



WELCOME!

**ESTACADA**  
—SCHOOLS—

**Studer** Education



# THE HEART OF AN IMPROVER



**“ Leadership is not about being in charge. It’s about taking care of people in our charge.”**

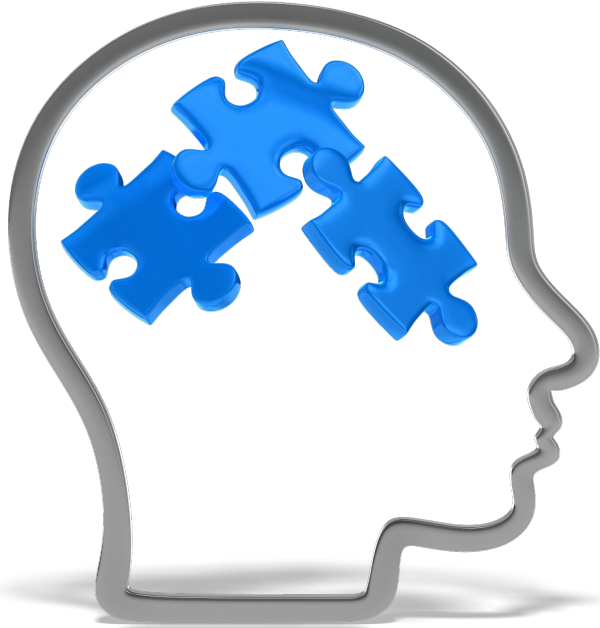
**Simon Sinek**

What images come to mind when you think of the heart of a leader? Hold that image in your head.

What key words come to mind when you held that image and you thought about the heart of a leader?



# THE WORK OF AN IMPROVER: THE 3 H's



**HEAD**



**HEART**



**HANDS**





The Heart of an  
Improver  
“I got you!”

**“True love is six little words, ‘no matter what, I got you.’”**

**Sylvester McNutt**





# RELENTLESS FOCUS ON WHAT MATTERS MOST







A photograph of a person with dark hair, wearing a white long-sleeved shirt, sleeping at a desk. Their head is resting on their arm, which is on the desk. A laptop is open in front of them. The background is dark, and the lighting is dim, suggesting a late night or early morning setting. The person is lying on a bed or couch with a patterned blanket.

# BEHIND THE NUMBERS: SEE THEM ALL KNOW THEM ALL

Maslow Before Bloom's

## SELF-FULFILLMENT NEEDS

How can we create opportunities to pursue knowledge, goals, pathways to the future for each individual?

Fulfillment, Pathways, Opportunity, Agency

## PSYCHOLOGICAL NEEDS

How are we supporting our students who need support with mental health, socio-emotional & developmental needs?

Belonging, connectedness, psychological safety

## BASIC NEEDS

How are we supporting our students who need support with basic needs?

Food, shelter, water, heat, physical safety



# The Faces Behind the Numbers

**WHO are  
THEY?**



**Who has  
them? Who  
has built a  
positive  
relationship  
with them?**

**WHO is  
succeeding in  
spite of these  
same BARRIERS  
and NEEDS?**

**WHAT do we KNOW  
about them?**

**WHAT are their  
BARRIERS? WHAT  
do they NEED?**



## A.E.R.I.E

Always Eager to Rise, Influence, and  
Encourage Mentorship



### Conflict Resolution:

- Attendance has improved by 85%
- Behavior has improved by 75%

**BOTH GROUPS:** The participants confide in their sponsors to help them be proactive in solving conflicts.

## D.K.E

Distinct Kings of Erwin Mentorship



### Conflict Resolution:

- Attendance has improved by 75%
- Behavior has improved by 60%

## S.O.A.R

Show Self Control, Own Your Actions, Act Responsible, Respect Others

SOAR's mission is to recognize, reward and support academics, and positive behaviors throughout the school.



H.E.R.O. Attendance Program  
(Here Everyday Ready & On Time)  
& Pep Rallies





# IN PARTNERSHIP WITH S.O.A.R. PEER HELPERS





# Parent University



**Studer**  
Education











# ERWIN MIDDLE SCHOOL, CENTERPOINT, ALABAMA: JEFFERSON COUNTY SCHOOLS

Comprehensive Support (CSI) (Identified in the Bottom 6% of Title 1 Schools)					
		Continuous Improvement Work			
2016-17	2017-18	2018-19	2019-22	2022-23	4 years
		Year 1	Year 2-3	Year 4	Growth
60 (D)	61 (D)	68 (D) +7	70 (C) +2	71 (C) +1	+10

## CHRONIC ABSENTEEISM RATE



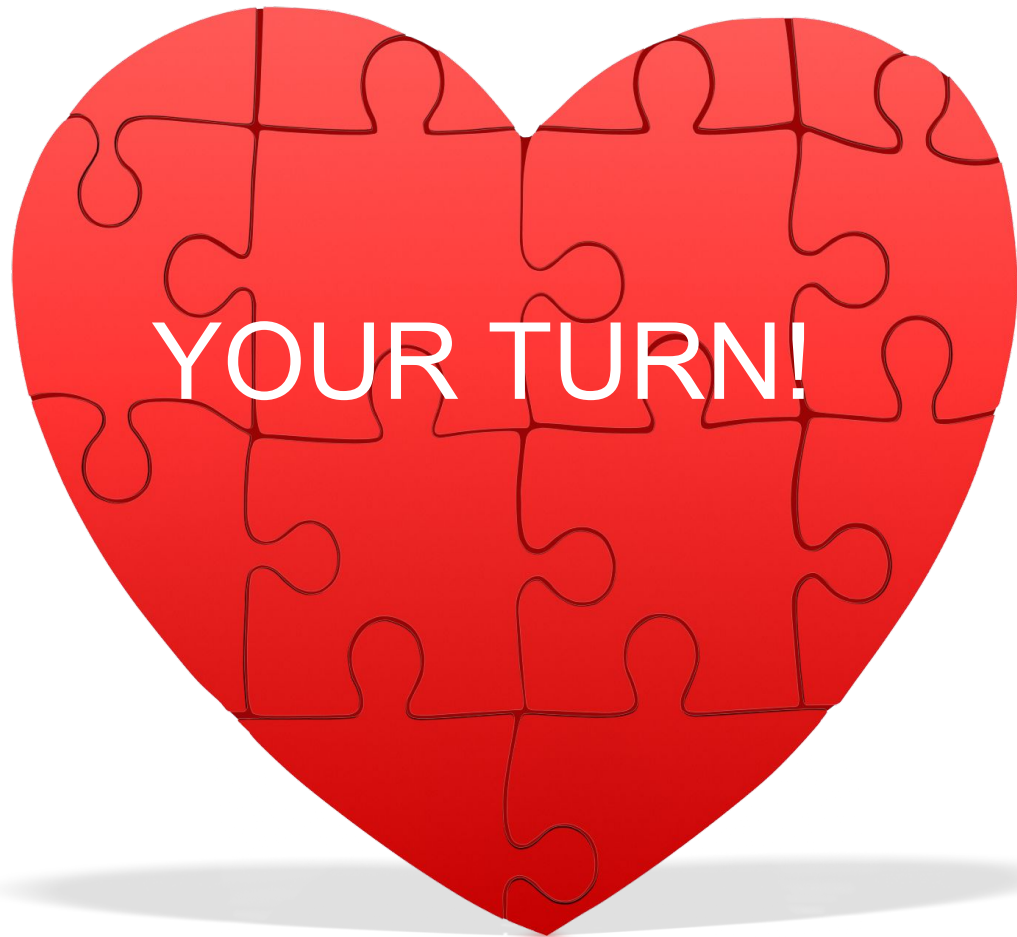
Lowest rate in Jefferson County  
2022-2023



**“When your passion  
and purpose align with  
your work ethic, what  
seems impossible  
becomes certain.”**

Saksham Garg





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Education



# ESTACADA, OREGON



**Studer**  
Education

**ESTACADA**  
—SCHOOLS—







# Dr. Ryan Carpenter

## Superintendent

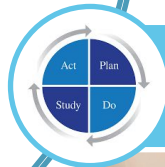
### Estacada School District -



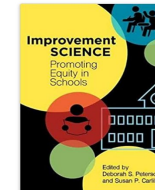
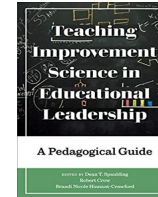
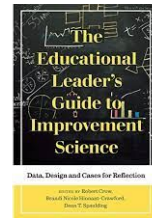
Teacher/Principal/Superintendent



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



I ❤️ EVIDENCE BASED LEADERSHIP



7th Year w/ Studer Education



# School Districts Represented



**78,000 students served**



# ESTACADA —SCHOOLS—



**Estacada, Oregon**  
750 square miles  
OR's fastest growing city



**5 schools**  
1 charter school  
1 high school  
1 middle school  
2 elementary schools



**3,175 students (+10%)**  
1,984 on campus  
1,191 charter students



**265 employees**  
126 licensed  
112 classified



**Notable Demographics**  
66% free and reduced  
17% special education



**Recognized 4 Times as an  
Oregon Top Workplace**

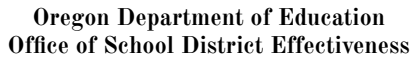


**90% Graduation Rate**  
over a 30% increase over  
the past 10 years



## At A Glance





nspra   
**SUPERINTENDENTS**  
**TO WATCH**





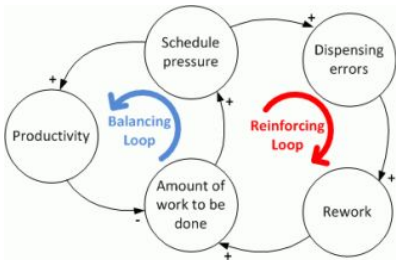
# ESTACADA's *Improvement Journey*



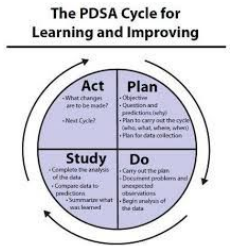
**Rick DuFour**  
Professional Learning  
Communities



