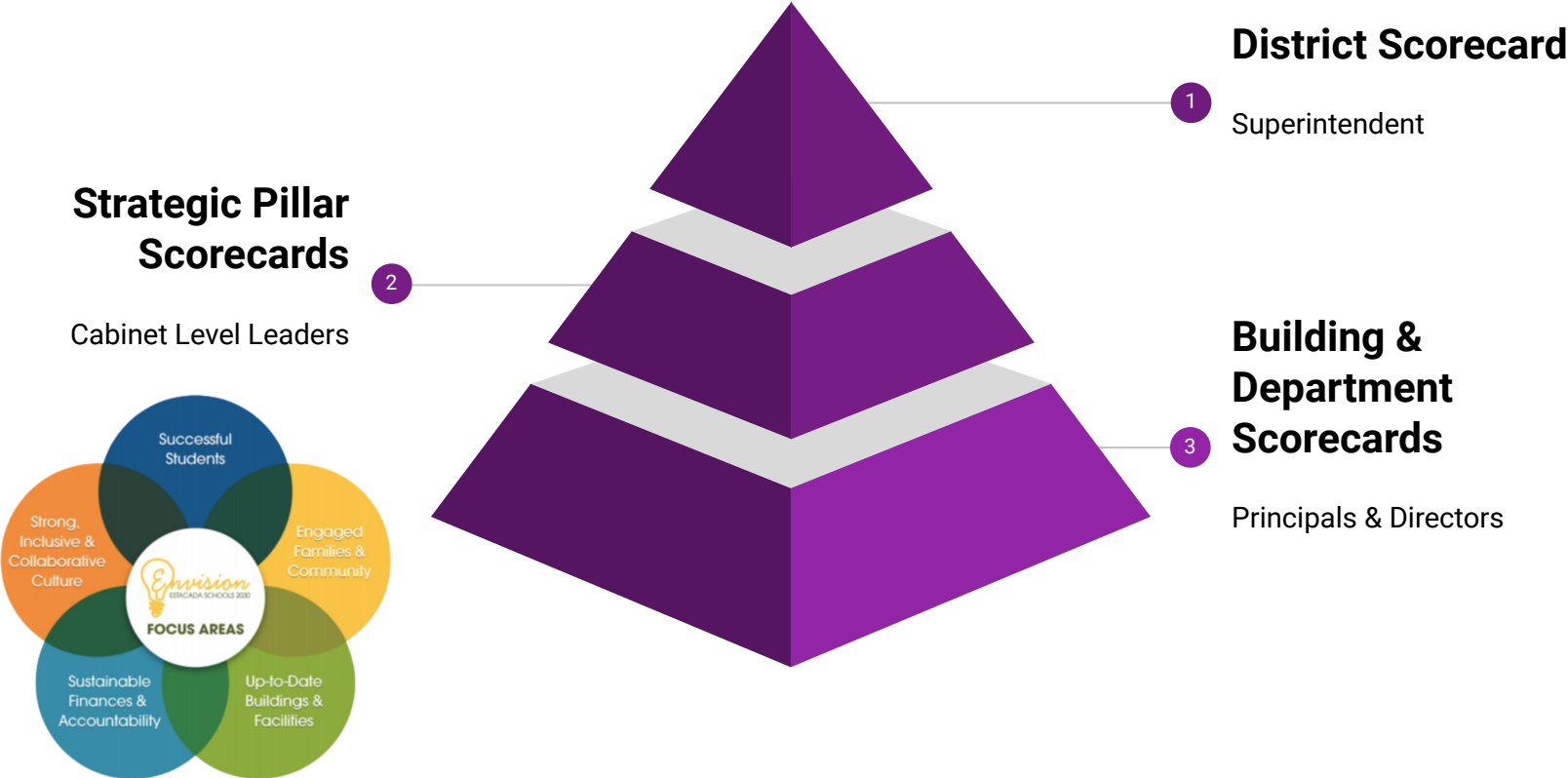
### OPERATIONS

MEASURES:

- TRANSPORTATION 
- FACILITIES 
- FOOD SERVICE 

Pillar team:

# WHO HAS SCORECARDS IN ESTACADA SCHOOLS



# TOOLS & TACTICS & EMPOWERING PEOPLE



	Simple	Complex
The solution is known	<p><b>JUST DO IT</b></p> <p>All employees are empowered to make improvements.</p>	<p><b>Project Management</b></p> <p>Key leaders will be trained in project management and empowered to lead these improvements with the support of project sponsors.</p>
The solution is unknown	<p><b>PDSA</b></p> <p>All employees will be trained to work in the PDSA framework and make these improvements.</p>	<p><b>DMAIC</b></p> <p>Key leaders that have completed belt training with oversight of a project champion will be empowered to work in this framework.</p>

*inspire ~ engage ~ achieve*

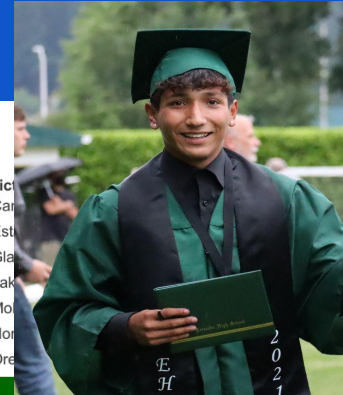
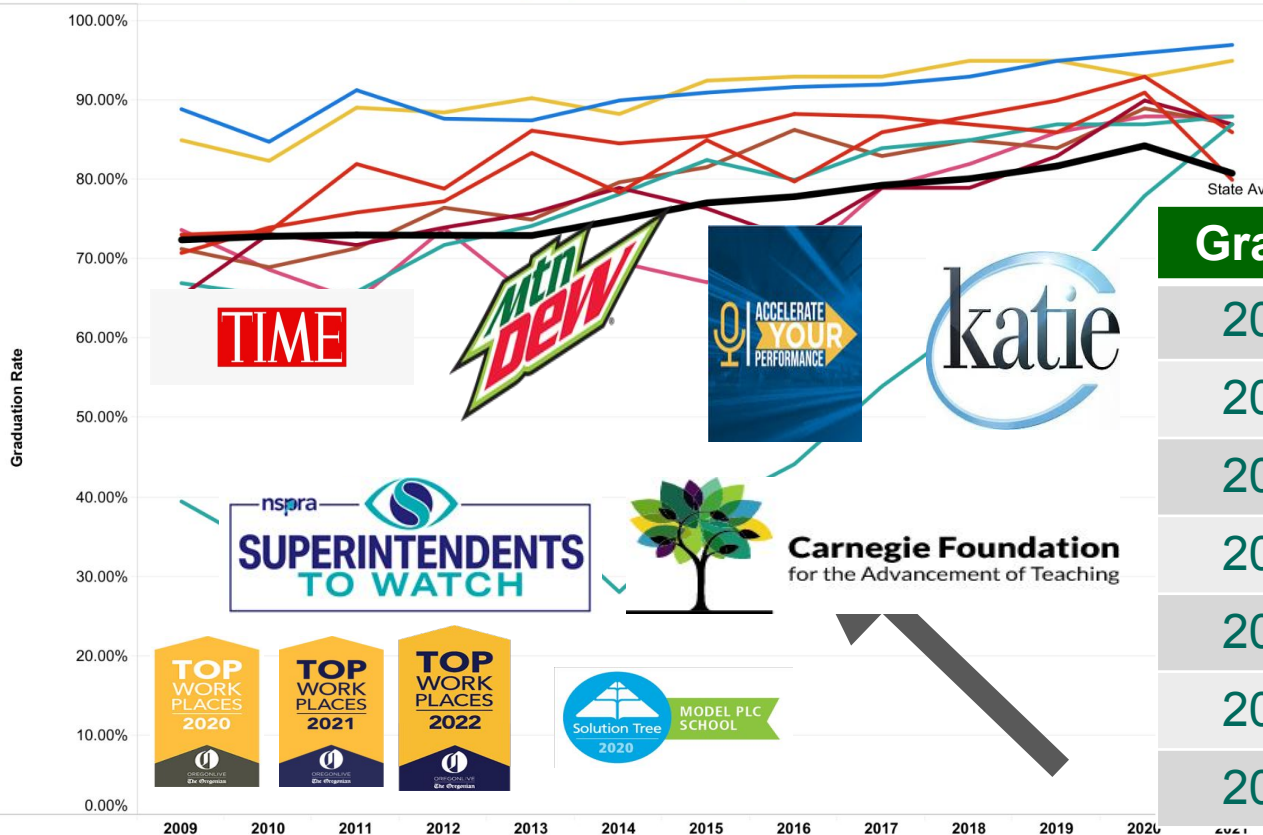
ESTACADA  
SCHOOL DISTRICT



