

**Pleasant Hill School District
Board Work Session
Integrated Guidance
Date: February 20, 2025**

Subject: Integrated Guidance Update - Literacy and Instructional Coaching

I. Introduction

As we continue to engage in our Integrated Guidance planning processes, our efforts to enhance student learning and teacher effectiveness, especially related to literacy, stands out. To address this I want to highlight the impact of instructional coaching. Based on recent research and best practices, instructional coaching is proving to be a crucial factor in improving teacher efficacy, retention, and student achievement. This report provides an overview of key instructional coaching strategies and their benefits, as outlined in the supporting documents. Additionally, this report integrates key district priorities, including PHSD's Integrated Guidance objectives, the board's equity lens, and ongoing professional development efforts to ensure equitable learning opportunities for all students.

II. TNTP Learning Walk Findings and Implications

- **Overview of TNTP Learning Walk:** TNTP conducted a Learning Walk across district schools to assess instructional practices, student engagement, and alignment to a Guaranteed and Viable Curriculum (GVC).
 - **Key Observations:**
 - **Strengths:** Strong teacher-student relationships and use of core instructional materials.
 - **Areas for Improvement:** Inconsistent implementation of rigorous instruction, varying levels of student engagement, and gaps in instructional alignment to standards.
 - **Recommendations:**
 - Strengthen instructional coaching to provide real-time feedback and targeted support.
 - Utilize data from the **Star Assessment by Renaissance** to guide instruction and intervention.
 - Implement structured professional development to align instructional practices with district goals and improve student achievement.
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III. The Role of Data-Driven Decision Making with the Star Assessment by Renaissance

- **Timely and Actionable Data:** The Star Assessment by Renaissance provides real-time insights into student progress, allowing educators to make informed instructional decisions.
 - **Alignment with Instructional Coaching:** Instructional coaches use Star Assessment data to identify student learning gaps and tailor support for teachers to adjust instructional strategies accordingly.
 - **Personalized Interventions:** By analyzing assessment results, instructional coaches help teachers develop targeted intervention plans for struggling students, particularly for SPED and Economically Disadvantaged groups.
 - **Continuous Monitoring:** The Star Assessment supports ongoing progress monitoring, ensuring that instructional strategies remain responsive to student needs and aligned with curriculum goals.
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IV. Longitudinal Targets and Student Performance Trends

- **Overview:** To better understand academic progress, PHSD has set long-term goals in core areas such as literacy, mathematics, graduation rates, and student engagement.
 - **Key Longitudinal Targets:**
 - **3rd Grade ELA Proficiency:** Targets for improvement in reading comprehension and foundational literacy skills, particularly among focal student groups.
 - **Mathematics Achievement:** Emphasis on closing the proficiency gap by increasing support in critical math concepts.
 - **Graduation and Completion Rates:** Year-over-year goals to improve on-time graduation rates, with a focus on supporting historically underserved populations.
 - **Regular Attendance:** Increasing engagement and attendance rates to ensure students benefit from consistent instructional experiences.
 - **Connection to Instructional Coaching:**
 - Coaches work with teachers to align classroom instruction with these targets.
 - Data from the Star Assessment is used to track progress toward meeting these benchmarks.
 - Targeted interventions are implemented to support students at risk of falling behind.
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V. Alignment with PHSD Integrated Guidance Objectives

Transition Programs for Key Grades

- **Objective:** Develop and implement transition programs for kindergarten, 6th grade, and 9th grade students, focusing on supporting students with disabilities and those requiring tiered interventions.
- **Alignment:** Instructional coaches can provide targeted support to teachers in these critical transition years, ensuring that instructional strategies are adapted to meet the diverse needs of students, particularly those with disabilities and those requiring additional interventions.

Focused Approach to Social and Emotional Learning (SEL)

- **Objective:** Implement a focused approach to SEL, providing comprehensive support for students, families, and staff.
- **Alignment:** Coaches can guide teachers in integrating SEL into their daily instruction, fostering a supportive classroom environment that addresses the social and emotional needs of students, thereby enhancing overall learning outcomes.

Formation of Care/Data Teams

- **Objective:** Form Care/Data teams that frequently review student data to inform decision-making processes, focusing on individual student achievement.
- **Alignment:** Instructional coaches can lead and facilitate these teams, helping to analyze data and develop action plans that address individual student needs, promoting a data-driven culture within the school.

Comprehensive Literacy Strategies

- **Objective:** Document and communicate comprehensive literacy strategies, including professional development plans for educators.
- **Alignment:** Coaches can assist in developing and disseminating effective literacy strategies, providing professional development and ongoing support to ensure consistent implementation across classrooms.

Increasing Career and College Readiness

- **Objective:** Increase career and college readiness and provide robust support for students.
- **Alignment:** Through coaching, teachers can implement instructional practices that develop critical thinking, problem-solving, and other skills essential for post-secondary success, thereby enhancing students' preparedness for future endeavors and in alignment with the PHSD Learner Profile.

Enhancing Learning Time and Academic Support

- **Objective:** Increase high-quality, well-rounded learning time and implement a comprehensive system of academic support for students.