**Peter Senge**  
Systems Thinking

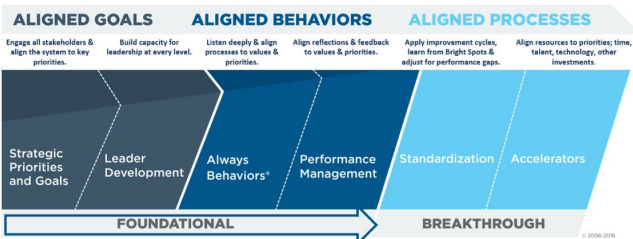


**Tony Bryk**  
Carnegie Foundation  
Improvement Science



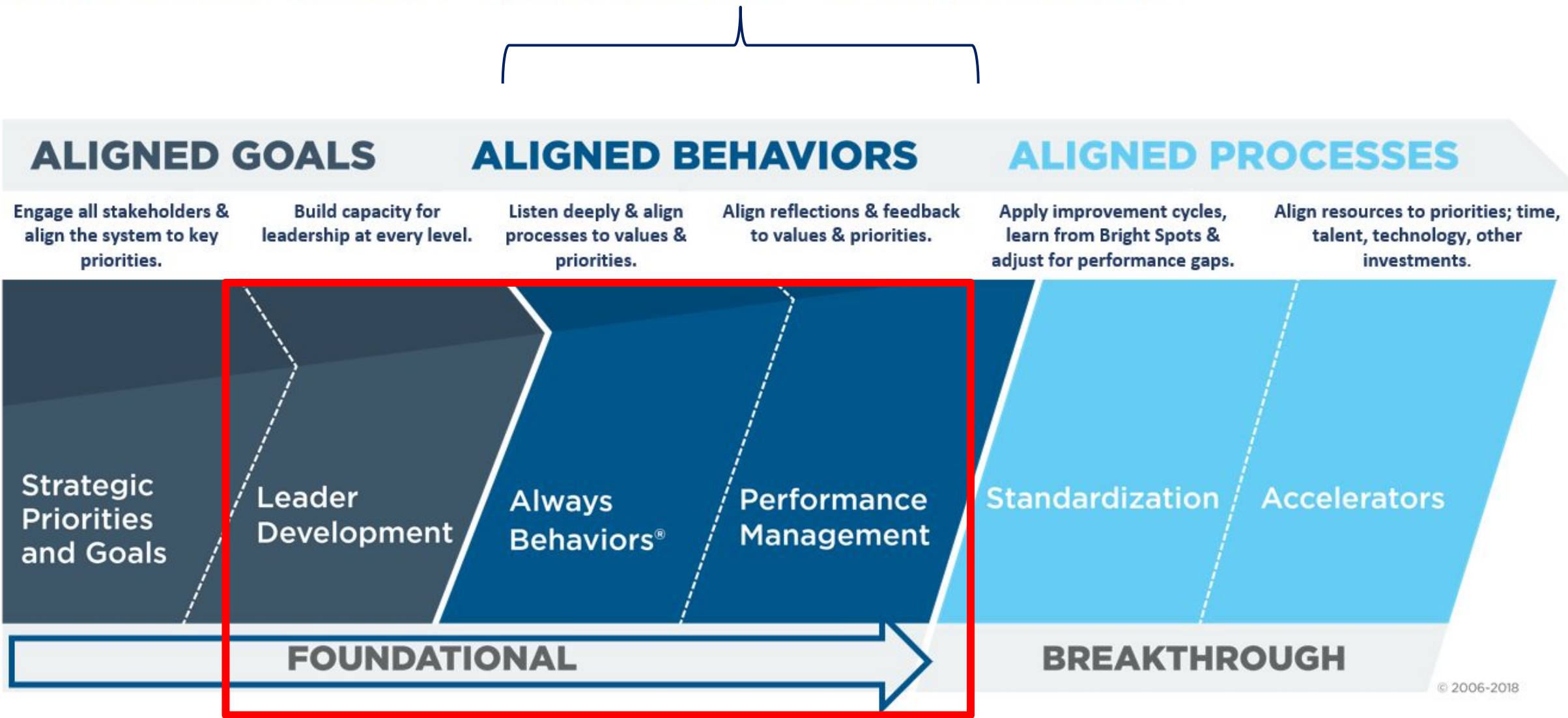
**Studer Education**

## EVIDENCE BASED LEADERSHIP



# NINE PRINCIPLES® FOR ORGANIZATIONAL EXCELLENCE

## EVIDENCE-BASED LEADERSHIP FRAMEWORK





# 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.



## 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.

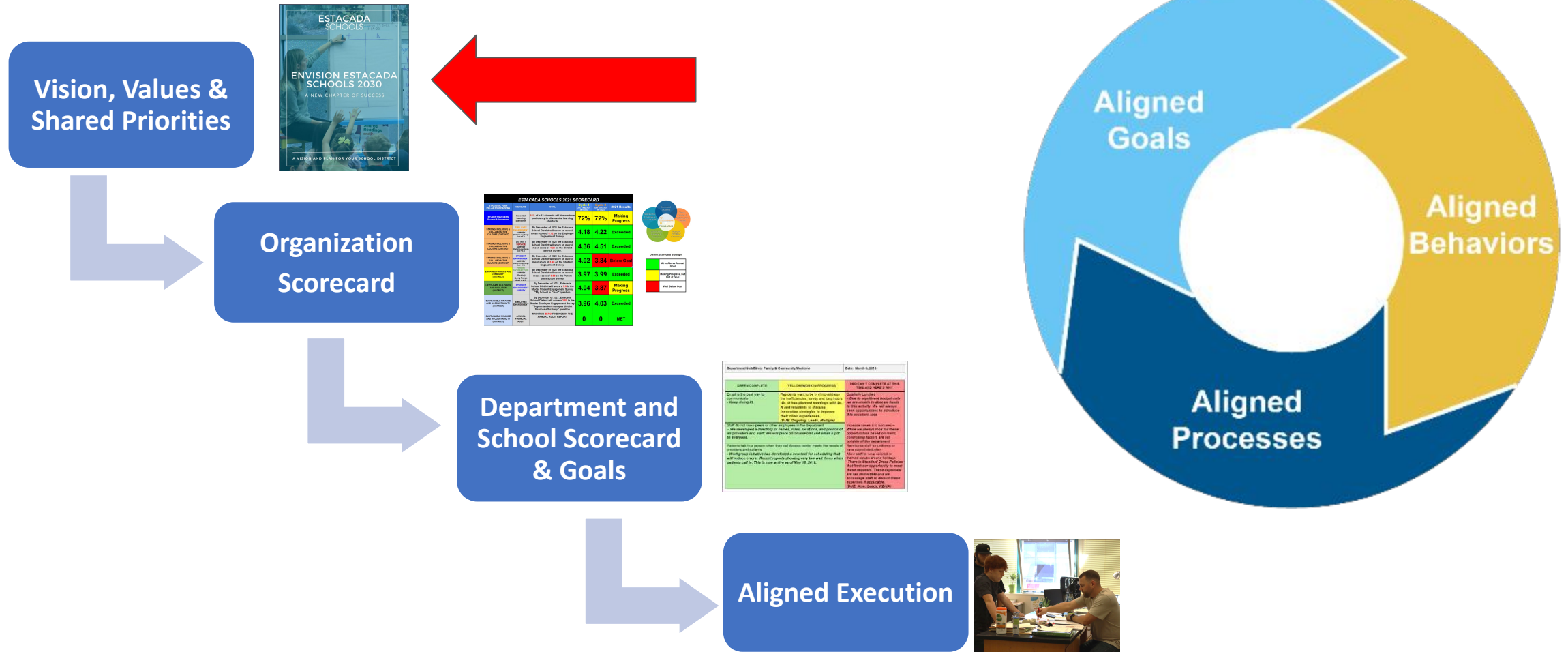


## PRINCIPLE 9: RECOGNIZE AND REWARD SUCCESS

Value and appreciate people working together to get results.

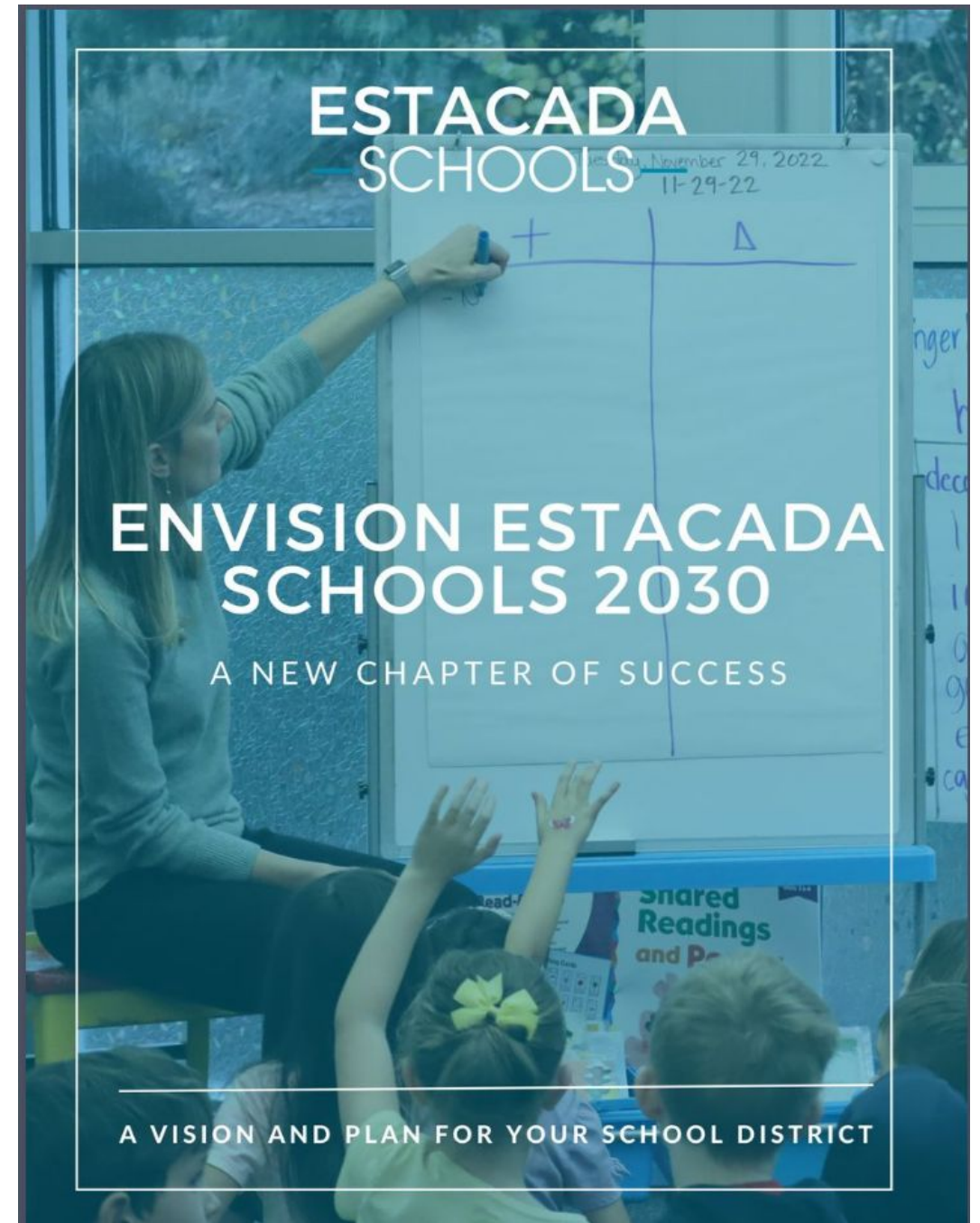
# Alignment and Deployment

## Building Clarity around Key Priorities, Strategies, and Actions





# ESTACADA —SCHOOLS—



# ESTACADA —SCHOOLS— *IMPACT STORIES*

1. CO-OWNERSHIP IN STRATEGIC PLAN BENCHMARKS
2. RESULTS ROLLOUTS & EMPLOYEE SATISFACTION
3. CO-OWNERSHIP IN STUDENT LEARNING OUTCOMES