# ON-TIME GRADUATION RATES

## Graduation Rate Trends - District

Source: Oregon Department of Education Report Card Data



## Graduation Rates

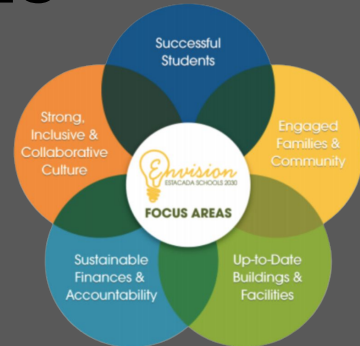
2017	54%	
2018	62%	
2019	66%	
2020	78%	+12 /+24
2021	87%	+9 /+34
2022	90%	+3/+36
2023	89%	

# ESTACADA SCHOOL DISTRICT 23-24 PRIORITIES

1.) CO-OWNERSHIP IN STRATEGIC PLAN BENCHMARKS

2.) CO-OWNERSHIP IN STUDENT LEARNING OUTCOMES

3.) CO-OWNERSHIP IN KEY WORDS @ KEY TIMES



# CO-OWNERSHIP IN STUDENT LEARNING OUTCOMES

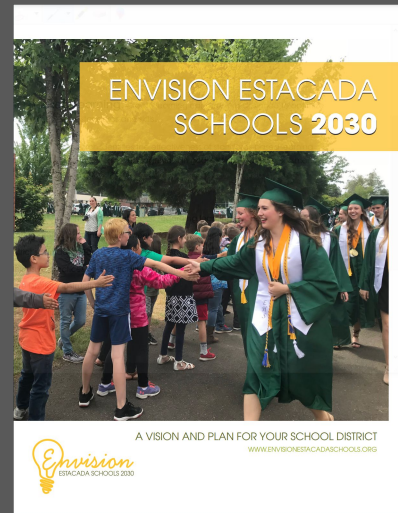
## SUCCESSFUL STUDENTS PILLAR

**STRATEGY 3. Student Focused Learning.** Create learning opportunities designed to optimize each student's knowledge and mastery of standards and skills.

**RATIONALE:** Extensive educational research identifies the effectiveness of standards-based learning and reporting, inclusive learning environments, student engagement in goal setting and self-assessment, as well as effective teaching practices in the classroom.

### ACTIONS:

1. Develop effective communication with families of students regarding learning needs
2. Create a system for sharing professional insights between staff
3. Further develop the District's Standards-Based Learning and Reporting program
4. Support and expand inclusive practices and culturally responsive teaching
5. Identify and promote the District's Instructional Model



# Definition

## Improvement is:

- ✓ Removing roadblocks/hassles
- ✓ Solving problems
- ✓ Improving outcomes



# Improvement happens when people are:

- **Curious**
- **Empowered**
- **Persistent**

# Setting Clear Direction

**If you don't know where you are going you will probably end up somewhere else.**

Clear Learning Targets

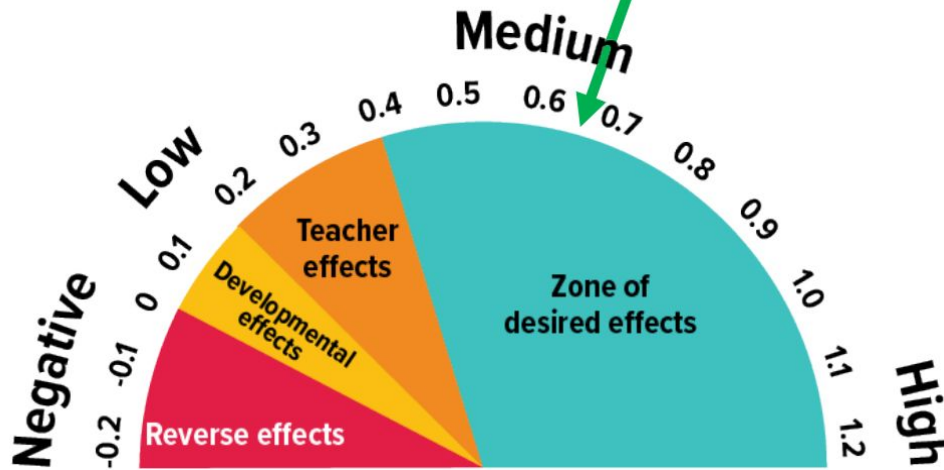
Goals Class/Course/Program

Measuring, Charting and Analyzing Results

Mission Purpose Statement

# Why Research

Learning Goals vs No Goal .68 1+ yr. of growth



The hinge point: average effect size 0.4

Hattie, J. (n.d.). *Visible Learning Barometer*. Learning A-Z. Holl. <https://www.learning-a-z.com/site/breakroom/teacher-clarity>



**CO-OWNERSHIP**



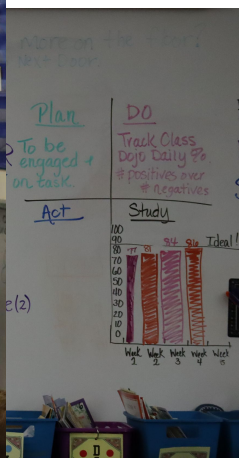
**EMPOWERED STUDENTS**



**CLEAR GOALS**



**MEASURING WHAT MATTERS**





# OPERATIONS TOO!



KATIE COURIC MEDIA

SOCIAL IMPACT


May 12, 2020

## Oregon school staff team up to deliver meals to students in need

By [Tess Bonn](#)