- **Alignment:** Instructional coaches can work with teachers to optimize instructional time, incorporate diverse learning activities, and establish support systems that address the academic needs of all students.
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VI. Equity Lens in Decision-Making

The PHSD Equity Lens provides a framework for ensuring that instructional coaching, policies, and professional development align with district goals of inclusivity and equity.

- **Key equity-focused considerations for instructional coaching and professional development include:**
 - Ensuring that coaching and PD initiatives align with PHSD's mission and vision while addressing systemic disparities.
 - Involving students, families, and community stakeholders in instructional decision-making to create a collaborative approach.
 - Evaluating the impact of instructional coaching on marginalized student groups, including SPED and Economically Disadvantaged students.
 - Using disaggregated data to assess and refine instructional strategies to meet the needs of all students.
 - Implementing sustainable professional development initiatives that provide long-term instructional benefits and equitable student outcomes.
 - Addressing unintended consequences of policy decisions to mitigate disparities and create an equitable learning environment.
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VII. Conclusion

Instructional coaching, when aligned with the Star Assessment by Renaissance and a Guaranteed and Viable Curriculum, enhances PHSD's mission by ensuring all students receive high-quality, equitable instruction. The TNTF Learning Walk findings and longitudinal targets further reinforce the importance of structured instructional support and professional development. By embedding coaching within our educational framework, we can enhance teacher effectiveness, implement data-driven instructional practices, and improve academic outcomes for all students. Applying the PHSD Equity Lens ensures that all instructional strategies and policies prioritize inclusivity, data-informed decision-making, and sustainable improvements.

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By [Lindsay Deacon, NWEA](#)

October 31, 2023

3 ways quality instructional coaching impacts teacher efficacy



Now that the 2023–24 school year is fully underway, our [NWEA instructional coaching](#) team recently gathered to reflect on the common barriers teachers are currently facing in their daily work with students. As lifelong educators, our personal and professional lives constantly involve talking with classroom teachers, whether it be in a formal coaching conversation or over a friendly weekend brunch. We inevitably hear a lot of stories of struggles and successes. Unfortunately, we are hearing many more struggle stories than ever before from teachers across the country.

In a recent survey conducted by [Merrimack College](#), a vast majority of K–12 teachers reported extreme rates of dissatisfaction, exhaustion, and disillusionment with their jobs. These results highlighted that teacher satisfaction has taken a dramatic downturn in the last 15 years, with only 12% reporting feeling “very satisfied” with their job.

While there is no one right answer to transforming burnout and dissatisfaction into a resilient and efficacious teaching force, [research](#) shows that high-quality instructional coaching is a big piece of the puzzle. It can lead to higher retention, improved resilience and job

satisfaction, and enhanced instructional knowledge.

1. Higher retention

Not only do districts report a high fiscal cost of replacing a teacher, but school communities also experience a sense of loss in instructional knowledge, routines, traditions, and student relationships when teachers resign. Schools have managed the transitions of naturally occurring teacher attrition, such as retirement and relocation, for decades, but now schools across the nation are scrambling to fill teaching roles, often with inexperienced teachers who need a higher level of support. A recent report by the [Learning Policy Institute](#) shows that 47 states had an estimated 286,290 teachers who were not fully certified for their teaching assignments.

Retaining teachers requires providing the opportunity for educators at all levels to work with an experienced instructional coach to get immediate feedback within their own classrooms about how they teach their students. Some of the biggest [factors teachers report as barriers](#) in their day-to-day work include professional isolation, lack of autonomy, lack of support from administration, and stress among students. Working with a coach can address all these problem areas and enhance a sense of control and competency.

For instance, when a teacher is overwhelmed with new curriculum and initiatives and is struggling to decide what their students need most, a coach can help select a focus. The coach acts as a collaborative partner. Our instructional coaching team believes that teachers often just need someone to really listen and ask good questions. Together, teacher and coach can come up with a plan of action that will work.

2. Improved resilience and job satisfaction

For experienced teachers who have no doubt exerted an extensive effort in the last several years, instructional coaches serve as silent observers, thinkers, and reflective thought partners that support teachers in rediscovering [the “master teacher” Thomas Guskey speaks of](#) in themselves. Simultaneously, teachers who are newer to the field need an instructional and professional guide amidst the frenzy of adapting to new initiatives, assessments, and more so they can find clarity and their personal identity in their classrooms.

When it comes to efficacy, a teacher’s belief that they will be able to positively affect their students is [a critical indicator of teacher success](#), but it can be extremely challenging to reflect on and identify successes when the pace and demands of teaching can feel so overwhelming. An instructional coach can provide critical space and time for teachers to collect evidence of affirmations and recognition from their students, as well as to connect the high-leverage practices that lead to those successes. In our experience as coaches, teacher testimonials reflect reduced anxiety and frustration, as well as an increased sense of motivation and clarity, all leading to a greater sense of resilience and satisfaction in their day-to-day work with students.

3. Enhanced instructional knowledge

As coaches, how do we ensure that teachers are, in fact, having enough mastery experiences to shift their efficacy? First off, experienced instructional coaches can provide professional learning experiences grounded in solid research that is not swayed by trends. Instructional coaching also provides the space for cultivating and enhancing teachers’ sense of efficacy, growth mindset, and agency through exercises in self-reflection and honest feedback.