SUCCESSFUL  
STUDENTS



PEOPLE &  
CULTURE



ENGAGED  
FAMILIES &  
COMMUNITY



SAFETY &  
OPERATIONAL  
SERVICES



SUSTAINABLE  
ACCOUNTABLE  
FINANCES



# 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	<u>2024 STRATEGIC GOALS</u>	2023 BASELINE SCORE	2024 RESULTS
SUCCESSFUL STUDENTS	<i>Readiness Indicators Dashboard*</i>	<u>100%</u> of students will demonstrate proficiency in the readiness standards**	79%	
SUCCESSFUL STUDENTS	<i>Student Experience Survey</i>	Estacada Schools will improve its 'Student Engagement' mean score to <u>3.95</u>	3.86	3.79
PEOPLE & CULTURE	<i>Employee Engagement Survey</i>	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.08</u>	4.04	4.08
ENGAGED FAMILIES	<i>Parent Satisfaction Survey</i>	Estacada Schools will improve its 'Parent Satisfaction' mean score to <u>3.97</u>	3.87	4.11
SAFETY & OPERATIONS	<i>District Service Survey</i>	Estacada Schools will maintain its 'District Services Survey' mean score to <u>4.30</u> or better	4.60	4.40
FINANCIAL ACCOUNTABILITY	<i>Employee Engagement Survey</i>	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
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# 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

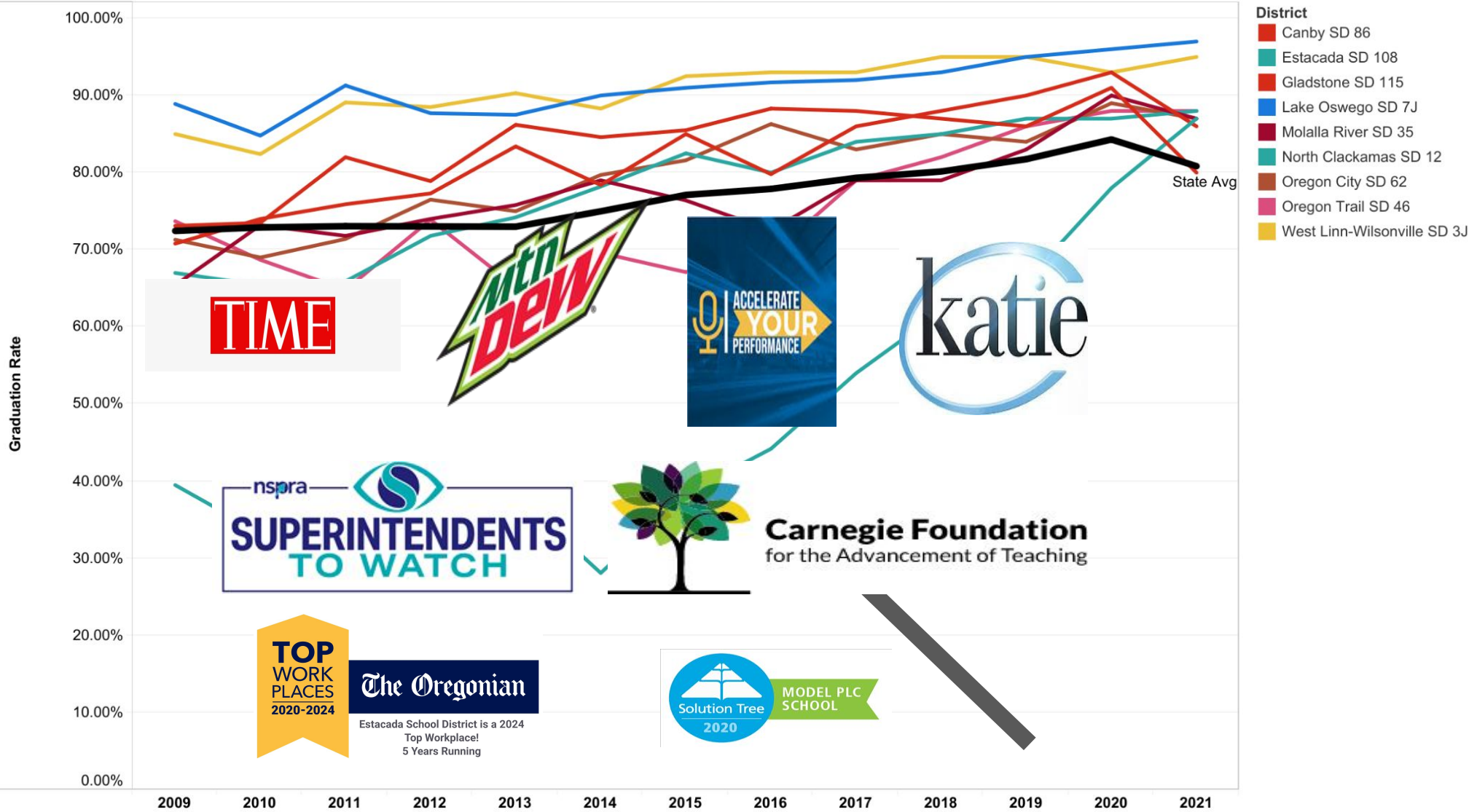


2023 SUPERINTENDENT ACCOUNTABILITY SCORECARD (ESTACADA SCHOOLS)							
ESTACADA SCHOOL DISTRICT	PILLAR	MEASURE	PAST RESULTS	GOAL	WEIGHT	Improvement Scale	SCALE RATING
Superintendent	STUDENT SUCCESS Student Achievement	Essential Learning Standards	2021 72% 2022 77%	100% of k-12 students will demonstrate proficiency in ALL math & Language arts learning standards <small>*National College and Career Readiness Indicators</small>	20%	5 = 90% or better 4 = 87.01% - 89.9% 3 = 85% - 87% 2 = 75% - 84.9% 1 = Below 75%	
SCORECARD 2023	STUDENT SUCCESS Student Achievement	Essential Learning Standards	2020 4.01 2021 3.98 2022 4.06 2023	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 4 = 4.17 - 4.25 3 = 4.11 - 4.16 2 = 3.82 - 4.10 1 = Below 3.81	
SCORECARD = 50% OF OVERALL EVALUATION	INCLUSIVE CULTURE (DISTRICT)	EMPLOYEE ENGAGEMENT SURVEY (District Long Range Goal = 4.5)	2019 4.21 2020 4.07 2021 4.22 2022 4.1	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 4 = 4.21 - 4.29 3 = 4.15 - 4.20 2 = 3.86 - 4.14 1 = Below 3.85	
if Score:	INCLUSIVE CULTURE (SUPERINTENDENT)	EMPLOYEE ENGAGEMENT SURVEY (District Long Range Goal = 4.5)	2019 4.16 2020 4.03 2021 4.59 2022 4.44	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 4 = 4.45 - 4.53 3 = 4.44 2 = 4.05 - 4.43 1 = Below 4.04	
#VALUE!	INCLUSIVE CULTURE (DISTRICT)	DISTRICT SERVICE SURVEY (District Long Range Goal = 4.5)	2019 4.04 2020 4.21 2021 4.5 2022 4.49	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 = 4.59 or Better 4 = 4.50 - 4.58 3 = 4.49 2 = 4.10 - 4.48 1 = Below 4.09	
5 = 4.4 or Better 4 = 4.20 - 4.39 3 = 4.0 - 4.19 2 = 3.66 - 3.99 1 = Below 3.65	INCLUSIVE CULTURE (SUPERINTENDENT)	DISTRICT SERVICE SURVEY (District Long Range Goal = 4.5)	2019 4.08 2020 4.43 2021 4.69 2022 4.69	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 Survey.	5%	5 = 4.79 or better 4 = 4.70 - 4.78 3 = 4.69 2 = 4.30 - 4.68 1 = Below 4.29	
If score is 4.4 or better use this metric	INCLUSIVE CULTURE (DISTRICT)	STUDENT ENGAGEMENT SURVEY (District Long Range Goal = 4.5)	2019 3.76 2020 3.88 2021 3.84 2022 3.98	By the end of the 2022-2023 school year the Estacada School District will score an overall mean score of <b>4.08</b> on the Student Engagement Survey.	15%	5 = 4.28 or Better 4 = 4.19 - 4.27 3 = 4.13 - 4.18 2 = 3.84 - 4.12 1 = Below 3.83	
	ENGAGED FAMILIES AND COMMUNITY (DISTRICT)	PARENT SATISFACTION SURVEY (District Long Range Goal = 4.5)	2019 3.85 2020 3.78 2021 3.99 2022 3.95	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 4 = 4.11 - 4.24 3 = 4.05 - 4.10 2 = 3.81 - 4.04 1 = Below 3.80	
	UP-TO-DATE BUILDINGS AND FACILITIES (DISTRICT)	STUDENT ENGAGEMENT SURVEY	2019 3.7 2020 3.8 2021 3.87 2022 3.98	By the end of the 2022-2023 school year Estacada School District will score a <b>4.07</b> in the Student Parent Satisfaction Survey "The Schools is Clean and Maintained" question	5%	5 = 4.28 or Better 4 = 4.19 - 4.27 3 = 4.13 - 4.18 2 = 3.84 - 4.12 1 = Below 3.83	
	SUSTAINABLE FINANCE AND ACCOUNTABILITY (DISTRICT)	EMPLOYEE ENGAGEMENT	2019 3.85 2020 3.75 2021 4.03 2022 3.71	By the end of the 2022-2023 school year Estacada School District will score a <b>3.86</b> in the Student Employee Engagement Survey "Superintendent manages district finances effectively" question	10%	5 = 4.11 or Better 4 = 3.97 - 4.10 3 = 3.86 - 3.96 2 = 3.72 - 3.85 1 = Below 3.71	
	SUSTAINABLE FINANCE AND ACCOUNTABILITY (DISTRICT)	ANNUAL FINANCIAL AUDIT	2018 2 2019 0 2020 0 2021 0 2022 0	MAINTAIN <b>ZERO</b> FINDINGS IN THE ANNUAL AUDIT REPORT	10%	5 = 0 findings 3 = 1 finding 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 - 4.49			Above expectations and goals (better than expected performance)				
4.50 - 5.0			Far beyond expectations				
Scale of Expectations							
1=			Well below expectations				
2=			Lower than expected				
3=			Met goal				
4=			Above expectations				
5=			Well above expectations (or reached district long range goal)				



# ON-TIME GRADUATION RATES

Graduation Rate Trends - District  
Source: Oregon Department of Education Report Card Data



# ESTACADA —SCHOOLS— *IMPACT STORIES*

1. CO-OWNERSHIP IN STRATEGIC PLAN BENCHMARKS
2. RESULTS ROLLOUTS & EMPLOYEE SATISFACTION
3. CO-OWNERSHIP IN STUDENT LEARNING OUTCOMES