Share



***It is not enough to do  
your best. You must  
first know **WHAT** to do  
and then do your best.***

W. Edwards Deming



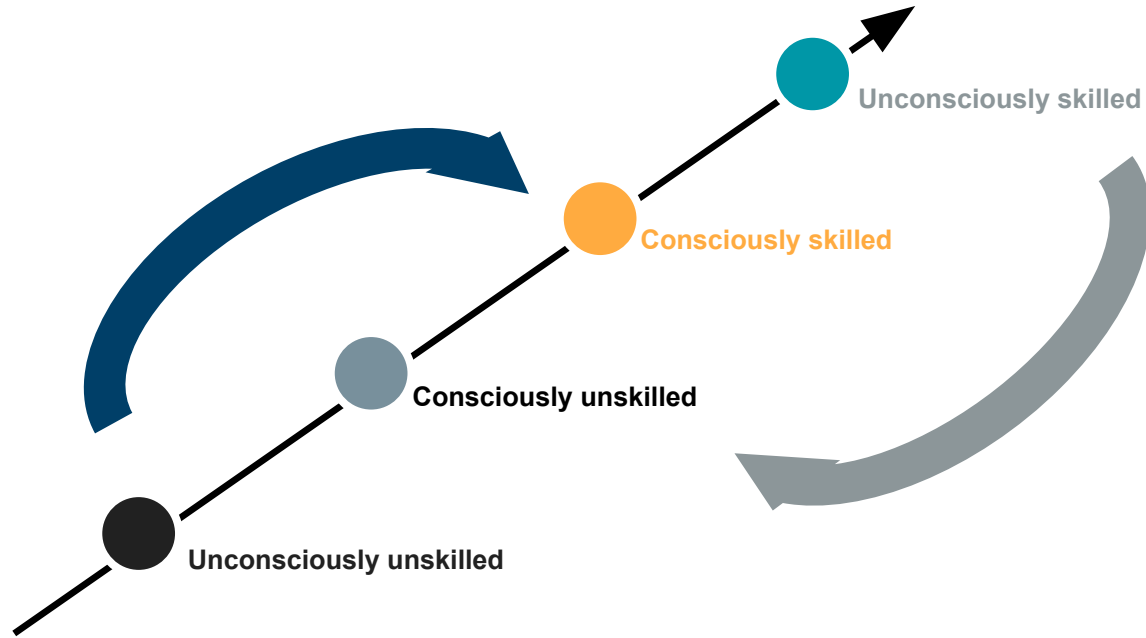
# CONTINUOUS IMPROVEMENT IMPLEMENTATION FRAMEWORK

# CLEAR IS KIND

Continuous Improvement Implementation Framework - What Right Looks Like!						
	Estacada Evaluation Rubric	Guiding Questions	Students:	Not Acceptable (Unsatisfactory/Basic)	Proficient	Exemplary
<b>Standards</b>	1.3, 3.1, 7.1, 14.1, 14.2	What do we want students to know and do?	Have an understanding of the learning requirements for the course and personal learning  Know how to access the course learning requirements	ELS are created by teacher; visible but unintegrated; standards are only used to inform adults	ELS and Learning Targets are created and visible in student friendly language; are clearly communicated with students; Rubrics are communicated, students are able to explain but do not know the impact on their own learning requirements	ELS and Learning Targets are published for transparency and are crystal clear on what proficient and exemplary are with rubrics-which are understood by students. Standards are clearly communicated with all stakeholder; there is an agreed upon rigor from the PLC; students are able to explain the standards and their progress towards their overall learning
<b>Classroom Goals</b>	1.3, 3.1, 3.2, 3.3, 7.1, 11.4, 14.1, 14.2		Explain class learning goal(s)  Explain personal learning goal(s)	Inconsistent use of student goals; students are unaware of classroom goal; goals are unaligned with school and district goals; goals are not visibly displayed	Goals are aligned to an ELS, posted, and revisited with students; students can clearly articulate and know steps to reach mastery/proficiency.	Students can explain and show their personal and classroom goal and how they are doing towards that; students can connect their personal goal to the class goal; Rubrics and procedures that are aligned to the classroom goals (systematized);
<b>Chart and Analyze Results</b>	5.1, 5.2, 6.3, 6.3, 7.1, 11.1, 11.2, 11.3, 11.4, 14.1, 14.2, 15	What progress is being made toward the goal?	Explain the class data relative to the class learning goal  Chart and explain personal progress relative to data around personal goals	Data is displayed but students do not interact with it; inconsistent or irrelevant; students not charting their progress or not a part of analysis; charts only done through technology; not cascaded	Charts are visible, updated, and discussed with students; students keep track of their individual goals and can make the connection to the overall class goal	Class goal and individual goal is displayed and student can explain their progress towards each; where they are at and where they are going next; evidence that the teacher has shared the data with the students (rounding); living on the walls; students are able to articulate strengths and weaknesses based on teacher feedback and make their own next steps
<b>Classroom Mission Statement</b>	6.1, 6.2, 6.3, 6.4, 7.1, 7.4, 14.1, 14.2	What actions will help reach our goal?	Are able to tie specific actions in the classroom to the mission  <i>Live by personal mission</i>	Mission statement was developed in isolation and not used or referred to; Mission is unaligned to school, district, and PLC goals	Collectively created and often used or referred to; Mission is teacher directed; Mission is aligned to school, district, and PLC goals	Students are holding each other accountable to the classroom mission statement; teacher facilitated; student created; Mission is aligned to school, district, and PLC goals
<b>Plan</b>	7.1, 11.1, 11.2, 11.3, 11.4, 13.6, 14.1, 14.2	What are we going to learn?  How will we know if we've learned it?	Know and speak to the current learning target and proficiency measure  Set relevant short term learning targets with proficiency measure aligned with learning goal	Problem is undefined and is not measurable; student only sees final grade; one measure; student unaware of expectation; uncalibrated with PLC; knowledge and skills are not communicated and student does not know what proficient and exemplary look like; not timely and misaligned to the goal; not relevant	Problem is well defined; Calibrated with PLC; Plan is aligned to the rubrics; student is aware of plan; student is aware of benchmarks (learning journey); student sees progress being made or not.	Problem is well defined and students and learn clearly understand their role/responsibility. Student knows current ELS, proficiency measure is identified/shared/communicated prior to the learning cycle; aligned; student knows progression towards goal; student also knows the time frame of this PDSA
<b>Do</b>	7.1, 9.6, 11.1, 11.2, 11.3, 11.4, 13.6, 14.1, 14.2	Which strategies will we use to achieve our plan?	Explain key learning strategies used in class  Create action steps to reach short term learning targets	Teacher approached the problem without collaboration; Document and use varied learning strategies that will help students meet the learning targets	Document and use varied learning strategies that will help students meet learning targets  Engage students in determining which will help them achieve targets	The teacher is measuring the student's skills instead of measuring the student's access to the skill; The teacher is using a variety of strategies to support ALL students towards mastery; student can articulate the strategy used in class
<b>Study</b>	7.1, 10.2, 10.3, 13.6, 14.1, 14.2, 15	Did we improve?  Did we meet our learning cycle goal?  Which strategies worked or need to be adjusted?	Analyze data relative to learning target and contribute useful feedback to improve class learning  Analyze personal data relative to personal learning target and determine which strategies impacted their learning	Strategy is not measured and data is not collected; teacher reviews the results in isolation and students are told what to do next; learning cycle results are shared with students in whole class only	When considering the PLC, the picture is painted (results are shared with the PLC); The data is analyzed with students; celebrate results; students can connect strategy to individual growth goal; Teacher solicits student feedback on the learning strategy	Learning cycle results are visibly shared; the data is collectively analyzed and collected with students to determine what needs to be adapted; adopted, or abandoned; Celebrating with students; students can connect strategy to individual growth goal; Teacher solicits student feedback on the learning strategy
<b>Act</b>	7.1, 11.1, 11.2, 11.4, 12.2, 12.3, 13.6, 14.1, 14.2	What actions should we take to improve how we learn?	Are able to explain improvements made in the classroom due to PDSA process  Are able to show improvement steps taken to reach personal learning targets	No reflection with students and teacher determines next steps; Teacher reflects with themselves only	Teacher and student collaborate on what instrument to use for the next learning cycle; students document outcomes; teacher takes results back to PLC; PLC collaboratively develops next plan	Teacher and student reflection is used for the next learning cycle (adapt, adopt, abandon); Celebrating wins and fall forwards with students; teacher takes results back to PLC; PLC collaboratively designs framework for next cycle and designed with students