Coaches can also help provide teachers with vicarious experiences to see an instructional strategy in action, such as modeling with students or facilitating peer observations between colleagues and peers. Teacher self-efficacy has the potential to considerably accelerate learning, and working alongside a skilled coach can provide teachers with a newfound sense of confidence and self-perception that can positively influence their future beliefs and actions.

In conclusion

Quality instructional coaching plays a vital role in positively impacting teacher efficacy. The challenges faced by teachers today, as evidenced by widespread dissatisfaction and burnout, require effective solutions that go beyond traditional approaches.

With high-quality instructional coaching, teacher retention improves as they receive immediate feedback and support tailored to their needs. Coaches also enhance teachers’ resilience and job satisfaction by serving as reflective thought partners and guides. Moreover, coaches help teachers expand their instructional knowledge by offering professional learning grounded in research and facilitating experiences that bolster confidence and self-perception.

By investing in quality instructional coaching, schools and districts can foster a resilient and empowered teaching force, leading to improved student outcomes and a more fulfilling educational experience for all.

NWEA instructional coaches Sephali Thakker, Kelly Cardenas, Jenna Talos, and Trina Barton contributed to this post.

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What Good Coaches Do

Jim Knight

When coaches and teachers interact equally as partners, good things happen.

The way we interact with others makes or breaks most coaching relationships. Even if we know a lot about content and pedagogy and have impressive qualifications, experience, or post graduate degrees, people will not embrace learning with us unless they're comfortable working with us.

Emotional intelligence and communication skills help, but another factor is crucial. After conducting close to two decades of research on instructional coaching, my colleagues and I at the Kansas Coaching Project at the University of Kansas Center for Research on Learning have come to believe that how we *think* about coaching significantly enhances or interferes with our success as a coach. We suggest that coaches take a partnership approach to collaboration.

The partnership approach grew out of themes we found repeatedly in the literature from the fields of education, business, psychology, philosophy of science, and cultural anthropology (Knight, 2011).¹ We have synthesized those themes into seven principles that describe a theory of interaction currently used by hundreds of coaches across North America and around the world.

Seven Partnership Principles

Identifying our principles is important because the way we act grows naturally out of what we believe. The partnership principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity provide a conceptual language that coaches can use to describe how they strive to work with teachers.

Equality

Equality is a necessary condition of any partnership. In true partnerships, one partner does not tell the other what to do; both partners share ideas and make decisions together as equals.

Problems arise, however, when people feel they don't have the status they believe they deserve. Usually, if we feel that someone who is helping us thinks that he or she is better than we are, we resist their help. For this reason, coaches need to be sensitive to how they communicate respect for the teachers with whom they collaborate.

At the Kansas Coaching Project, where we have watched many video recordings of coaches and teachers interacting, we see talented coaches skillfully act in ways that communicate that they do not see themselves as having higher status than their collaborating teacher. Coaches who act on the principle of equality have faith that the teachers they work with bring a lot to any interaction, and they listen with great attentiveness.

Choice



October 2011

Coaches who act on the principle of choice position teachers as the final decision makers, as partners who choose their coaching goals and decide which practices to adopt and how to interpret data. Partners don't choose for each other.

Violating the principle of choice often increases the likelihood that teachers will resist change initiatives. As the saying goes, "When you insist, they will resist." Ironically, telling a professional that he or she must act a certain way is often a guarantee that the person will *not* want to do that. Indeed, meaningful commitment to an offer of help is only possible when we have the choice to say no. "If I can't say no," as Peter Block (1993) has written, "then saying yes has no meaning" (pp. 30–31).

Ensuring that teachers have meaningful choices does not mean that teachers are free to stop learning. Everyone in school needs to be actively engaged in professional growth, with the principal being the first learner. Most people, however, want to have a say in what and how they learn.

Voice

Conversation with a coach should be as open and candid as conversation with a trusted friend. When coaches follow the principle of voice, teachers feel free to express their enthusiasms and concerns.

When coaches respect teachers' voices, they seek out and act on teachers' opinions. Teachers' professional learning is driven in great part by the goals that teachers hold for themselves and their students. Thus, coaches might start the coaching process by videotaping teachers' classes, prompting them to watch the videos, and then asking them what *they* would like to focus on in light of what they saw. If teachers don't see how professional learning matters to them or their students, they won't be motivated to implement what they're learning.

Reflection

Much of the pleasure of professional growth comes from reflecting on what you're learning. When professionals are told what to do—and when and how to do it, with no room for their own individual thought—there's a good chance they're not learning at all.

We see a partnership coach as a thinking partner for teachers and coaching as a meeting of minds. When we watch videos of partnership coaches and teachers co-creating ideas during reflective conversations, we see two energized people who laugh, talk enthusiastically, and enjoy themselves.

Dialogue

When a coach and teacher engage in dialogue, they let go of the notion that they must push for a particular point of view. The goal is for the best idea to win—not for *my* idea to win—and the best idea wins most frequently when both partners think their way together through a discussion.

Paulo Freire's (1970) writing has laid the groundwork for much of our understanding of dialogue in education. He describes dialogue as a mutually humanizing form of communication. This means that my discussion partner and I become more thoughtful, creative, and alive when we talk in ways that are two-way rather than one-way.