SUCCESSFUL  
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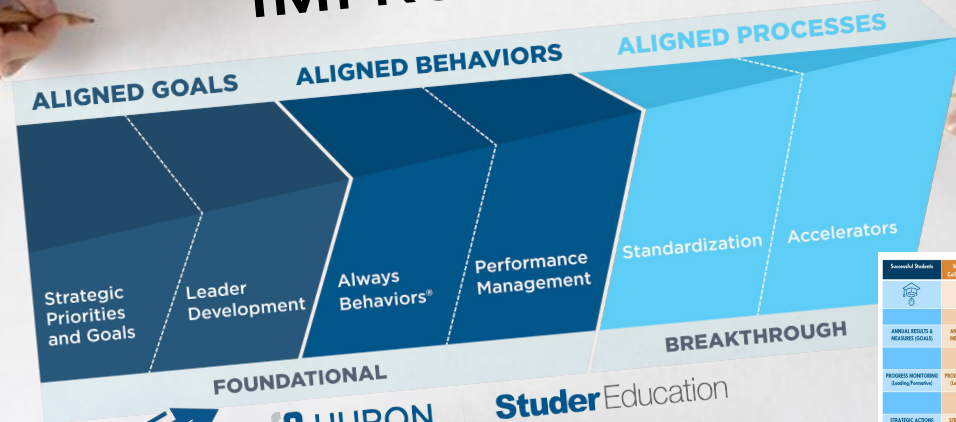
SAFETY &  
OPERATIONAL  
SERVICES



SUSTAINABLE  
ACCOUNTABLE  
FINANCES



# CYCLES OF IMPROVEMENT



Successful Students	Strong, Inclusive Culture/Community	Engaged Faculty and Community	Open-Data Systems & Practices	Scalable Process & Accountability
ANNUAL RESULTS & MEASURES (GOALS)	ANNUAL RESULTS & MEASURES (GOALS)	ANNUAL RESULTS & MEASURES (GOALS)	ANNUAL RESULTS & MEASURES (GOALS)	ANNUAL RESULTS & MEASURES (GOALS)
PROGRESS MONITORING (Leading/Enabling)	PROGRESS MONITORING (Leading/Enabling)	PROGRESS MONITORING (Leading/Enabling)	PROGRESS MONITORING (Leading/Enabling)	PROGRESS MONITORING (Leading/Enabling)
STRATEGIC ACTIONS	STRATEGIC ACTIONS	STRATEGIC ACTIONS	STRATEGIC ACTIONS	STRATEGIC ACTIONS

**HURON**

**Studer**Education

## Survey Rollout



# Pillars





# WHAT: Analyzing our strengths

- What do we do well that led to these results?
- What practices do we ALL do that make a difference?
- What do we do well that we want to keep doing?

# HOW: Analyzing our opportunities

- **Activity 1: If we were operating in such a way to achieve a 5, what would this would look like?**
- **Activity 2: How can we improve?**



# Goals...Actions...Results

Successful Students	Strong, Inclusive and Collaborative Culture	Strong, Inclusive and Collaborative Culture	Strong, Inclusive and Collaborative Culture	Engaged Families and Community	Up-to-Date Building and Facilities	Sustainable Finances and Accountability
Readiness Indicators	Employee Engagement	District Services	Student Engagement	Parent Engagement	Student Engagement	Employee Engagement
By the end of 21-22 school year, 85% of students will be proficient in all ELs	By Fall of 2022 the Estacada School District will score an overall mean score of 4.27 on the Employee Engagement Survey	By Fall of 2022 the Estacada School District will score an overall mean score of 4.49 on the District Service Survey	By Fall of 2022 the Estacada School District will score an overall mean score of 4.06 on the Student Engagement Survey	By Fall of 2022 the Estacada School District will score an overall mean score of 4.08 on the Parent Engagement Survey	By Fall of 2022 the Estacada School District will score an overall mean score of 3.97 on the 'my school is clean' question on the student engagement survey	By Fall of 2022 the Estacada School District will score an overall mean score of 4.08 in the Stude Employee Engagement Survey "The superintendent manages district finances appropriately" question
Strategic Action: Support department leaders in regularly tracking and monitoring data using dashboards, stoplight reports, and rounding for outcomes, and in the implementation of systems aligned to essential standards.	Strategic Action: Cascade communication to department leaders on expenditures and district decisions, in advance of decision/expenditure, to allow feedback, input, and impact.	Strategic Action: Maintain effective and efficient systems within department, to support leaders in data collection and analysis, in order to make informed decisions on day-to-day operations	Strategic Action: Support department leaders in the development of systems and actions to increase an awareness of positive interactions between students and their peers	Strategic Action: Support department/district leaders for safety, cleanliness, and building improvements	Strategic Action: Support department leaders in the implementation of systems, processes, and actions, aligned to clean schools/facilities	Strategic Action: Support department leaders in the development of a forecasting system for equipment, staffing, and supplies.
Progress Monitoring Measures: Rounding with Leaders; plus/delta; Dashboard	Progress Monitoring Measures: Rounding; Meeting Notes; Pulse Survey; Plus/Deltas	Progress Monitoring Measures: Rounding; Meeting Notes; Pulse Survey; Plus/Deltas	Progress Monitoring Measures: pulse surveys	Progress Monitoring Measures: Monthly ops videos, cleaning scores, focus groups	Progress Monitoring Measures: Pulse surveys, student focus groups, rounding	Progress Monitoring Measures: Forecasting systems; budget creation
Evidence: Successful Students Dashboard; EE Pulse Survey: 20% rated a 3 out of 5; 40% rated a 4 out of 5; 40% rated a 5 out of 5	Evidence: EE Pulse Survey: 80% rated a 4 out of 5; 20% rated a 5 out of 5; Monthly Huddle Meetings: District updates; turf project, north complex	Evidence: Services pulse survey results; as of 2/3/22, 7 out of 25 completed: 71.4% rated 4 out of 5; 26.6% rated 5 out of 5	Evidence: EE Pulse Survey: 20% rated a 3 out of 5; 40% rated a 4 out of 5; 40% rated a 5 out of 5; Student Forums, incentive programs (recognizing positive engagement with peers)	Evidence: EE Pulse Survey: 20% rated a 3 out of 5; 40% rated a 4 out of 5; 40% rated a 5 out of 5; Inside Estacada Schools: January 2022 174 views	Evidence: (EMS) 1/24 - (3.6) 140 students participated; Services pulse survey results; as of 2/3/22, 7 out of 25 completed: 42.9% rated 4 out of 5; 57.1% rated 5 out of 5; RME- My school is clean- 3.6; EHS-3.25, CRE: 3.71; Student Services: "my school is clean" on IEP meeting questionnaire: 62%-"5"; 24%-"4"; 14.3%-"3"	Evidence: Forecasting model- tech services 100% complete; nutrition services 100% complete; transportation 85% complete; Facilities: 0% complete
Adjustments	Adjustments	Adjustments:	Adjustments	Adjustments	Adjustments	Adjustments
	Progress Monitoring Measures	Progress Monitoring Measures	Progress Monitoring Measures	Progress Monitoring Measures	Progress Monitoring Measures	Progress Monitoring Measures
	Results	Results				
	Evidence	Evidence				
	Strategic Action: Consult with department leaders and direct reports to ensure the right product, service, and/or procedures are implemented.	Strategic Action: Maintain effective two-way communication with department leaders on district decisions, potential changes/upcoming decision, expenditures, etc.				
	Progress Monitoring Measures: Rounding; Meeting Notes; Pulse Survey; Plus/Deltas	Progress Monitoring Measures: Cascade Communication documents; OPS Capital Project Application (views); Pulse Survey, and Plus/Deltas				
	Evidence: Evidence: EE Pulse Survey: 20% rated a 3 out of 5; 40% rated a 4 out of 5; 40% rated a 5 out of 5; Truf Project (Facilities); Bus and Equipment purchased (Transportation); Equipment purchases and RFPs (Tech); Equipment purchases and capital projects (Nutrition Services)	Evidence: Services pulse survey results; as of 2/3/22, 7 out of 25 completed: 71.4% rated 4 out of 5; 26.6% rated 5 out of 5; Monthly Huddle Meetings: District updates; turf project, north complex				
	Adjustments	Adjustments				
	Progress Monitoring Measures					
	Results					
	Evidence					
	Strategic Action: Collaborative with department leaders to effectively and efficiently make decisions that affect their department					
	Progress Monitoring Measures: Rounding; Meeting Notes; Pulse Survey; Plus/Deltas					
	Evidence: EE Pulse Survey: 40% rated a 4 out of 5; 60% rated a 5 out of 5-Truf Project (Facilities); Safety and Systems (Transportation); Budgeting (Tech, Facilities, and Transportation)					
	Adjustments					

# EMPLOYEE ENGAGEMENT

● Mean Score



**HISTORICAL**  
*Mean Scores*





# EMPLOYEE ENGAGEMENT

BY DEPARTMENT/SCHOOL	F24	
<b>Estacada School District</b>	<b>4.26</b>	<b>+.22</b>
Estacada High School	4.20	+.24
Estacada Middle School	4.04	+.08
Clackamas River Elementary	4.05	+.40
River Mill Elementary	4.39	+.34
Transportation	4.37	+.26
Nutrition Services	4.21	+.31
Facilities/Maintenance	3.91	-.29

**DEPARTMENT**  
*Estacada Schools*



# THE PEOPLE

1 - Lindsey Fullenwider

2- Trevor Syring

3- Leah Riedel

4- James Wolfe

Willensky | Shields | Juker

ADAM ARMSTRONG  
ADAM (NO LAST NAME PROVIDED)  
ALAN FAWCETT  
ALLIE/ALLISON BITNER  
ALYSANNE BRESKO  
AMANDA SCHRIEVER  
ANDY MOTT  
ANDY SAVEDRA  
ANGEL RUTHERFURD  
ANMARIE HOHMAN  
ASHLIE CROMBIE  
BECCA SYLVIA  
BECKY VOGT  
BETTINA BOLES  
BRANDON CZEL  
BRANDON JARK  
BRENDA (NO LAST NAME PROVIDED)  
BRI JURY  
BRYAN SCOTT  
CARA DAVIDSON  
CECELIA PELAYO-FLORES  
CHERYL REESE/REECE  
CHERYL WAGNER  
CHRIS CARRIER  
CHRISTINA ANDERSON  
CHRISTINE BOATMAN  
CINDY (NO LAST NAME PROVIDED)  
DAN YOUNG  
DAVID SCHAEENMAN  
DEBBIE TUBBERGEN/TUBBERGAN  
DENISE PEMBERTON  
DILMA HARRINGTON  
ELISA GARDNER  
EMMA RAMIREZ  
ERIC BOVEE/BOUVE  
ERIN COLBY  
ERIN GARDENHIRE  
ERIN PELTON  
FAITH ROTROCK  
HADLEY HOKKANEN  
HANNAH GUPTON  
HANK (NO LAST NAME PROVIDED)  
HEIDI (NO LAST NAME PROVIDED)  
HILLARY TIDD  
IAN PRICE  
JACK CARROL  
JAMES WOLFE/WOLFF  
JASON HOBSON  
JEDIDAH J. (NO LAST NAME PROVIDED)  
JEFF MELMA  
JENNIFER/JEN BEHRMAN  
JESSIE MOTT  
JILL BENNETT  
JOANNE/JOANN MAKI  
JORDAN COLLINS  
JOSH GRAY  
JOSH PARTLOW  
JULIE FLORA  
KAREN GREENE  
KARI HULSEY  
KATE/KATIE DEAN  
KATIE GARRISON  
KATIE KRAUSE  
KATIE MARONEY  
KAYLA O'CONNOR  
KAYTRINA SCHLATTER  
KEITH KYLER  
KELLY HAYES  
KELLY JO BOHRER  
KELLY KUBALEK  
KELLY SUTTON  
KELSEY SIMONS  
KEVIN KIRCHHOFFER  
KIRCH (NO LAST NAME PROVIDED)  
KOLE (NO LAST NAME PROVIDED)  
KRISTA WALLACE  
KRISTINE (NO LAST NAME PROVIDED)  
KRISTOLE JUKER  
KRISTY CHESHIER