“CULTURE EATS STRATEGY FOR BREAKFAST EVERY TIME.  
BUT CULTURE AND STRATEGY WORKING TOGETHER IS UNSTOPPABLE”

# Phases of Change Alignment to Individual



Source: Abraham Maslow; 1940; "Four Stages for Learning Any New Skill"; Gordon Training International by Noel Burch; 1970



# TODAY'S LOOK FORs

- 1.K-12 ALIGNMENT
- 2.COMMON LANGUAGE
- 3.STUDENT VOICE
- 4.SHORT CYCLES OF IMPROVEMENT
- 5.VISIBLE DATA



# TODAY'S MUST DOs

- 1.ASK QUESTIONS
- 2.TALK TO STUDENTS
- 3.HAVE FUN

# ESTACADA —SCHOOLS—

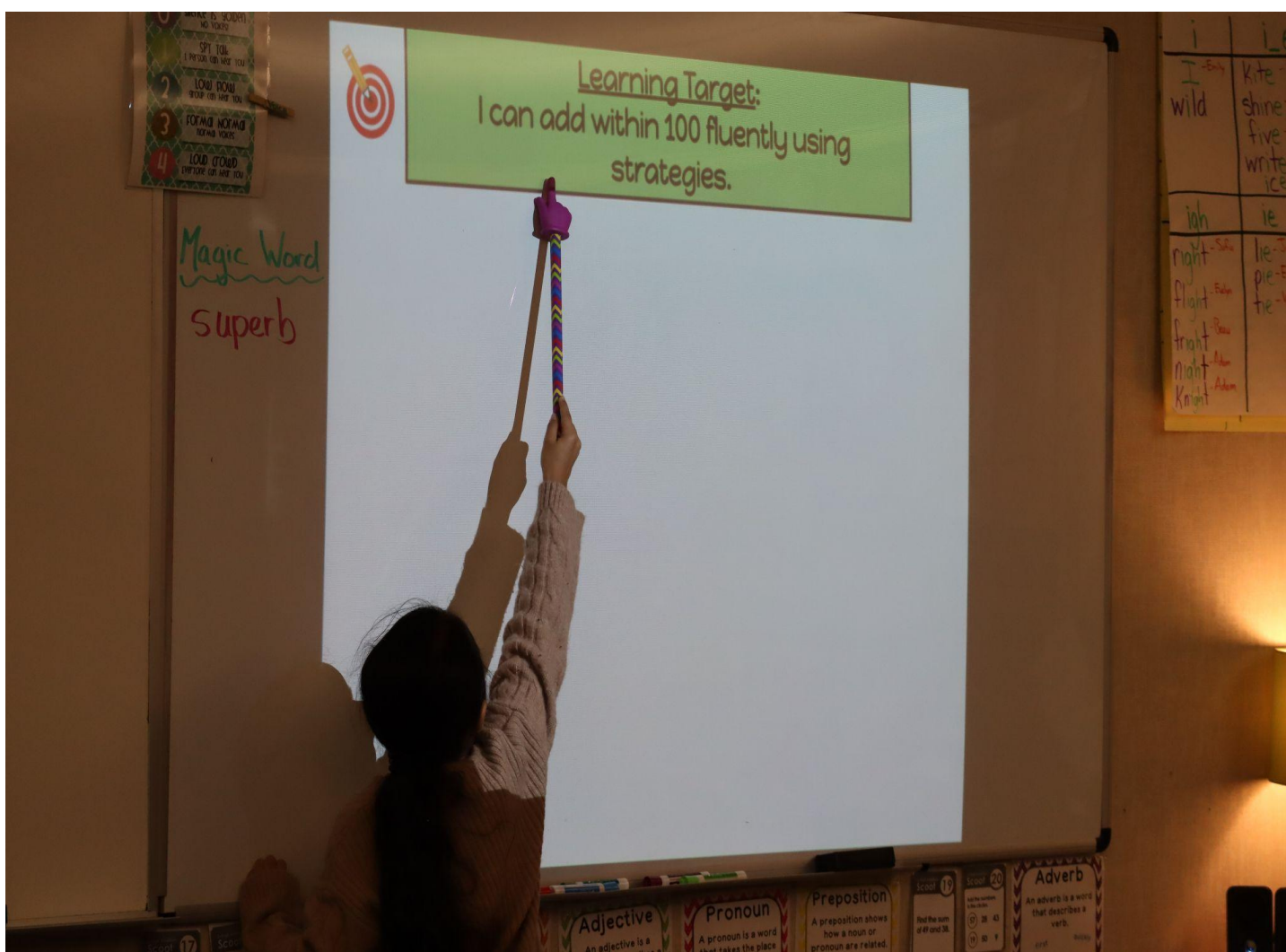
GET READY  
TO LEARN!

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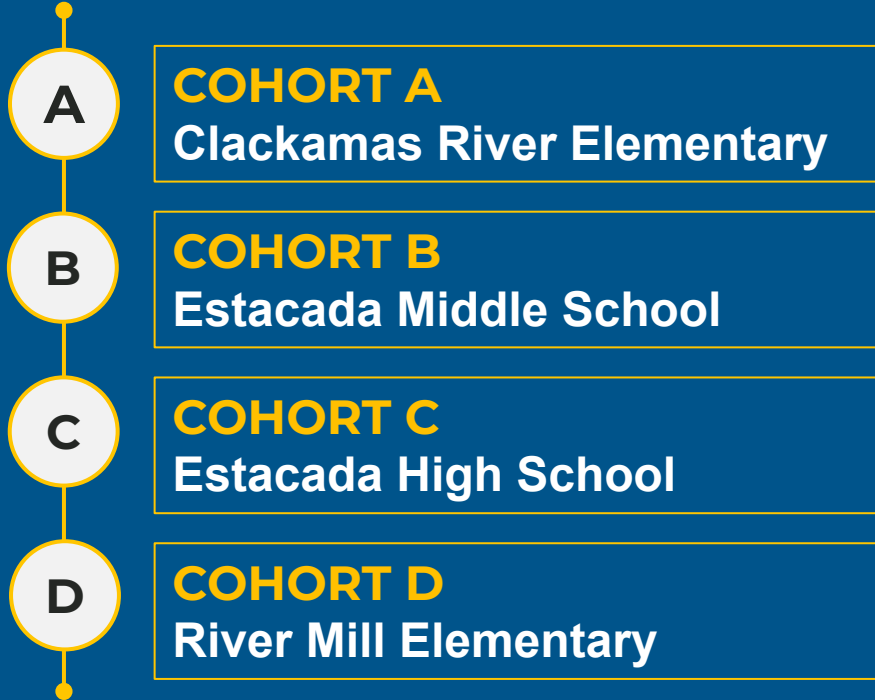
MORNING  
CLASSROOM  
OBSERVATIONS