Because dialogue is only possible when we value the participants' opinions, Freire suggests we enter into dialogue with humility. This often means that we temporarily withhold our opinion so we can hear others. Dialogue may also involve a kind of radical honesty. That is, rather than covering up the flaws in our argument or hiding our ignorance, in dialogue we display the gaps in our thinking for everyone to see. If we want to learn, we can't hide behind a dishonest veneer of expertise.

Praxis

Praxis describes the act of *applying* new knowledge and skills. When we study cooperative learning, for example, and then spend time planning how we'll integrate it into our lessons, we're engaged in praxis. Similarly, when we learn about asking effective questions and then write appropriate open-ended, nonjudgmental questions for our lessons, we're engaged in praxis. And when we learn about a new teaching practice, think about it deeply, and decide not to use it in our class, we're also engaged in praxis.

Reciprocity

Reciprocity is the belief that each learning interaction is an opportunity for everyone to learn—an embodiment of the saying, "When one teaches, two learn." When we look at everyone else as a learner *and* a teacher, regardless of their credentials or years of experience, we're often delightfully surprised by new ideas, concepts, strategies, and passions.

Reciprocity is the inevitable outcome of a true partnership. Seeing our partners as equals means we come into a conversation respecting and valuing them. Freeing our partners to make choices means they're free to surprise us with new ideas. Encouraging them to say what they think means we'll have an opportunity to learn what's important for them to share.

Reflection, dialogue, and praxis increase the chances that we'll learn from our colleagues because we're engaged in work focused on real-life situations and we share ideas about that work.

Partnership is about shared learning as much as it is about shared power.

The Actions of Good Coaches

Saying you like the partnership principles and acting on them are two different things. Taking the partnership approach demands that we temporarily relinquish power—and that's never easy. However, when we give up top-down power and adopt a partnership approach to interaction, we replace the empty power that we get by virtue of our position with the authentic power gained through choice.

Coaches who act on the partnership principles engage in the following practices.

They Enroll Teachers

When teachers are forced to work with a coach, they often see coaching as a punishment. However, when teachers are offered coaching as one of many ways in which they can conduct professional learning, they often see it as valuable. Agreeing to continually improve and grow is part of joining the ranks of physicians, pilots, architects, and nurses. To do anything less is unprofessional.

Coaching should be a part of all professional learning that happens in a school. Schools should build time into workshops and professional learning communities so that teachers can plan how to collaborate with a coach to implement new practices. Principals should suggest coaching as one option for professional learning when they talk with teachers after classroom observations. Coaches should also give brief presentations on coaching and meet one-on-one with teachers to talk about how they can support professional learning.

Effective coaching makes it easier for teachers to learn and implement new ideas. Indeed, without follow-up such as coaching, most professional learning will have little effect.² When professional learning is central to a school's culture and when coaching is woven into all professional learning, most staff members won't need to be told to work with a coach. Most will choose to work with someone who makes it easier for them to learn new strategies, improve their skills, and reach more students.

They Identify Teachers' Goals

Coaches who take a top-down approach to coaching arrive in classrooms with a predetermined

collection of strategies and see it as their job to convince the teacher to use them.

However, when coaches take the partnership approach, their efforts are guided by specific goals that teachers hold for their students. Partnership coaches start by gathering data with or for the teacher. They then collaborate with the teacher to identify a specific student goal. Student goals can be either academic (for example, 95 percent of students will demonstrate mastery of this concept on the next test); behavioral (students will be on task more than 90 percent of the time); or attitudinal (90 percent of students will ask to read a book for pleasure over the break).

They Listen

Ensuring that others know we hear them and that we want to know their ideas communicates that we see them as partners. We can't be partners unless we understand how our partners see things.

During partnership coaching conversations, coaches create a setting in which collaborating teachers feel comfortable saying what they think. Coaches are curious to understand, and they make sure the conversation focuses on the teachers' concerns. In this way, they get to hear the real truth.

They Ask Questions

Coaches ask questions of their partners because they're more concerned with getting things right than with being right. Therefore, they ask good questions to which they don't know the answers—and they listen for the answers. For example, when they ask, "What evidence did you see that shows that your students are learning?" they want to know what the teacher thinks, not guide the teacher to see what they see. They stop persuading, and they start learning.

They Explain Teaching Practices

When coaches explain practices, they should be precise *and* provisional. As Atul Gawande pointed out in *The Checklist Manifesto* (2010), precision is an essential part of coaching. If we can't explain a practice clearly, we can't expect teachers to implement it effectively.

However, precision that doesn't account for an individual's thoughts and knowledge runs the risk of alienating teachers. Partnership coaches not only give precise explanations, but also ask teachers how they can adapt practices to best fit their teaching style and meet their students' needs. Thus, a coach might share a checklist describing how to model metacognitive reading strategies, with a step-by-step explanation of the process. However, while explaining it, the coach would ask the teacher whether that process would work for her students or for her teaching style.

The reality is that teachers will adapt practices to make them their own. By taking the partnership approach, coaches can collaborate with teachers on creating the best fit. To think that each practice must be done in exactly the same way in every classroom underestimates the complexity of the process. In education, as Eric Liu (2004) has explained, "It's never one size fits all; it's one size fits one."