KYLE GILSTAD  
KYLE RIGGS  
KYLA PORTWOOD  
LACY NORVALD  
LAURA PEDRAZA-GOOING  
LAUREN HOLST  
LEAH RIEDEL  
LEANN RICH  
LETICIA GONZALEZ  
LEXIE FISCHER  
LINDSEY FULLENWIDER/FULLENWILDER  
LISA AKINS  
LORI DYSON  
LUCA VALEAN  
MAGGIE KELLY  
MANDY LITHERLAND  
MANNY MORALES  
MARIA (NO LAST NAME PROVIDED)  
MARK MONTOYA  
MARVEEN ADAMS  
MATT GUNDLACH  
MATT/MATTHEW WILENSKY  
MELISSA RANDALL  
MIKE FEIL  
MIKE WAER  
MYRANDA MCDONALD  
NATALIE THOMPSON  
NATHAN ALLEN  
NICK AKINS  
PAM WAHL/WHOL  
PAUL LOWE  
RACHEL ADDIS  
RACHEL SHOWERMAN  
RHONDA HARRIS  
RITA HILL  
ROBERT FRANKS  
ROSS (NO LAST NAME PROVIDED)  
RUTH ZOLLNER  
RYAN CARPENTER  
SAM LANZ  
SARA LAWSON  
SARAH FRUMKIN/FRUMPKIN  
SARAH SHIELDS  
SERENA WELLS  
STEPHANIE JOHNSON  
STEPHANIE PETERSON  
STEVEN CHRISTIANSEN/CHRISTIANSON  
SUSAN/SUSIE KRAFT  
TAMI BROTONOV  
TAMARA YEAGER  
TAYLOR GUENTHER  
TAYLOR KORST  
TONY (NO LAST NAME PROVIDED)  
TONYA STRIEFEL  
TRACY GAITHER  
TREVOR SYRING

139 people

"Highly engaged employees make the customer experience. Disengaged employees break it." -  
Timothy R. Clark





***“What will separate the winners and the losers in these times will be the ability to quickly execute the correct actions.”***

**— Quint Studer  
(*Straight A Leadership*, pg 5)**

# ESTACADA —SCHOOLS— *IMPACT STORIES*

1. CO-OWNERSHIP IN STRATEGIC PLAN BENCHMARKS
2. RESULTS ROLLOUTS & EMPLOYEE SATISFACTION
3. CO-OWNERSHIP IN STUDENT LEARNING OUTCOMES



SUCCESSFUL  
STUDENTS



PEOPLE &  
CULTURE



ENGAGED  
FAMILIES &  
COMMUNITY



SAFETY &  
OPERATIONAL  
SERVICES



SUSTAINABLE  
ACCOUNTABLE  
FINANCES





**CO-OWNERSHIP**

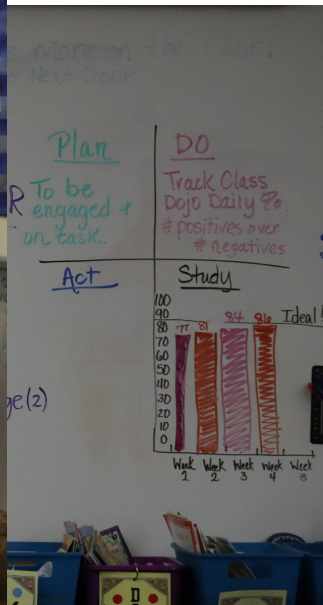


**EMPOWERED STUDENTS**



**CLEAR GOALS**

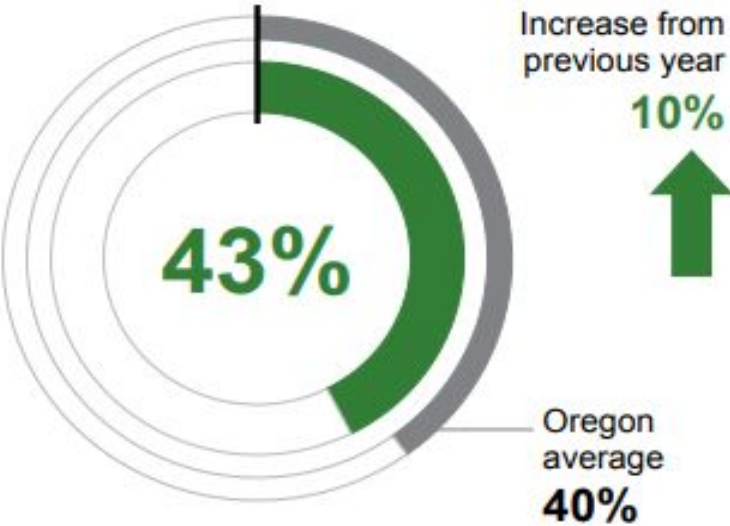
**MEASURING WHAT MATTERS**



Academic Success

Grade 3  
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.




Graduation Rates		
2017	54%	
2018	62%	
2019	66%	
2020	78%	+12 /+24
2021	87%	+9 /+34
2022	90%	+3/+36
2023	89%	
2024	92%	+3/+38

PARENT  
SATISFACTION







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

W. Edwards Deming



# ALIGNMENT



Strategic Plan

Goals

Scorecard

Process

LAP

Behavior

**LEADERSHIP**

TEAMS

Coaches

Goals

PLC

Process

Classroom  
Improvement

Behavior













# Conference Look Fors

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

## Conference Non-Negotiables

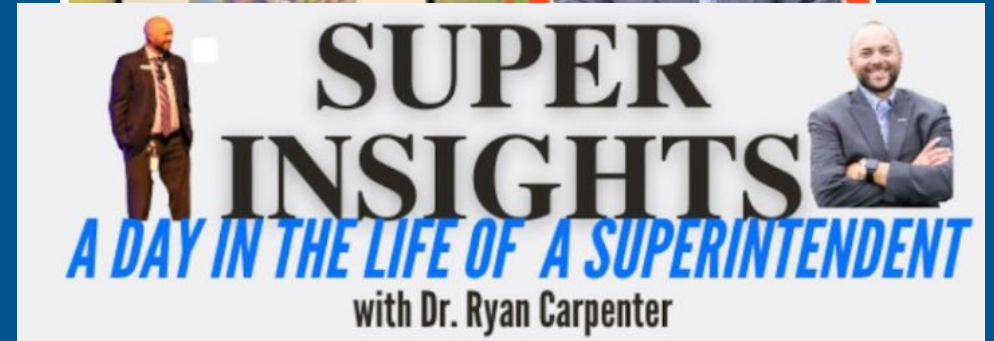
- 1.ASK QUESTIONS
- 2.TALK TO STUDENTS
- 3.HAVE FUN







ESTACADA  
—SCHOOLS—



# Agenda for Day 1

**Session # 1- PDSA and Plus/Delta- The What, So What, and Now What**

**Classroom Walkthrough #1**

**Networking Lunch, Poster Session, and Sponsors**

**Session #2- Goals and Visible Data- The What, So What, and Now What**

**Classroom Walkthrough #2**

**Connection Corner- Job-Alike Conversations and Networking**

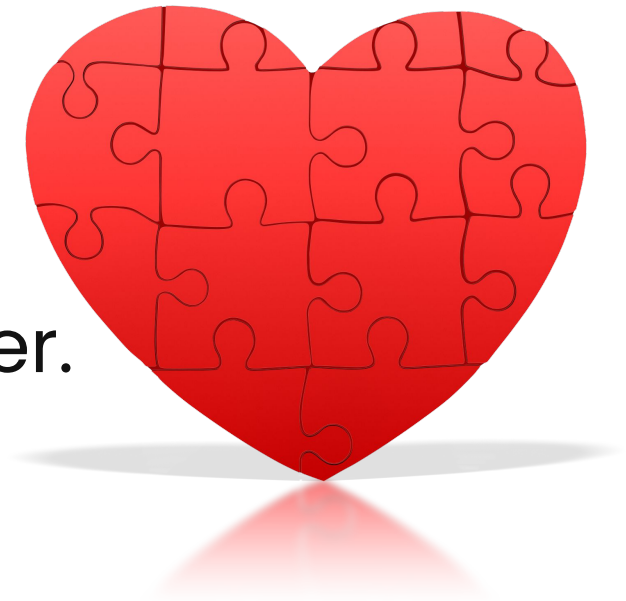
**Team Connection, Reflection, and Action**

**Reception at The Aerie at Eagle Landing**  
*10220 SE Causey Ave, Happy Valley, OR 97086*



# Logistics

1. Restrooms, breaks, charging station, P/D, Parking lot, and food.
2. Safety: lanyards, pictures/videos, staying with the group
3. We are observers not evaluators
4. Your resources for our two days together.
5. Thank you to our sponsors!