& REMINDERS

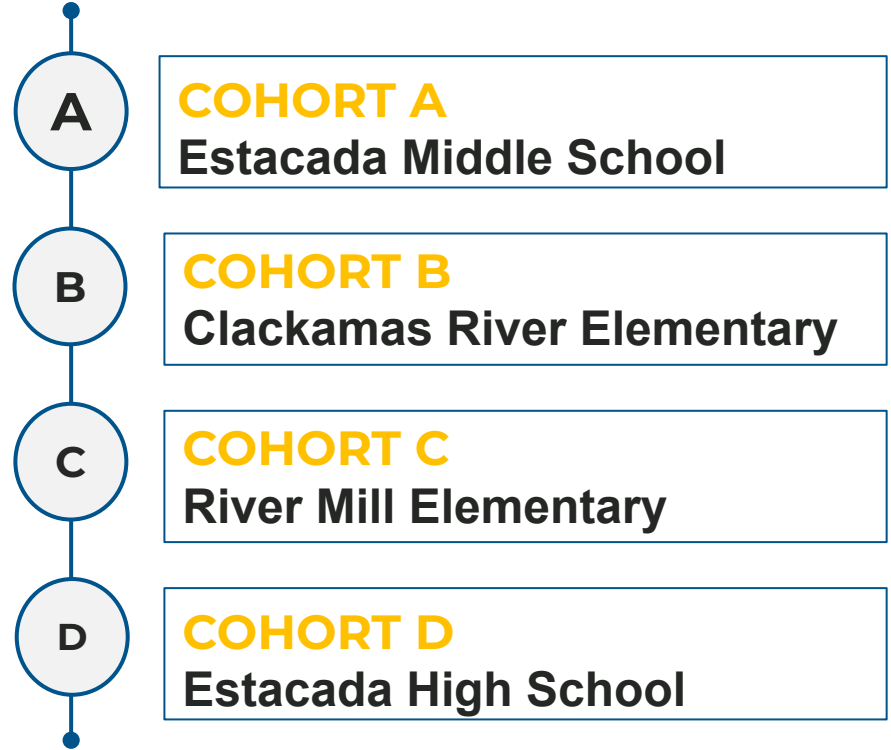
- No pictures or videos of students.
- Keep Lanyard on at all times.
- Stay with the group.



## COHORTS- Round 1

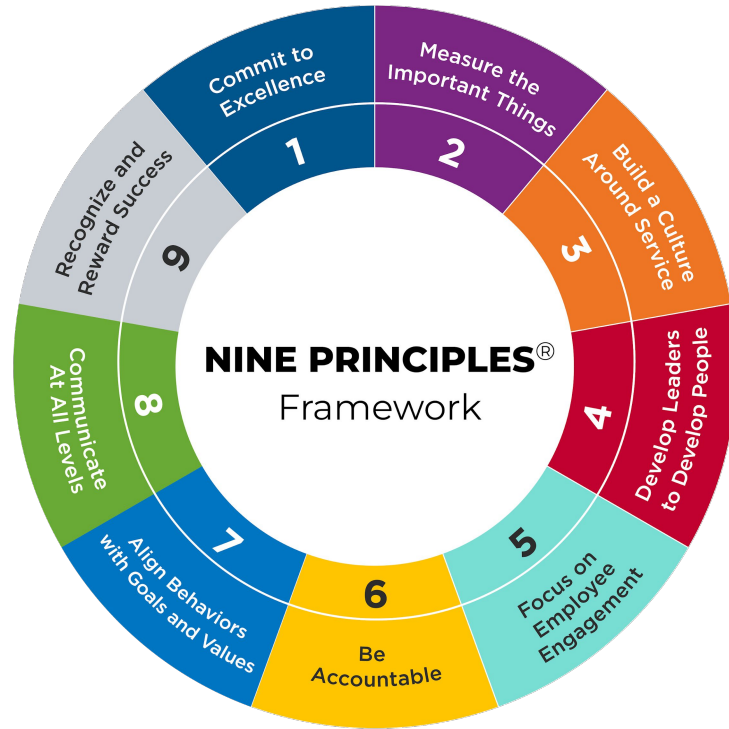


## COHORTS- Round 2



# Our Foundational Beliefs

## Nine Principles® Framework for Leading Organizational Excellence



### Principle 1: Commit to Excellence

Set high expectations to achieve results while living out mission and values.

### Principle 2: Measure the Important Things

Continuously track progress to achieve results with an improvement mindset.

### Principle 3: Build a Culture Around Service

Serve others with great care and concern.

### Principle 4: Develop Leaders to Develop People

Coach people to be their best at work.

### Principle 5: Focus on Employee Engagement

Attend to aspirations and desires in the workplace.

### Principle 6: Be Accountable

Commit individual accountability to achieve organizational goals.

### Principle 7: Align Behaviors with Goals and Values

Apply consistent practices to move the organization in a positive direction.

### Principle 8: Communicate at All Levels

Build connections so that people know why what they do matters.

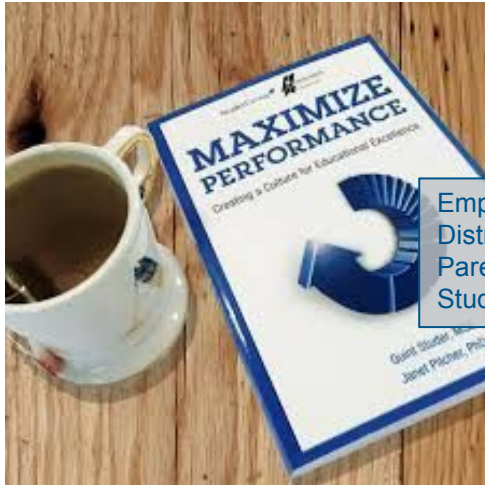
### Principle 9: Recognize and Reward Success

Value and appreciate people working together to get results.



# JUST START!

- Step #1.



Employee Eng. Survey  
District Service Survey  
Parent Satisfaction Survey  
Student Engagement Survey



# DAY ONE



## **Estacada Middle School**

7:45-9:00 AM Registration, Breakfast & Coffee

9:00-9:45 AM Welcome and Setting the Stage

9:45-10:00 AM Break

## **Multiple Locations**

10:00 AM-12:00 PM Classroom Observations & Rotations

## **Estacada High School**

12:00-1:00 PM Lunch

1:20-2:45 PM Job-Alike & Q&A

## **Estacada Middle School**

3:00-3:20 PM Closing and Connecting the Dots

3:20-3:25 PM Return Transportation

## **The Aerie at Eagle Landing**

4:00-6:30 PM Networking Reception



HURON

Studer Education

ESTACADA  
SCHOOLS

# DAY ONE

## JOB-ALIKE ROTATION 1

1:20-2:00 PM



Room 36: **District Office** - Hear from HR, Finance and Communications

Big Gym: **Principals and Vice Principals** - Leading the work in the buildings.

Commons: **Improvement and Instructional Coaches** - Supporting the work in the classroom.

Small Gym: **Student Services** - Inclusive Practices as work.

# DAY ONE

## JOB-ALIKE ROTATION 2

2:05-2:45 PM




Room 36: **Operations** - Hear how operational service departments work together to improve continuously.

Big Gym: **Elementary** - Hear from coaches, teachers and students about their continuous improvement journeys.

Commons: **Secondary** - Hear from coaches, teachers and students about their continuous improvement journeys.

Small Gym: **Superintendent, Director of Teaching & Learning and Director of Student Services** - Q&A





Submit your Continuous Improvement questions here! We will answer questions live during the conference, as well as follow up individually. We look forward to connecting with you!