They Provide Feedback

The term *feedback* often brings to mind traditional top-down feedback. We envision a coach who gives an athlete feedback on how to hit the ball or jump a hurdle. This kind of feedback usually involves giving some positive comments, explaining how to improve, and ensuring that the listener knows what he or she needs to do to improve.

When coaches take the top-down approach in school, they use data to explain what they think the teacher has done well and what she or he needs to do to improve. Top-down coaches do most of the talking because they want to make sure that teachers learn how to do something correctly. However, the problem with top-down feedback is that it's based on the assumption that there's only one right way to see things—and that right way is always the coach's way.

An alternative to top-down feedback is the partnership approach—the collaborative exploration of data. Here, coach and teacher sit side by side as partners and discuss their interpretations of the data that the coach has gathered. Coaches don't withhold their opinions, but they offer them provisionally, communicating their openness to the teacher's point of view.

Partner for Success

The partnership approach builds on an old idea—that we should treat others the way we'd like them to treat us. Chances are we'll want someone who will help us by giving us choices about what and how we learn. We'll likely want a say in our learning, and we'll likely get more out of back-and-forth conversations than one-way lectures. Chances are we'll want our conversations to help us address real-life issues, and we'll be more open to new ideas if the person helping us respects us, has faith in us, considers us educated and capable of making good decisions, and sees us as an equal. Chances are we'll want to be treated like a partner.

Endnotes

¹ For more information, read our research study, *The Partnership Approach: Putting Conversation at the Heart of Professional Development*, at www.instructionalcoach.org/tools/PartnershipLearning_EAQ.pdf.

² For more information on the effects of coaching, see www.instructionalcoach.org/tools/Studying_the_Impact_of_Instructional_Coaching_4.0.pdf.

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3 STEPS *to* GREAT COACHING

A SIMPLE BUT POWERFUL INSTRUCTIONAL COACHING CYCLE NETS RESULTS

By Jim Knight, Marti Elford, Michael Hock, Devona Dunekack, Barbara Bradley,
Donald D. Deshler, and David Knight

“Coaching done well may be the most effective intervention designed for human performance.”

— Atul Gawande (2011)

Atul Gawande’s comment is often used to justify coaching. What people overlook in his comment, however, are the words “done well.” Coaching “done well” can and should dramatically improve human performance. However, coaching done poorly can be, and often is, ineffective, wasteful, and sometimes even destructive.

What, then, is coaching done well? For the past five years, researchers at the Kansas Coaching Project at the University of Kansas Center for Research on Learning and at the Instructional Coaching Group in Lawrence, Kansas, have been trying to answer that question by studying what coaches do. The result of that research is an instructional coaching cycle that fosters the kind of improvement Gawande describes.

One coach who uses the instructional coaching cycle is Jackie Jewell from Othello School District in Washington. A participant in one of our research projects, Jewell used the coaching cycle when collaborating with Melanie

Foster, a new elementary teacher in her district. Foster had sought out Jewell for coaching because she felt she needed to improve the way she gave positive attention to students. While Jewell would happily have focused on increasing Foster’s positivity ratio, instead she suggested that it might be worth confirming that encouragement was the right goal.

To start, Jewell recorded one of Foster’s lessons using her iPad and shared the video with her.

After watching the video separately, both agreed that Foster was effective at encouraging students. But Foster saw something else she wanted to work on: student engagement. Her students were not staying focused during small-group activities. Armed with this new insight, she set a goal that students would be on task at least 90% of the time during small-group activities.

Jewell recorded another lesson, which revealed that students were on task about 65% of the time. It also showed that students didn’t fully understand the expectations for their activities. In other words, students were off task because they didn’t know what to do.

Agreeing that Foster needed to set more explicit expectations for small groups, Jewell and Foster created a checklist describing the expectations, and Jewell modeled how to teach them. Foster also decided that she and her learning

assistant would talk to each small group at the start of activities to make sure groups were clear about what they were to do.

Once students understood their tasks, they hit the goal quickly after only a few modifications. Eventually, students were consistently on task 90% or higher, and this showed up in their test scores as well. Before coaching, students received scores on quizzes that were on average about 20%. After coaching, their scores averaged above 70%. Coaching helped Foster teach more effectively, and her improved instruction led to better student learning.

HOW WE STUDY WHAT COACHES DO

Kansas Coaching Project and Instructional Coaching Group researchers have studied instructional coaching since 1996, focusing in the past five years on the steps coaches move through to help teachers set and hit goals.

In the process, we experimented with a research methodology that we used to identify a process to be studied, assess what works and doesn't work when the practice is implemented, and refine the process based on what is learned during implementation.

To study instructional coaching, Kansas Coaching Project researchers worked with coaches from Beaverton, Oregon, and Othello, Washington. In addition, Instructional Coaching Group researchers conducted more than 50 interviews with coaches around the country. In large part, the instructional coaching cycle is the result of what was learned from these studies and interviews.

Researchers followed these steps:

1. Instructional coaches implement the coaching process.
2. They video record their coaching interactions and their teachers' implementation of the teaching practices.
3. They monitor progress toward their goals.
4. Researchers interview coaches and teachers to monitor progress as they move through the coaching cycle.
5. Researchers meet with coaches two or three times a year (at the end of each coaching cycle) to discuss how the coaching process can be refined or improved.
6. Refinements are made, and the revised coaching model and research process is repeated.