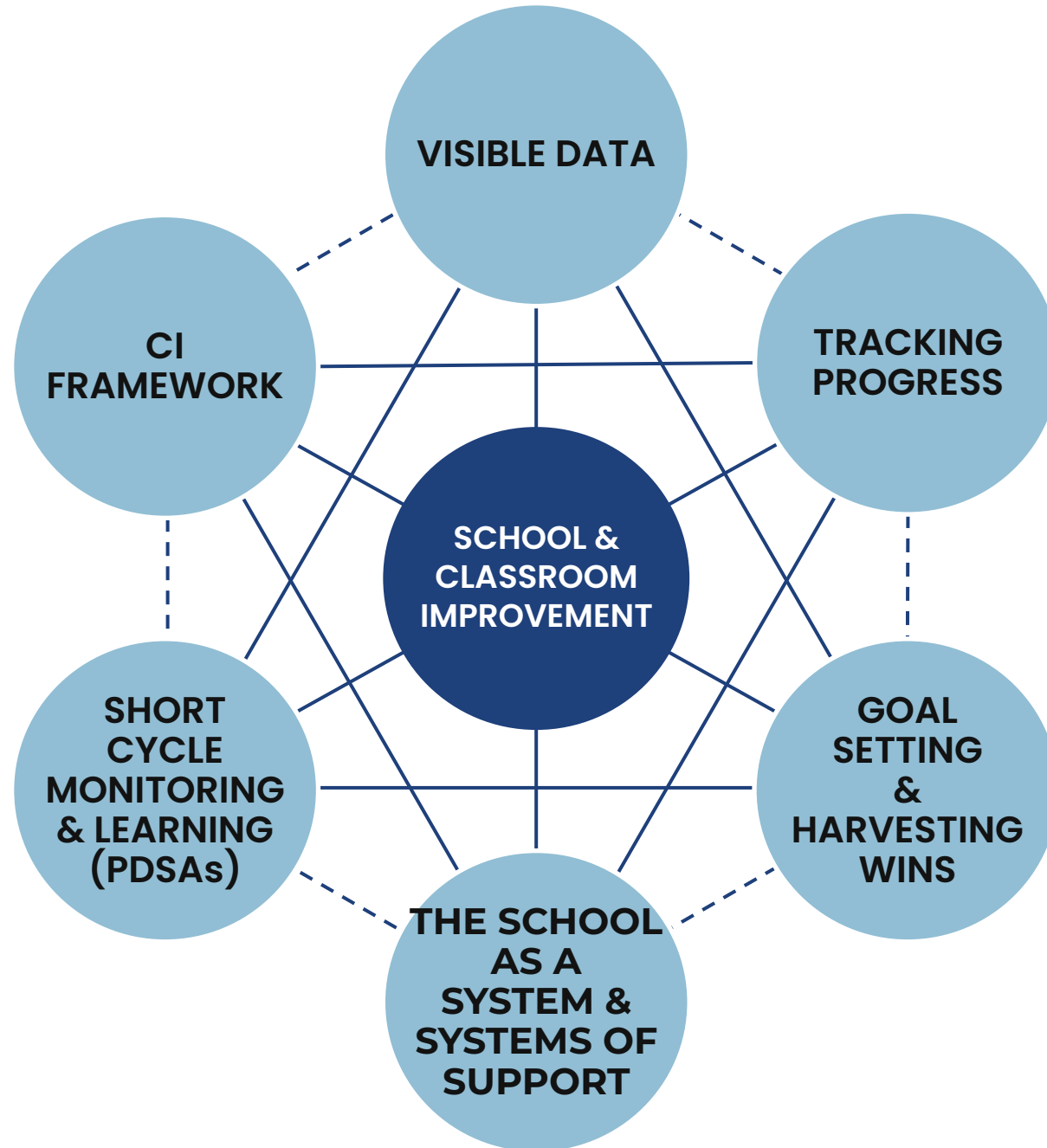




Break- 5 Minutes



**KEY COMPONENTS TO OBSERVE:  
SCHOOL & CLASSROOM IMPROVEMENT**





**Hi.  
My name is Kyle.  
Currently, I teach 3rd grade.**

---

We have 10 minutes together to improve the  
academic outcomes for all students in our  
communities.

# Improving Outcomes For Our Students

## Master Schedule

7:15 - 7:45	Prep			
7:45 - 8:00	Morning Meeting			
8:00 - 8:45	Math			
8:45 - 9:15	Math Tier 2			
9:15 - 9:45	Fly 5	Goal Setting	Fly 5	Library

## Mon. to Wed.

7:15 - 7:45	Prep			
7:45 - 8:00	Morning Meeting			
8:00 - 8:30	Fly 5	Goal Setting	Fly 5	
8:30 - 9:15	Math			
9:15 - 9:45	Math Tier 2			



# Empowerment & Urgency Drive Improvement

**Empowered**, even  
as a new  
employee, to see  
the system and  
test ideas to  
improve student  
outcomes.

Approach this  
work with **urgency**  
because our time  
to create  
impactful  
improvement is  
limited.

# DuFour Model PLC

**My learning as a new teacher, attending a PLC Summit conference and working with my team exposed a great opportunity to impact student learning outcomes.**

- 1) What is it we want our students to know?
- 2) How will we know if they learned it?
- 3) How will we respond if they don't learn it?
- 4) How will we respond if they already know it?



Would students' outcomes improve if within the district's PLC, 80% of all team time was spent on the use of data to impact in questions #3 and #4?

- 3) How will we **respond** if they don't learn it?
- 4) How will we **respond** if they already know it?

1. Scope & sequence what you want students to learn.
2. Embed elements of continuous improvement in the scope and sequence.
3. Use planning time for planning, use PLC time to improve student outcomes.



# **We are empowered to improve student outcomes with urgency.**

---

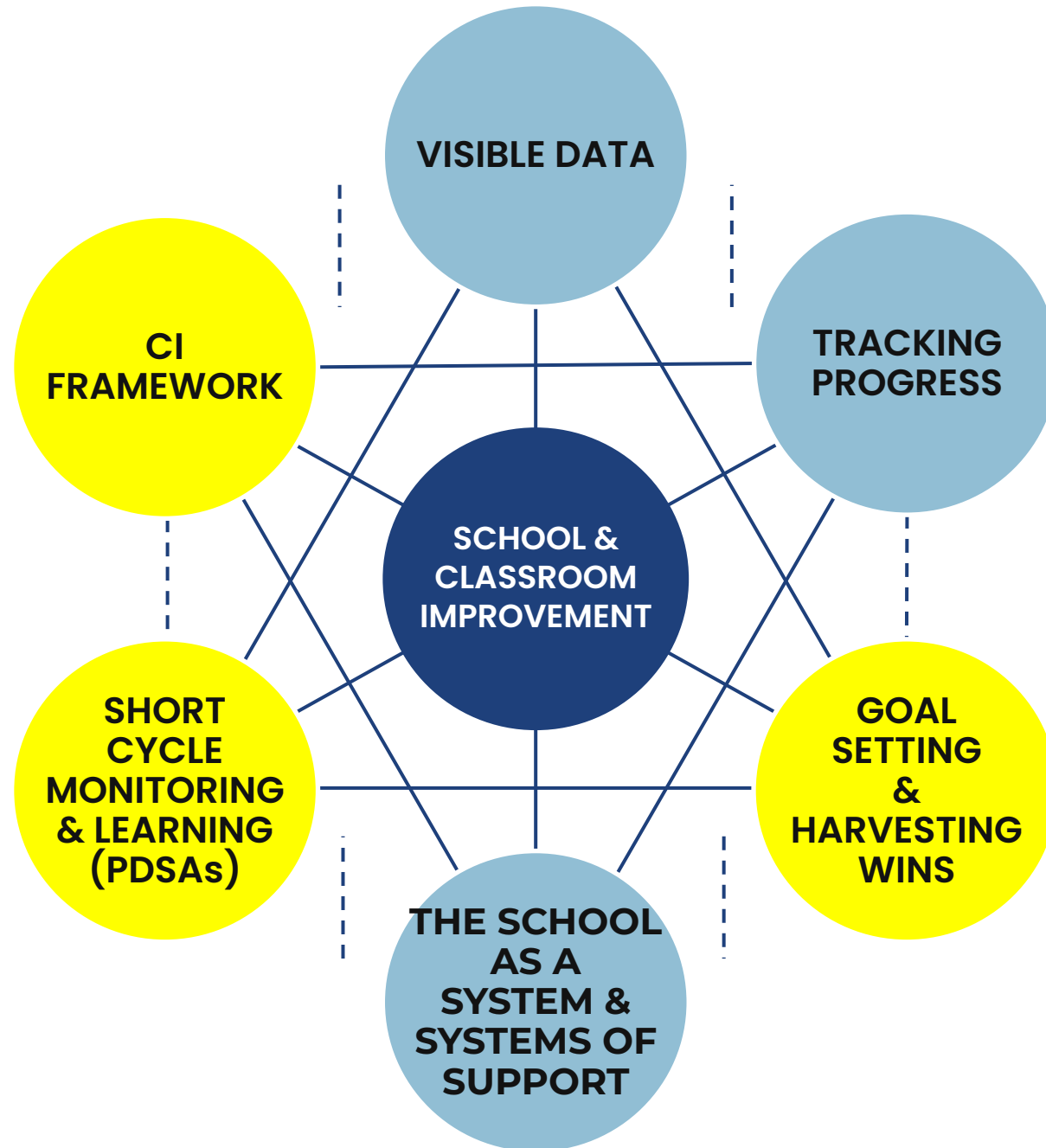
We had 10 minutes together to improve the academic outcomes for all students in our communities. How did we do?

# The Continuous Improvement Framework, PDSA, Plus Delta

Tools and Processes of Continuous Improvement



**KEY COMPONENTS TO OBSERVE:  
SCHOOL & CLASSROOM IMPROVEMENT**



# How Did We Get Started?

Just Try It!

“We’re on a journey of Continuous Improvement”

Time and ‘Permission’ to Fail

Shifting the Culture for Staff AND Students



# How Did We Get it into the Classroom?

Coaching Tool p. 15–16

Rounding p. 29

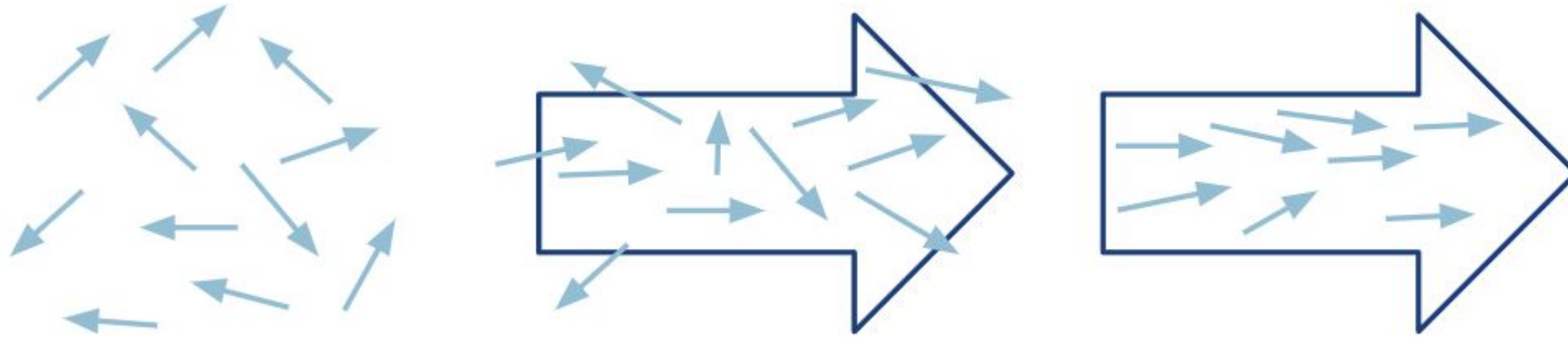
Instructional Framework p. 17

Coaches' Updates/Newsletters

Collaboration Walks

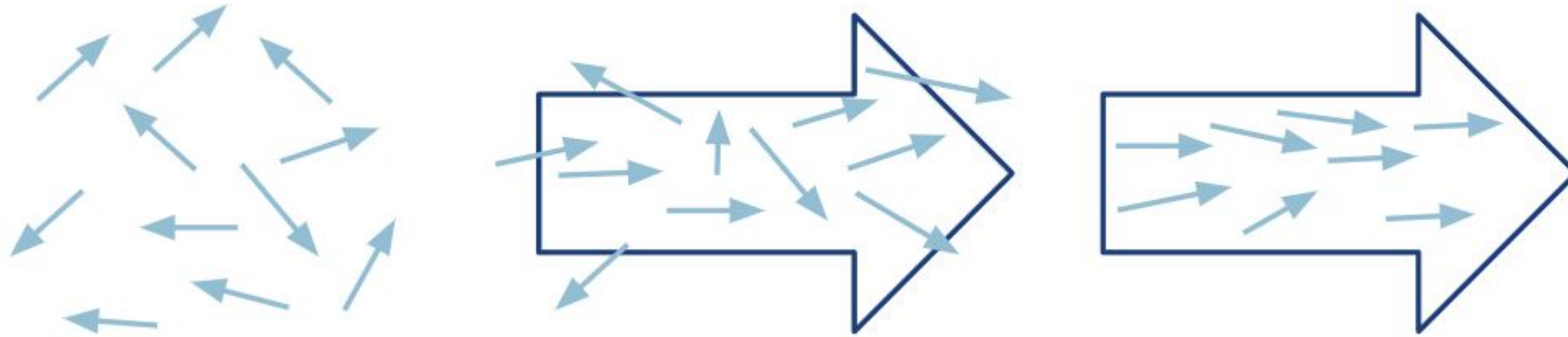
Monthly Walkthroughs

# Becoming Hardwired



- Start where you stand, but take a step forward
- Leaders go first and we are in it together
- Clear district expectations
- This is how we work
- Created a Playbook
- Learning Walkthroughs
- Coaching Cycles