# FROM THE BOARDROOM TO THE CLASSROOM

ESTACADA INSIGHTS

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JENNIFER  
BEHRMAN,  
MODERATOR

Executive Director of  
Teaching & Learning

## PRESENTERS:

- Director Riedel
- Superintendent Carpenter
- Principal Shields
- Coach Wilensky
- Teacher Maroney
- Student- Ren Suo



# Director Ken Riedel School Board Chair





# Director Ken Riedel School Board Chair





# Dr. Ryan Carpenter Superintendent

ESTACADA  
—SCHOOLS—

## 2024 District Scorecard

IN ALIGNMENT WITH THE STRATEGIC PLAN

	STRATEGIC PLAN PILLAR FOUNDATION	Aligned MEASURE	2024 STRATEGIC GOALS	2023 BASELINE SCORE	2024 RESULTS
	SUCCESSFUL STUDENTS	Readiness Indicators Dashboard*	100% of students will demonstrate proficiency in the readiness standards**	79%	
	SUCCESSFUL STUDENTS	Student Experience Survey	Estacada Schools will improve its 'Student Engagement' mean score to <u>3.95</u>	3.86	3.79
	PEOPLE & CULTURE	Employee Engagement Survey	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.08</u>	4.04	4.08
	ENGAGED FAMILIES	Parent Satisfaction Survey	Estacada Schools will improve its 'Parent Satisfaction' mean score to <u>3.97</u>	3.87	4.11
	SAFETY & OPERATIONS	District Service Survey	Estacada Schools will maintain its 'District Services Survey' mean score to <u>4.30</u> or better	4.60	4.40
	FINANCIAL ACCOUNTABILITY	Employee Engagement Survey	Estacada Schools will improve its 'Employee Experience' mean score to <u>3.85</u> on the survey questions "I feel that organization-level resources are allocated to maximize effectiveness across the organization."	3.75	3.85

\* The Estacada School District uses the University of Chicago's "Readiness For All" Indicators as its measure of student success

\*\* 80% or above = Green | 65% to 79% = Yellow | Below 65% = Red



	AT OR ABOVE GOAL		MAKING IMPROVEMENT BUT NOT AT GOAL		NOT ON TRACK
--	------------------	--	------------------------------------	--	--------------

# Dr. Ryan Carpenter Superintendent

Item	Mean
3.79; Overall Fall: 3.98 = (, 5.99)	
reated with respect at this school	4.00
he necessary classroom supplies and learning	4.01
ive feedback from school staff on how	1.28

UTAH VALLEY COLLEGE

Handwritten notes on the left side of the whiteboard, including a list of items and a small diagram.

Feedback

2. providing more feedback from school staff about how well they are doing

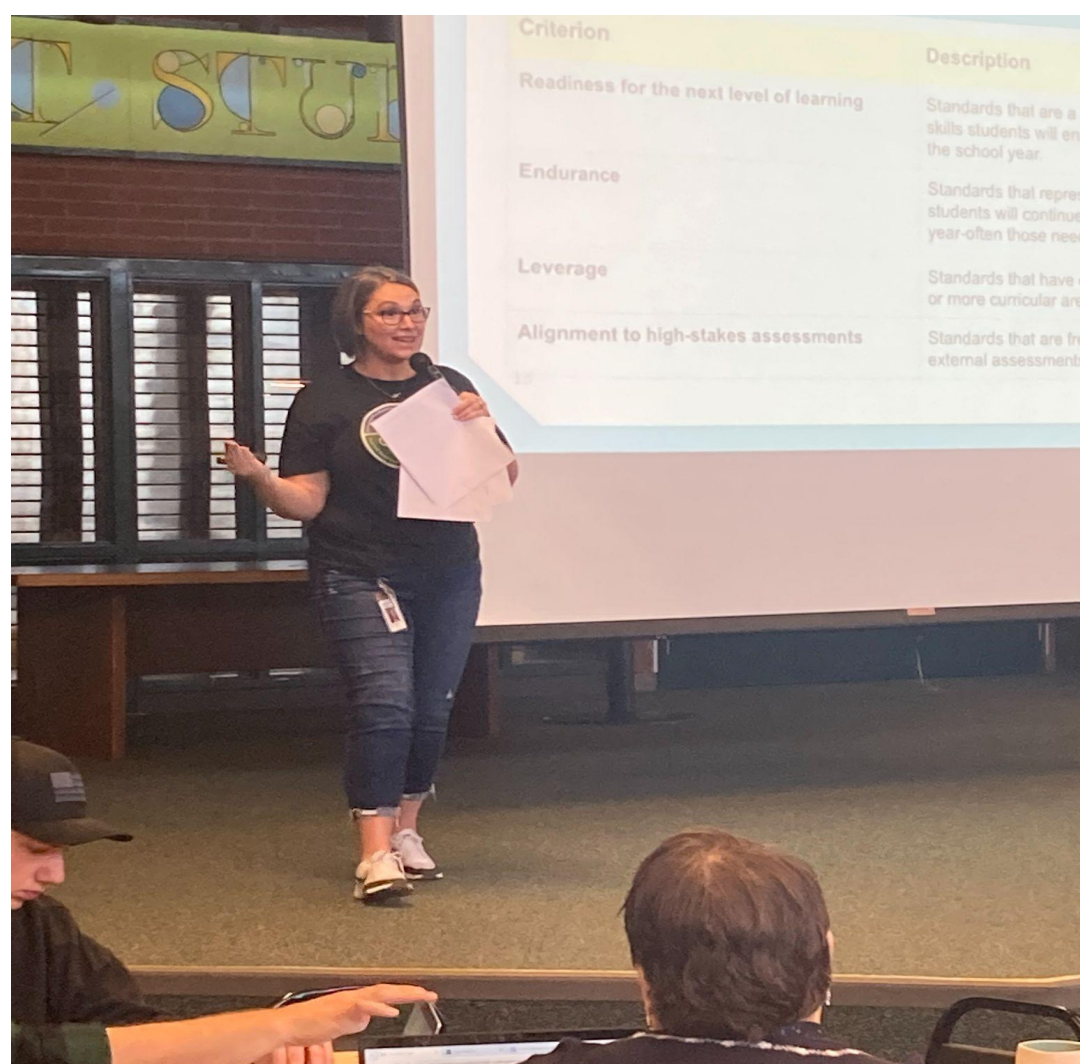
What day is it?	What system will we use to get there?
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SEPAAL