Researchers have moved through this cycle eight times in Beaverton and Othello. Over time, moving through increasingly effective coaching cycles, we have come up with a simple but powerful way to conduct instructional coaching.

THE INSTRUCTIONAL COACHING CYCLE

The coaching cycle that Jewell used involved many steps embedded in three components.

1. Identify: Jewell and Foster got a clear picture of reality (by video recording the class), identified a goal (90% time on task), and identified a teaching strategy that would help them hit the goal (teaching expectations).

2. Learn: Jewell used a checklist and modeling to make sure

Foster understood how to use the identified strategy.

3. Improve: Jewell and Foster monitored progress toward the goal and made modifications to the way the strategy was used until the goal was hit. Here is how the cycle works. (See diagram on p. 10.)



The coach and teacher collaborate to set a goal and select a teaching strategy to try to meet the goal.

This involves several steps.

First, the coach helps the teacher get a clear picture of reality, often by video recording the teacher's class. Then the coach and teacher identify a change the teacher would like to see in student behavior, achievement, or attitude.

Next, they identify a measurable student goal that will show that the hoped-for change has occurred. For example, a coach and teacher in Othello set the goal of reducing transition time from a four-minute average to a 20-second average. Since there were four transitions per period, hitting the goal added 15 minutes of instructional time to each 50-minute period — giving students 40 more hours of learning over the course of the year.

Other data besides video that might be gathered include student work, observation, and formal and informal evaluation results. Video, however, is quick, cheap, and powerful, and, if teachers only look at student work, they may miss some important aspect of their teaching.

Teachers frequently have an imprecise understanding of what their teaching looks like until they see a video recording of their class. When video is used within coaching, it is best if teacher and coach watch the video separately (Knight, 2014).

After data have been gathered, the coach and teacher meet to identify next steps. Coaches can use these questions to guide teachers to set powerful goals:

1. On a scale of 1 to 10, how close was the lesson to your ideal?
2. What would have to change to make the class closer to a 10?
3. What would your students be doing?
4. What would that look like?
5. How would we measure that?
6. Do you want that to be your goal?
7. Would it really matter to you if you hit that goal?
8. What teaching strategy will you try to hit that goal?

Once a measurable goal has been established, the instructional coach and teacher choose a teaching strategy that the teacher would like to implement in an attempt to hit the goal. To support teachers during this step, coaches need to have a deep knowledge of a small number of high-yield teaching strategies that address many of the concerns teachers identify. Coaches in Beaverton and Othello learned the teaching strate-

gies in *High-Impact Instruction: A Framework for Great Teaching* (Knight, 2013).

Goals that make the biggest difference for students are powerful, easy, emotionally compelling, reachable, and student-focused.

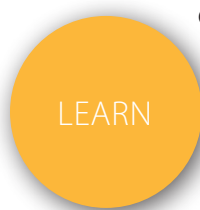
Powerful. The most effective goals address important aspects of student learning. Also, powerful goals address ongoing issues in the classroom rather than single events.

Easy. Not every goal is easy to reach, and goals are not improved if they are watered down or made less than powerful. However, given the choice between two equally powerful goals, take the one that is easier to reach. An easy-to-achieve goal leads more quickly to meaningful change for students, reinforces teachers' and students' efforts sooner, and frees up time for other tasks, such as setting other improvement goals.

Emotionally compelling. If teachers are going to invest a lot of time in changing their teaching to reach important goals, they have to choose goals that matter to them.

Reachable. Reachable goals have two characteristics: They are measurable, and they are ones teachers can reach because they have strategies to do so.

Student-focused. Usually these are goals that address student achievement, behavior, or attitude. The power of a student-focused goal is that it is objective and, therefore, holds coach and teacher accountable until meaningful improvements are made in students' lives.



Once teacher and coach set a goal and choose a teaching strategy, the teacher must learn how to implement the strategy. For the coach, this means explaining and modeling teaching strategies.

When instructional coaches explain teaching strategies, they need to give precise and clear explanations. Coaches are clearer when they use checklists. This doesn't mean coaches prompt teachers to

mindlessly implement every step on a checklist. However, before teachers make adaptations, coaches need to be certain teachers know what they are modifying.

Coaches need to be precise and provisional when they explain teaching practices. They should clearly explain the items on a checklist while also asking teachers how they might want to modify the checklist to best meet students' needs or take advantage of their own strengths as teachers.

One benefit of establishing objective goals as a part of instructional coaching is that goals provide a way to assess whether teachers' modifications improve or damage the teaching strategies they use. If teachers modify strategies and hit their goals, their modifications didn't decrease effectiveness and may have helped students hit their goal. However, if the goal is not met, the coach and teacher can revisit the checklist to see if the strategy needs to be taught differently.

Coaches who explain strategies in precise and provisional ways foster high-quality implementation yet give teachers the freedom to use their professional discretion to modify teaching strategies to better meet students' needs.

The next step is modeling. To understand how to implement teaching strategies, teachers need to see them being implemented by someone else. The coaches from Beaverton, Oregon, found that modeling can occur in at least five ways.

In the classroom. Teachers report that they prefer that coaches only model the targeted practice, rather than the whole lesson. While coaches model, collaborating teachers complete checklists as they watch the demonstration. Coaches may ask someone to video record the model so that coach and teacher can review it later.