# Becoming Hardwired

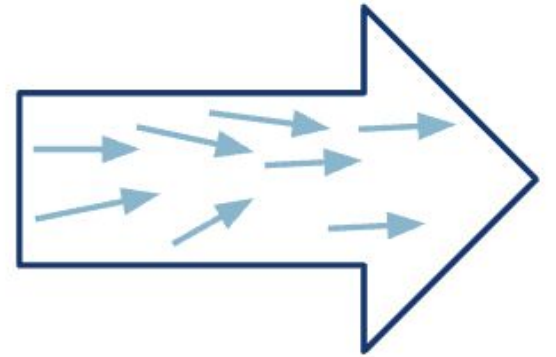


- Start where you stand, but take a step forward
- Leaders go first and we are in it together
- Clear district expectations
- This is how we work
- Created a Playbook
- Learning Walkthroughs
- Coaching Cycles



# The Benefits of a Hardwired System

- Clarity and culture
- Routines let us focus on teaching and learning
- Hardwired = Systematized, but not rigid
- The system is becoming self-sustaining



# Big Ideas of Professional Learning Organizations

## ALIGNED TO IMPROVEMENT WORK

1. A FOCUS ON AND A **COMMITMENT TO LEARNING**.
2. A **COLLABORATIVE CULTURE** WITH A FOCUS ON LEARNING FOR ALL.
3. **COLLECTIVE INQUIRY** INTO BEST PRACTICE AND CURRENT REALITY.
4. ACTION ORIENTATION: **LEARNING BY DOING**.
5. A **COMMITMENT TO CONTINUOUS IMPROVEMENT**.
6. **RESULTS ORIENTATION**.

What specifically are we trying to accomplish?

What change(s) might we introduce and why?

How will we know that a change is actually an improvement?



Make the work  
problem specific  
and user focused.

Seek input from the  
people closest to the  
work.



# PDSA is an intentional, disciplined and structured problem-solving method

- ✓ A process of think, do, learn and repeat to learn quickly
- ✓ Replicable for others, they can “see” your story

PDSA cycles help us  
***problem solve and reflect  
more frequently***  
so we can

- Pivot or Adjust
- Take Action
- Catch students before they fall
- Know progress is occurring

*Data helps us **know**  
**earlier and more frequently***

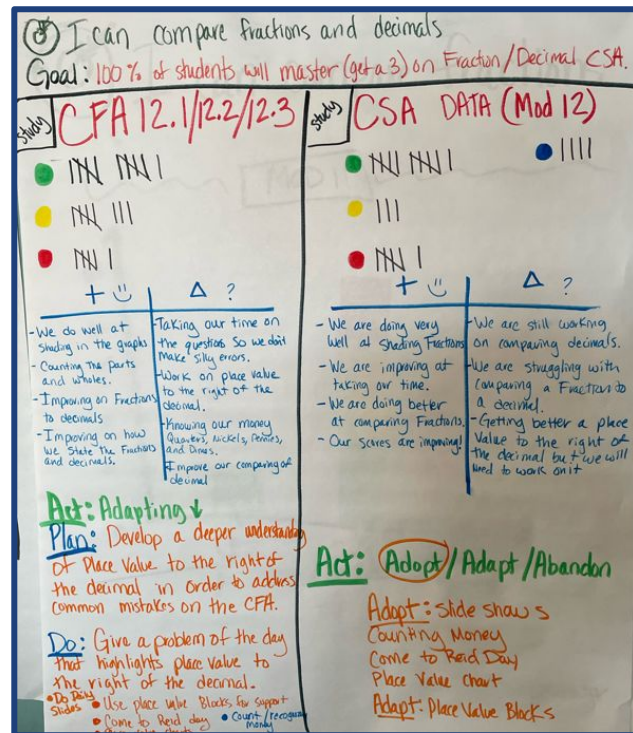
how we are doing compared to

Last year  
Last month  
Last week  
Yesterday





What's your problem?  
How do you know it is a problem?  
What change will you make and why?  
What do you predict will happen?



## Plan

**Standard or skill**  
**How you will measure or know you met it**

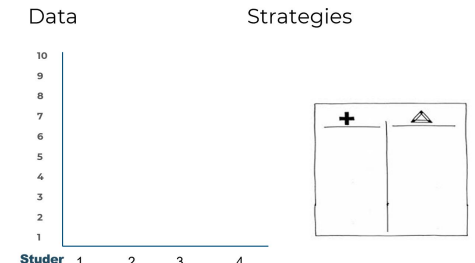
## Do

**Specifically what you will try**  
**Teacher will**  
**Student will**

## Act



**What action will you take as a result of what you learned?**  
**Adopt, Adapt, Abandon**

## Study



# Keep doing

# Change


	
<ul style="list-style-type: none"><li>• What specific strategy helped you learn?</li><li>• What should we keep doing?</li><li>• What helped you be successful?</li><li>• What parts are you feeling confident about?</li></ul>	<ul style="list-style-type: none"><li>• Where did you get stuck?</li><li>• What didn't work for your learning?</li><li>• What is a new strategy we can try?</li><li>• What was challenging? Why was it challenging?</li></ul>

# PDSA is an intentional, disciplined and structured problem-solving method


- ✓ **How are you currently intentional and/or disciplined in problem solving?**
- ✓ **How can you be *more* intentional and/or disciplined in problem solving?**



# Examples of PDSA and Plus Delta



**ESTACADA SCHOOLS**



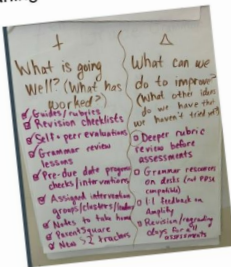
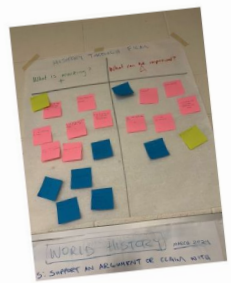
## Plus/Delta


**Feedback Improvement Tool**

**Why:** The Plus/Delta approach encourages students to reflect on what is working well and what needs improvement, fostering engagement and giving them a voice in the process of continuous improvement.


**How:** Allow students time to reflect before sharing their thoughts aloud or with a partner. Options include using sticky notes, written responses, or electronic tools for capturing their ideas, whatever works best for your students.

**When:** This strategy can be applied during the PDSA cycle to evaluate progress and identify areas for support or used at any time to collect meaningful feedback.



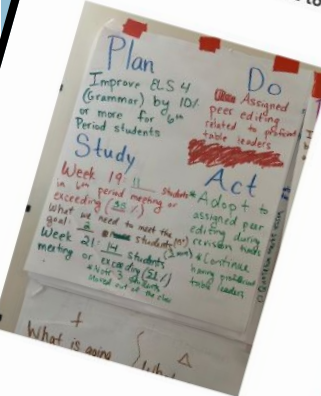
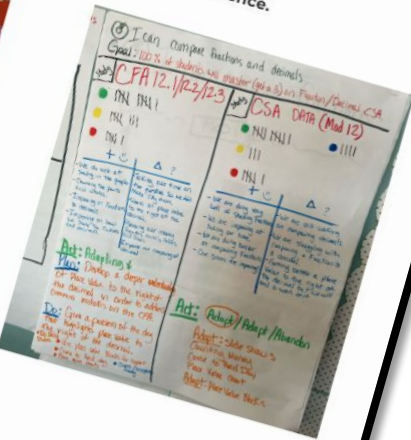
**ESTACADA SCHOOLS**



## PDSA

### ACT: WHAT ACTIONS WILL WE TAKE

- ☐ What will we do next, based on what we learned?
- ☐ Think adopt, adapt, abandon
- ☐ Be prepared to back the decision with evidence.

Pages 20- 24

# Instructional Framework–Bringing it all together

<b>District Strategic Goals</b>	<b>Check Points</b>	<b>Year Long Goal- 100% of students will be proficient in 80% or more of their ELSs. Action Plan: Improve the distance from the standard and increase the number of students at proficiency</b>															
<b>School Goals</b>	<b>Timeline</b>	<b>Q. 1- Beginning Of Year-Fall Conferences</b>									<b>Q. 2 Fall Conferences to End Of</b>						
<b>PLC Goals</b>	<b>Standards</b>	<b>Standard</b>		<b>Standard</b>		<b>Standard</b>		<b>Standard</b>		<b>Standard</b>		<b>Standard</b>		<b>Standard</b>		<b>Standard</b>	
<b>Classroom Goals</b>	<b>Pre- Starts PDSA</b>	<b>Pre</b>		<b>Pre</b>		<b>Pre</b>		<b>Pre</b>		<b>Pre</b>		<b>Pre</b>		<b>Pre</b>		<b>Pre</b>	
<b>Student Goals</b>	<b>CFA- Every Two Weeks</b>	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√	Mid√
<b>Student Goals</b>	<b>1-3 Days- Check for understanding</b>	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ	√ + Δ
<b>Classroom Goals</b>	<b>Post (CSA)-Plus/Delta</b>	<b>Post</b>		<b>Post</b>		<b>Post</b>		<b>Post</b>		<b>Post</b>		<b>Post</b>		<b>Post</b>		<b>Post</b>	



District Strategic Goals		Check Points		Action Plan: Improve the Standards			Action Plan: Improve the Standards			Action Plan: Improve the Standards			Action Plan: Improve the Standards			Action Plan: Improve the Standards			Action Plan: Improve the Standards			Action Plan: Improve the Standards		
School Goals		Timeline		Q. 1- Beginning Of Year-Fall Conferences			Q. 2 Fall Conferences to End Of Semester 1			Q. 3 Beginning Of Semester 1-Spring Conferences			Q. 4-Spring Conferences to End Of Year			Q. 4-Spring Conferences to End Of Year			Q. 4-Spring Conferences to End Of Year			Q. 4-Spring Conferences to End Of Year		
PLC Goals		Standards		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
Classroom Goals		Pre- Starts PDSA		Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre	Pre
Student Goals		CFA- Every Two Weeks		Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy	Midy
Student Goals		1-3 Days- Check for understanding		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Classroom Goals		Post (CSA) Plus/Delta		Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post	Post