102.01

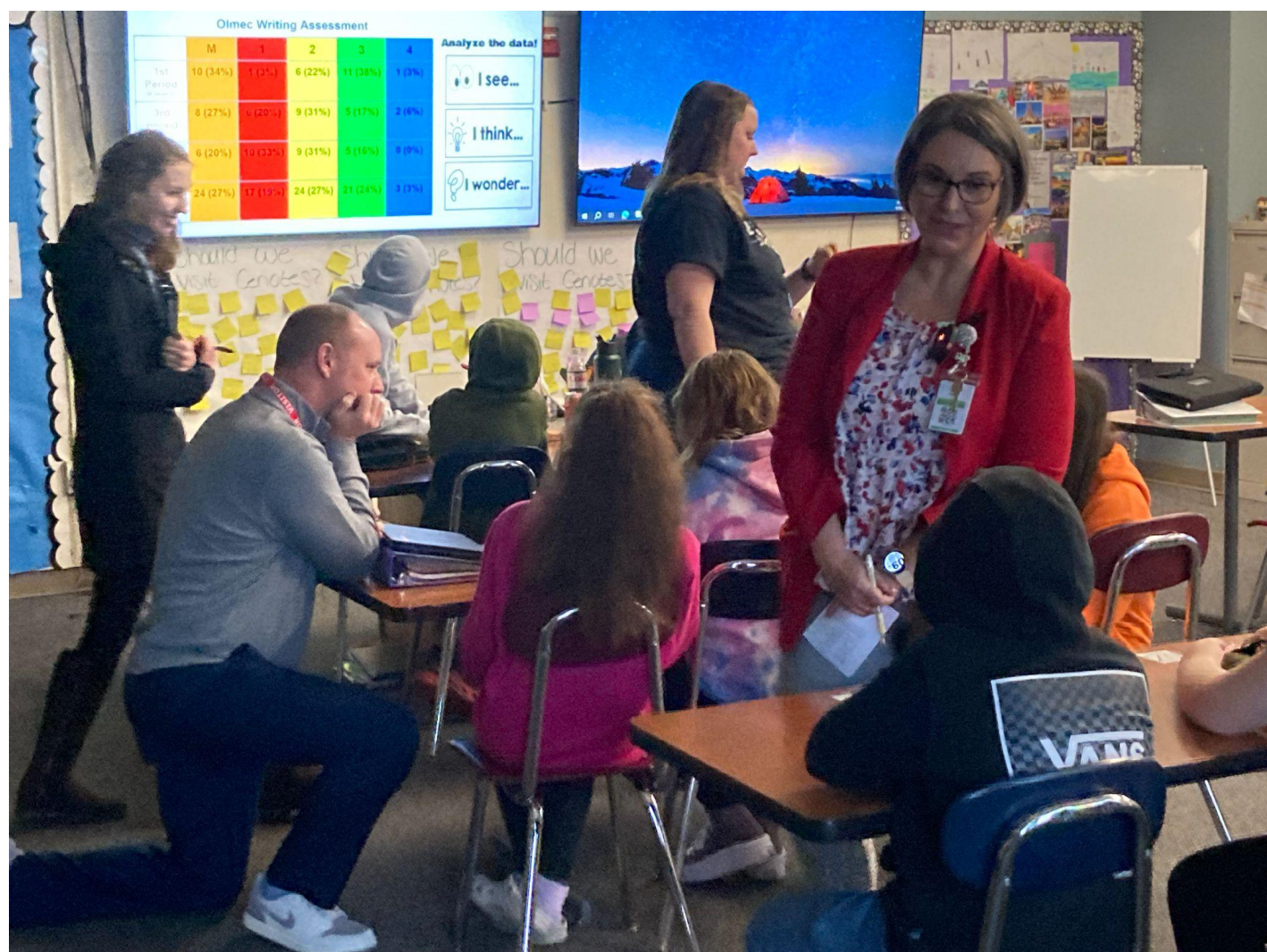


# Dr. Sarah Shields Middle School Principal



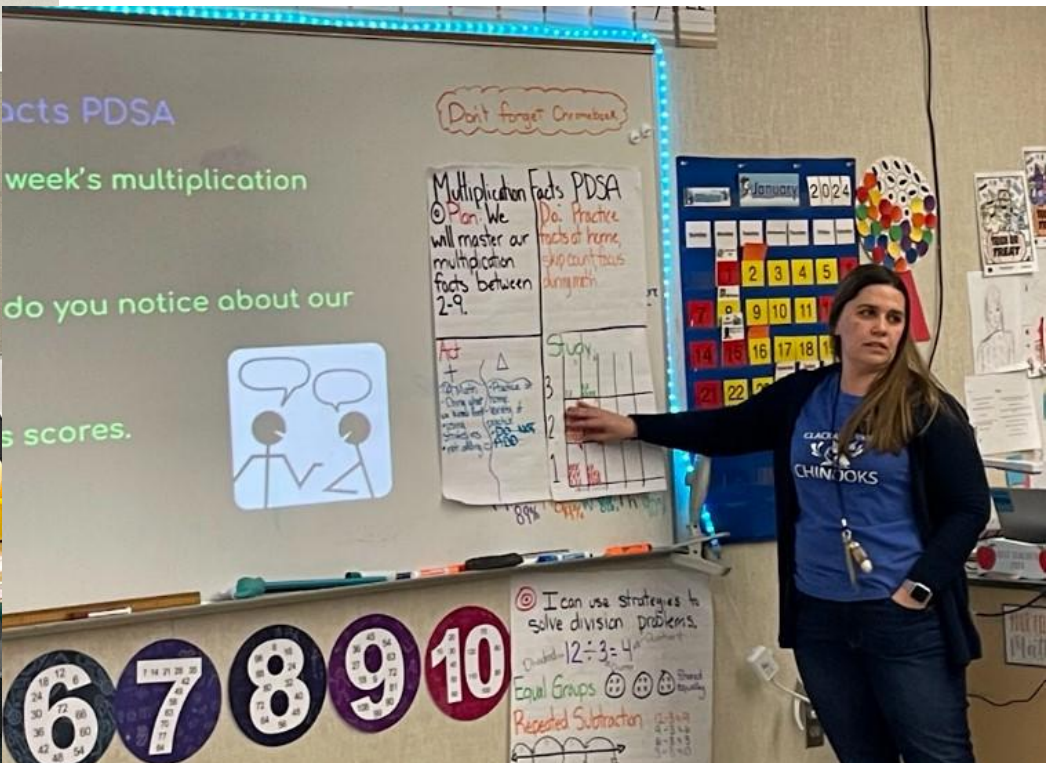
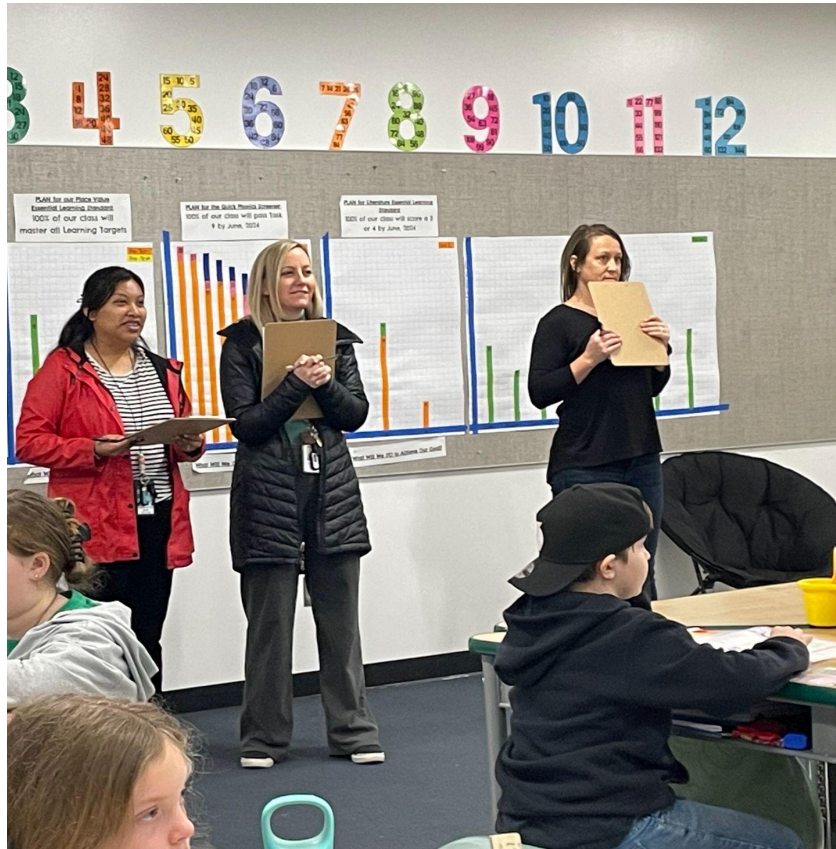