In the classroom with no students. Some teachers prefer that coaches model teaching strategies without students present.

Co-teaching. In some cases, such as when a lesson involves content unfamiliar to the coach, coach and teacher co-teach.

Visiting other teachers' classrooms. When teachers are learning new procedures or management techniques, they may

IMPROVEMENT QUESTIONS

DID YOU HIT THE GOAL	
↓	↓
YES	NO
Do you want to:	Do you want to:
A. Continue to refine your use of the practice?	A. Revisit how you teach the new practice?
B. Choose a new goal?	B. Choose a new practice?
C. Take a break?	C. Stick with the practice as it is?

INSTRUCTIONAL COACHING CHECKLIST

COACHING BEHAVIOR	OBSERVATION
IDENTIFY	
Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data. (Video is best.)	
Coach asks the identify questions with the teacher to identify a goal.	
Teacher identifies a student-focused goal.	
Teacher identifies a teaching strategy to use to hit the goal.	
LEARN	
Coach shares a checklist for the chosen teaching strategy.	
Coach prompts the teacher to modify the practice if he or she wishes.	
Teacher chooses an approach to modeling that he or she would like to observe and identifies a time to watch modeling.	
Coach provides modeling in one or more formats.	
Teacher sets a time to implement the practice.	
IMPROVE	
Teacher implements the practice.	
Data is gathered (by teacher or coach, in class or while viewing video) on student progress toward to the goal.	
Data is gathered (by teacher or coach, in class or while viewing video) on teacher's implementation of the practice (usually on the previously viewed checklist).	
Coach and teacher meet to discuss implementation and progress toward the goal.	
Teacher makes modifications until the goal is met.	

choose to visit other teachers' classrooms to see how they implement them.

Watching video. Teachers can also see a model of a teaching strategy by watching a video, either from a video sharing website or provided by the coach.



Instructional coaches monitor how teachers implement the chosen teaching strategy and whether students meet the goal.

Coaches can accomplish this by video recording classes and sharing the video with collaborating teachers so they can assess for themselves how they implemented the new teaching strategies and whether students have hit the identified goals.

Many goals cannot be seen by looking at video, so coaches may have to gather observation data, or teachers and coaches may have to review assessment data or student work.

Next, coach and teacher get together to talk about how the strategy was implemented, and especially whether students hit the goal. This conversation usually involves these questions:

1. What are you pleased about?
 2. Did you hit the goal?
 3. If you hit the goal, do you want to identify another goal, take a break, or keep refining the current new practice?
 4. If you did not hit the goal, do you want to stick with the chosen practice or try a new one?
 5. If you stick with the chosen practice, how will you modify it to increase its impact? (Revisit the checklist.)
 6. If you choose another practice, what will it be?
 7. What are your next actions?
- (See table on p. 14.)

When teacher and coach meet, they should use these questions to focus their conversation. Many coaches begin by asking teachers what they think went well. Following that, they discuss whether they met the goal.

When teachers reach their goals, coaches ask whether they want to set and pursue other goals or take a break from coaching. When teachers don't reach their goals, they identify changes that need to be made.

Teachers and coaches keep moving forward by modifying the way they use the identified teaching strategies, trying another strategy, or sticking with an identified teaching strategy until they reach the goal. (See table on p. 16.)

MEASURE OF EFFECTIVENESS

The instructional coaching cycle is only one element of effective coaching programs. Effective coaches also need professional learning that ensures they understand how to navigate the complexities of helping adults, have a deep understanding

of a comprehensive, focused set of teaching practices, communicate effectively, lead effectively, and work in systems that foster meaningful professional learning (Knight, 2007, 2011, 2013).

However, as important as those factors are, it may be most important that coaches understand how to move through the components of an effective coaching cycle that leads to improvements in student learning.

Instructional coaches who use a proven coaching cycle can partner with teachers to set and reach improvement goals that have an unmistakable, positive impact on students' lives. And that should be the measure of the effectiveness of any coaching program.

Instructional coaches who use a proven coaching cycle can partner with teachers to set and reach improvement goals that have an unmistakable, positive impact on students' lives.

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Pleasant Hill School District 1

Code: AC
 Adopted: 1/10/00
 Revised/Readopted: 2/13/06; 12/10/07; 4/13/09;
 10/25/10; 9/14/15; 11/20/17;
 9/23/19; 11/15/21; 11/04/24

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The Board designates the Superintendent as the district's civil rights coordinator. The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students and parents.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.006	OAR 581-021-0045
ORS 192.630	ORS 659A.009	OAR 581-021-0046
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0047
ORS 332.505	ORS 659A.030	OAR 581-021-0650 - 0665
ORS 408.230	ORS 659A.040	OAR 581-022-2310
ORS 659.805	ORS 659A.103 - 659A.145	OAR 581-022-2370
ORS 659.815	ORS 659A.230 - 659A.233	OAR 581-075-0001 - 075-0005
ORS 659.850 - 659.860	ORS 659A.236	OAR 581-075-0901
ORS 659.865	ORS 659A.309	OAR 839-003
ORS 659A.001	ORS 659A.321	
ORS 659A.003	ORS 659A.409	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act

ACB - All Students Belong

GBA - Equal Employment Opportunity

GBEA - Workplace Harassment

JB - Equal Educational Opportunity

KL - Public Complaints

Donations, Scholarships and Memorials

The Board will consider the acceptance of donations, scholarships and memorials. A memorial plaque may be appropriately dedicated whenever a room or item is designated as a memorial in conjunction with a donation. Before a room, field, building, road or other permanent facility is named for this purpose, it will be brought forth at a public Board meeting. Facilities named for this purpose are exempt from the standard naming process.

Offers of donations, memorials, and scholarships will be submitted to the superintendent together with information concerning the purpose of the gifts and administration of any related funds.

A principal may receive items for his/her school as a memorial to a student or person having a special significance to the students of the school. Items received as memorials become the property of the district. Principals must have the superintendent's approval to accept any item that may require additional maintenance cost to the district. The superintendent may establish guidelines for the acceptance of such memorials.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.385](#)

Pleasant Hill School District 1

Code: KG
Adopted: 1/10/00
Revised/Readopted: 10/05/20

Community Use of District Facilities

The Board supports the community education concept, which encourages the use of district facilities by community members for recreation, education and service activities.

The Board expects the users to treat the facilities with respect. A Facility Use Request form must be submitted by the person or group to the district office in coordination with administrators of the involved facility. The users must agree to all guidelines on the Facility Use Request form. The original copy of the agreement will remain in the district office, with copies distributed to the appropriate administrator, building custodial staff and facility user.

Approval for using the facilities will be granted for a period not to exceed nine months. Requests must be resubmitted if the user desires to continue usage.

Use of school facilities by district employees will be in accordance with Oregon Ethics laws.

The superintendent will encourage the involvement of staff, parents of students and the community in the development of specific building-use regulations. Regulations will include criteria for determining priority for use of district facilities and fees, as appropriate.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 260.432](#)

[ORS 332.107](#)
[ORS 332.172](#)

Cross Reference(s):

ECACB - Unmanned Aircraft System (UAS) a.k.a. Drone
EDC/KGF - Authorized Use of District Equipment and Materials
KGF/EDC - Authorized Use of District Equipment and Materials
KI - Public Solicitation in District Facilities

**Pleasant Hill School District
Board Work Session
Facilities Report
Date: February 20, 2025**

I. Introduction

This report provides an overview of current and planned facility improvements within Pleasant Hill School District (PHSD). The focus includes necessary seismic upgrades, gymnasium enhancements, emergency preparedness, and additional facility needs beyond deferred maintenance. These improvements will enhance safety, accessibility, and functionality for students, staff, and the community.

As we move forward with these projects, we seek guidance from the board on prioritization, funding allocation, and the integration of these improvements into our long-term facilities plan.

II. Seismic Upgrade of Main Gym

The seismic upgrade of the main gym provides an opportunity for PHSD to complete additional district-funded improvements within the same procurement process. By leveraging this process, we can efficiently incorporate much-needed facility updates without repeating procurement steps, which saves time and resources.

Potential Additions During the Seismic Upgrade:

- **Lighting Upgrades:** Improve energy efficiency and visibility.
- **Cantina Floor Abatement & Replacement:** The current flooring contains asbestos, which requires removal and replacement for safety.
- **Card Lock Installation:** Adding a secure card entry system to the main gym for better security and controlled access.
- **Interior Gym Door Updates:** Replacement of outdated interior doors for improved functionality and compliance.
- **Cantina and Surrounding Area Updates:** General improvements to enhance safety and usability.

Key Questions for Consideration:

- Are there additional improvements the board would like to consider incorporating into this project?
-

III. Facility Improvements Beyond Deferred Maintenance

While PHSD has a deferred maintenance plan that includes roofing, painting, and general upkeep, the following facility improvements fall outside that scope and require additional planning and funding:

- **Main Gym & Blue Gym:** Lack of hot water for showers in both gymnasiums.
- **Blue Gym Power Supply:** The Blue Gym currently does not have generator backup for heating, making it less reliable for emergency use.
- **Lower Soccer Fields:** Further discussion is needed to assess their potential for school and community use.
- **Other:** Are there other improvements that should be considered for prioritization?

Key Questions for Consideration:

- Should improvements include emergency preparedness for community? Consider board policy **AC - Non-Discrimination**, policy **KG - Community Use of District Facilities**, and the **Facility Request Procedures**.
 - How should the district prioritize facility upgrades outside of deferred maintenance?
 - What are other potential upgrades to enhance the facilities for student use?
 - What are the potential impacts on maintenance and custodial staff?
-

IV. Next Steps & Recommendations

To ensure the successful execution of these facility improvements, the following actions are recommended:

- **Prioritization & Board Guidance:** The board should provide direction on which, if any, facility improvements to prioritize based on urgency, funding availability, and strategic goals.
 - **Facility Use Planning:** Assess the impact of facility improvements on daily school operations, athletics, staffing, and emergency preparedness.
 - **Project Timeline Development:** Establish a clear timeline for implementation and for board updates.
-

V. Conclusion

PHSD is committed to maintaining and improving its facilities to provide safe, functional, and high-quality spaces for students, staff, and the broader community. The board's input and strategic direction will be invaluable as we move forward with any upgrades and enhancements.