# Dr. Sarah Shields Middle School Principal





# Matt Wilensky Instructional Coach-Elementary





# Matt Wilensky

## Instructional Coach-Elementary



**CFA 1**

13  
2 } 8  
6

+ $\cup$	$\Delta$ Improve
<ul style="list-style-type: none"> <li>decimal placement</li> <li>Counting whole squares</li> <li>comparing a decimal to a fraction</li> <li>Counting hundredths</li> <li>Knowing 100ths needs two digits</li> </ul>	<ul style="list-style-type: none"> <li>Answering both parts of a question!</li> <li>reading words &amp; turning them into digits</li> <li>Knowing the diff. in place value from 10<sup>th</sup>s &amp; 100<sup>th</sup>s</li> <li>understanding the whole # goes on the left of the decimal</li> </ul>

**Plan:** To increase our understanding of decimals & fraction equivalence! If we do this we will increase our knowledge (and score)!  $\cup$

**Do:**

- build a # with manipulatives then write the decimal
- mixed #
- read a # in words, then write it (M $\rightarrow$ N $\rightarrow$ D)
- build a # in 10<sup>th</sup>s, then build 100<sup>th</sup>s beside it & vice versa
- use the anchor chart

**CFA 2**

20! Wow!  
2  
0

+ $\cup$	$\Delta$ Improve
<ul style="list-style-type: none"> <li>Mixed # to decimal</li> <li>Decimal to fraction in tenths</li> <li>Comparing two decimals by looking at place value</li> </ul>	<ul style="list-style-type: none"> <li>look at tenths vs. hundredths</li> <li>understand place value</li> </ul>

**Plan:** To increase our place value understanding of tenths & hundredths so we can increase our place value knowledge!

**Do:**

- use anchor chart
- use base 10 pieces to build numbers when comparing decimals

**CSA!**

18 (6 4s)  
3  
0

+ $\cup$	$\Delta$ Improve

**Plan:**

**Do:**



# Katie Maroney

## 1st Grade Teacher



### March Goal Reflection

 I can set goals for myself and make a plan to help me achieve them.

### 's Data Folder



# Katie Maroney

## 1st Grade

### Teacher

**Plan:**  
100% <sup>(9/17)</sup> of Mrs. Maroney's class will score 3 or 4 on our addition within 100 assessment.

**Do (strategies):**  
Practicing at home - Myland  
Take your time - Simon, Adaline, Brinkley  
Work in my math book - Amelia  
Ask your table group for help if you get stuck - Adaline  
Practicing at math time - Adaline  
learning during math time - Stuart  
Draw the numbers and count them - Rory

**Study:**

Item	Score
Exit Ticket 1 (reps)	10
Exit Ticket 2 (cuis)	15

Summ.

**Act (Next Steps)**

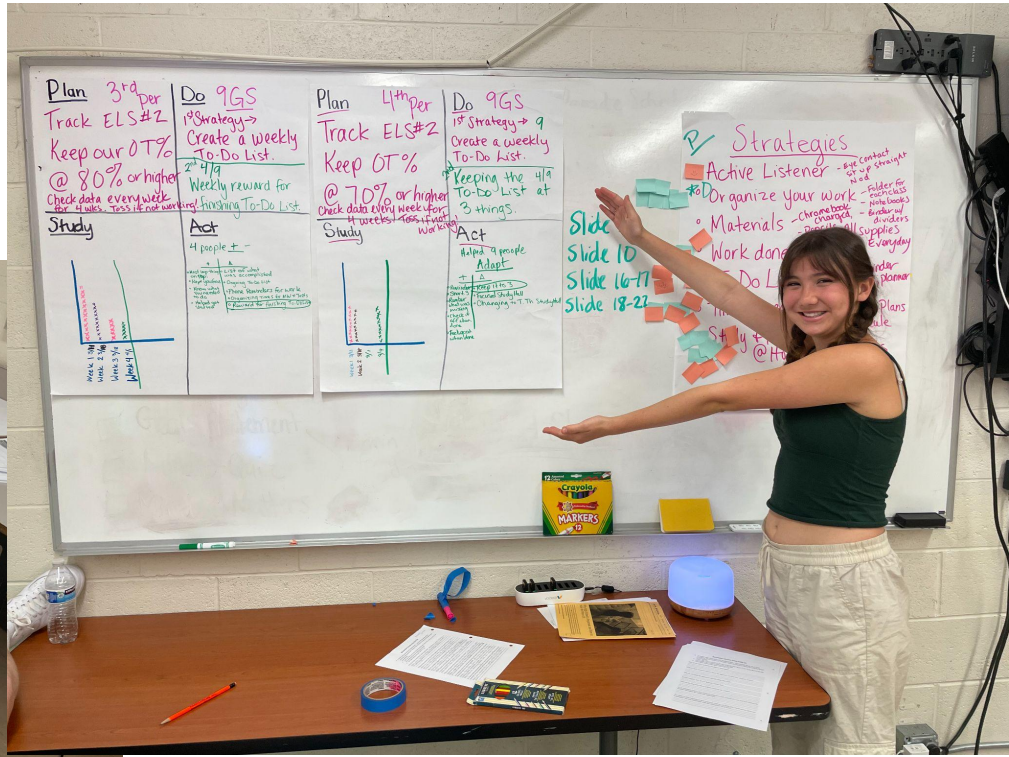
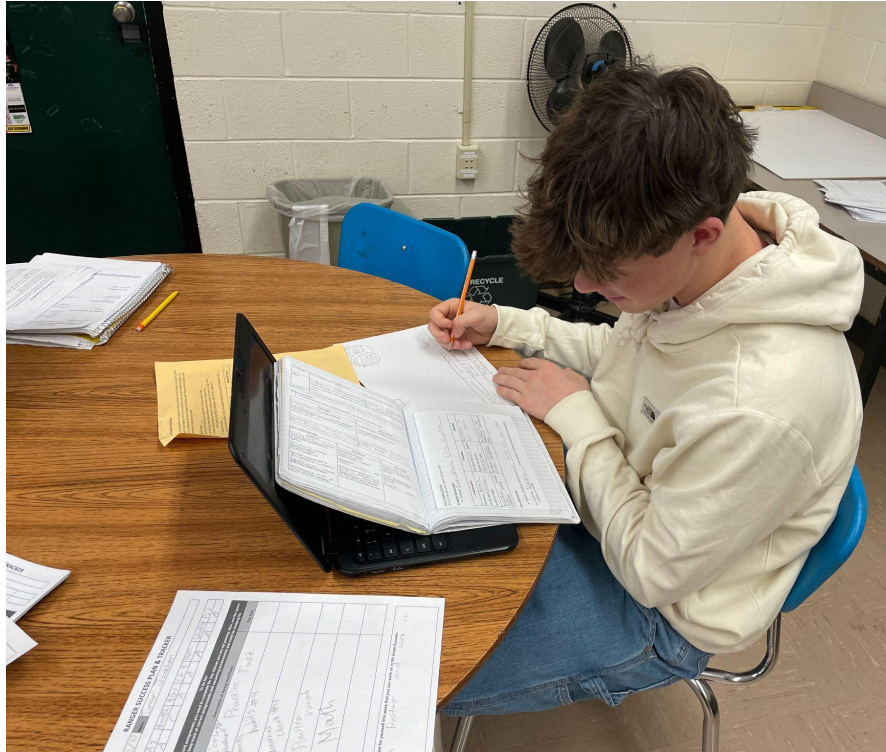
21 + 13 =  
11 | 1:  
Open Number Line

Levels of Mastery  
4\* I can add within 100 using at least 2 AND I can regroup.  
3 I can add within 100 using at least 2  
2 I can add within 100 using one (2) strategy.  
1 I am still working on using our strategies.



# Ren Suo

## 9th Grade Student







# CLOSING

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DAY 2 PREVIEW  
& RECEPTION  
REMINDERS