Pre-Assessment at start of each ELS	Regular/Daily Checks for Understanding	CFA Every Two Weeks	CSA/Post-Assessment
<p>1. PLC team develops a common pre-assessment, utilizing the adopted curriculum, given at the start of each ELS that addresses any needed prerequisite skills/previous knowledge and all the ELS's learning targets that will be addressed in the standard. Pre-test is not the same as the post-test but the same level of rigor.</p> <p>2. Ensure alignment with the ELS rubric – share the rubric with students and parents. Students participate in the use of a rubric to score pre-assessment. Give exemplar examples.</p> <p><i>Pre-test data is NOT entered into PowerSchool</i></p> <p>3. PLC enters student scores into the PLC data analysis form. PLC uses student scores to develop ELS goal and to start a Longer-Term PDSA cycle (complete plan and do). Teachers use information to drive instruction and for REID day invites.</p> <p>4. The class collectively develops class goal related to pre-assessment data. The goal is posted in the classroom along with a visible data chart. The class also creates a PDSA based on class data (complete plan and do). PDSA is posted in the classroom.</p> <p>5. Students enter pre-assessment score onto the data chart in their learning portfolio for that ELS. Teacher leads class in writing individual student growth goal (focused on improvement of assessment score, related to class PDSA), goal recorded on student data chart.</p>			<p>1. Common Summative Assessment (CSA) created by PLC teams utilizing the adopted curriculum. Covers the whole standard- all the learning targets- like the pre-test. It is aligned with the rubric used in pre-test.</p> <p>2. CSA is entered into PowerSchool as Essential (green) and is counted in the grade.</p> <p>3. Teacher reviews assessment with students – opportunity to collaborate and learn from mistakes together.</p> <p>4. Teacher adds CSA score to the class visible data chart, adds student data to the Study section of class PDSA, leads the class through a Plus/Delta, completes or continues PDSA based on student feedback (which strategies to adopt, adapt or abandon)</p> <p>5. Students enter CSA data into student data chart in their learning portfolio – analyze if they met their individual goal, and what their next best move is.</p> <p>6. Teacher rounds with students on meeting goals and determining next steps</p> <p>7. PLC enters CSA scores into PLC data analysis form, updates current PDSA, determines the reteaching or spiraling that is needed based on results, addresses 4 PLC questions.</p>

## Actions:

- Rounding protocol
- Rounding google form
- Dedicated practice time
- Teacher model

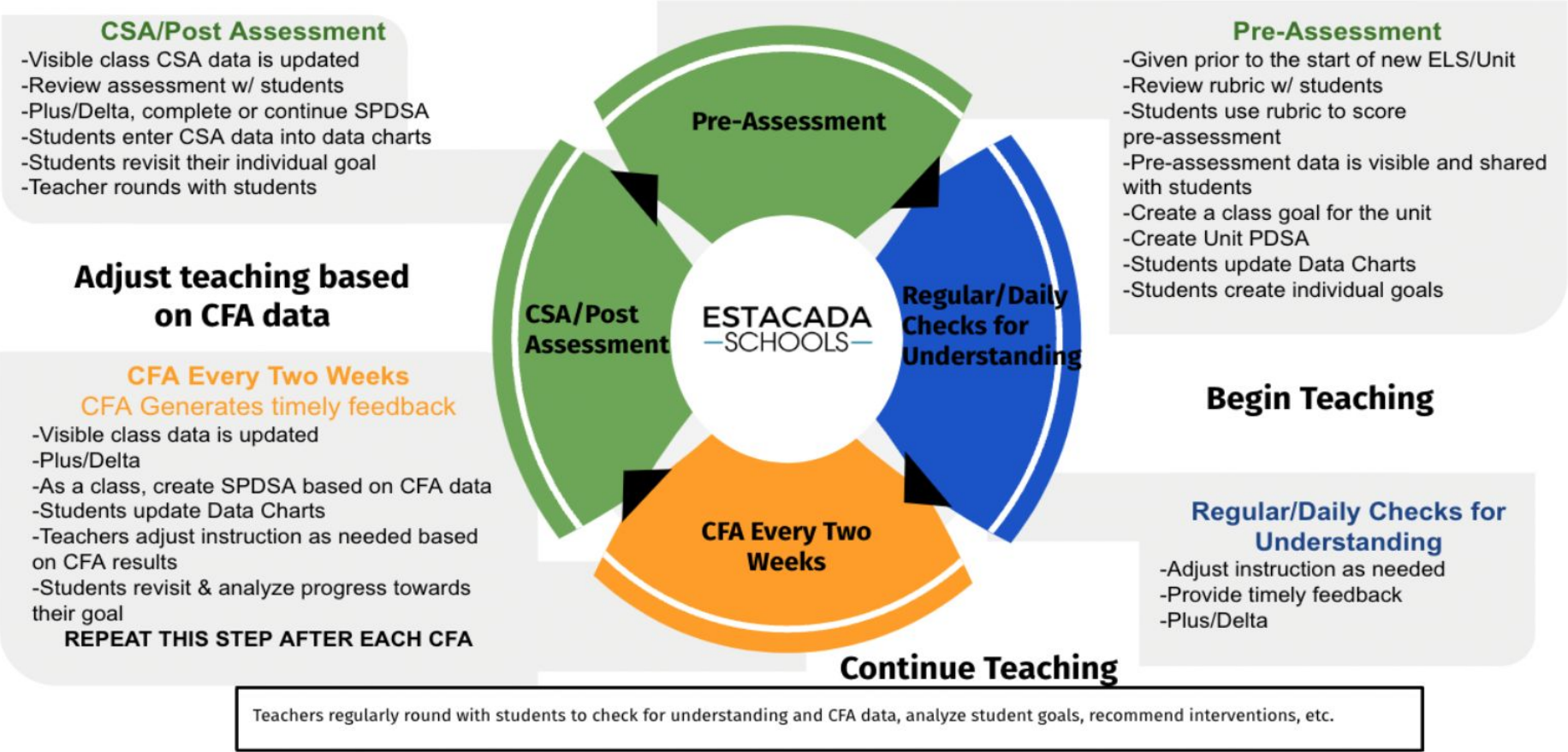
100% of teachers have tried rounding!



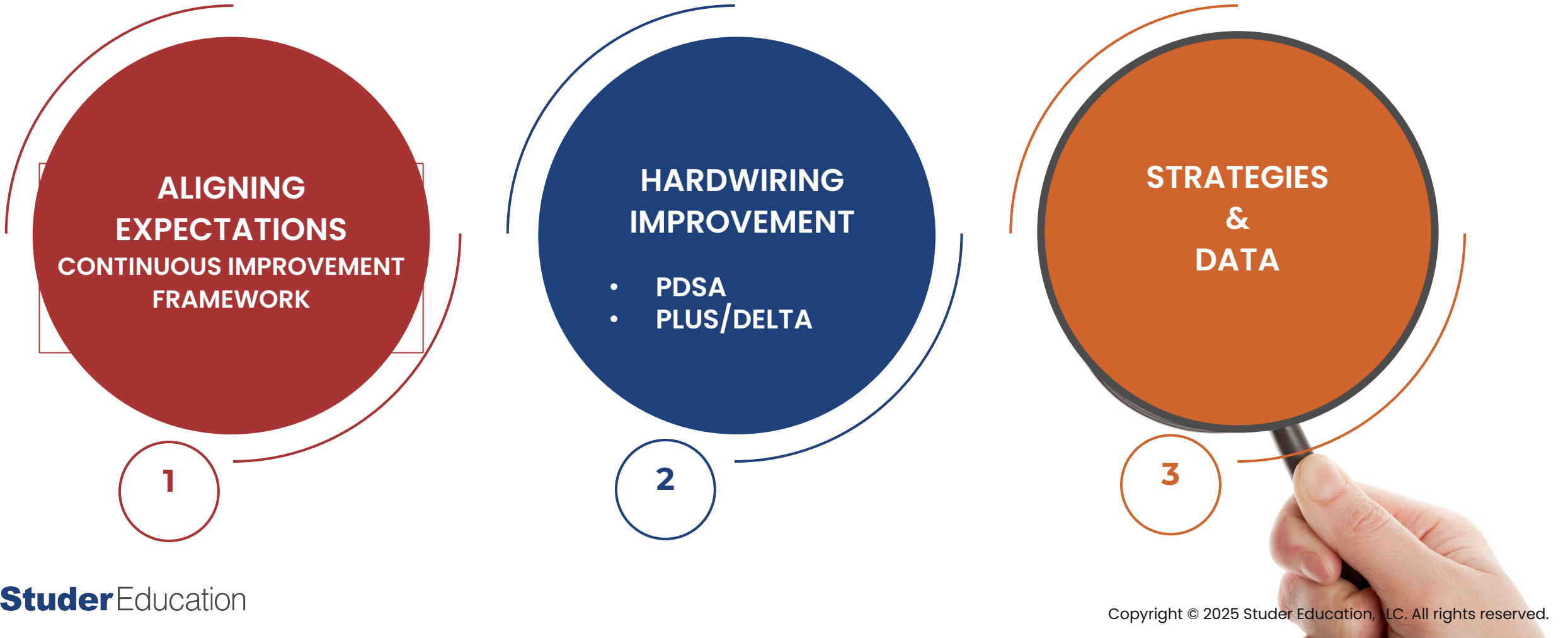
# Instructional Framework

## Instructional Framework Assessment Cycle with Embedded Continuous Improvement Strategies

(This graphic highlights key aspects of the the Instructional Framework as related to classroom practices)



# What you can expect to see during your observation:



# What?

95% of problems are systems problems.

Changing mindsets and developing skill sets takes work.  
Listening and using the voices of those closest to learning matters.

Using specific tools to collect feedback  $+\Delta$  and problem solve  
**PDSA** is how we are working now.



# So What?

## Just starting

- Listen to the language
- Notice students & teachers
- Gap
- Where you are → Next Step

## Expert

- Focus on cause
- Listen for predictions
- Notice the system
- An area of refinement

# Walkthrough #1

Theme: PDSA and Plus/Deltas  
in the classroom K-12

Estacada High School  
and  
River Mill Elementary

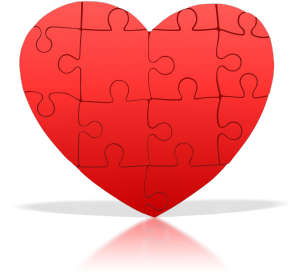
**Stars**–Start at RME

**Triangles**– Start at EHS

\*Bring your Spiral (Page 40)  
You can leave your things in the  
gym it will be supervised.



# Networking Lunch-12:00-12:45



Enjoy your lunch and during this time please:

1. Eat!
2. Visit the Poster Session in Little Gym
3. Meet our sponsors
4. Network and learn from others
5. Add a  to the wall with your “why”



What's next?

Session #2

Looking at goals  
and visible data.

In the next 5 minutes:  
turn to page 41 for  
reflection on this  
morning.



# The Power of Rounding

Taylor Korst - Student Success TOSA

# The Why & How of Rounding

- ***Definition:** Connecting with students in authentic, informal ways to build relationships and make a lasting impact on their experience at school*
- *John Hattie Effect Size: 0.62 - Teacher Student Relationships*
- *Maslow - Hierarchy of Need - Belonging*
  - *John Hattie Effect Size 0.46*



## Rounding

Why: This tool is a powerful way to engage meaningfully with students, fostering collaboration and ensuring their voices are heard in the process.

How: Connect one-on-one or in small groups for a short amount of time to go through the rounding questions and gather the feedback.

What questions do I ask?

1. Warm Open/ Make a personal connection
2. What is going well?
3. What roadblocks or barriers are you experiencing?
4. Do you need any resources to be successful?
5. Is there anyone who has been especially helpful to you?

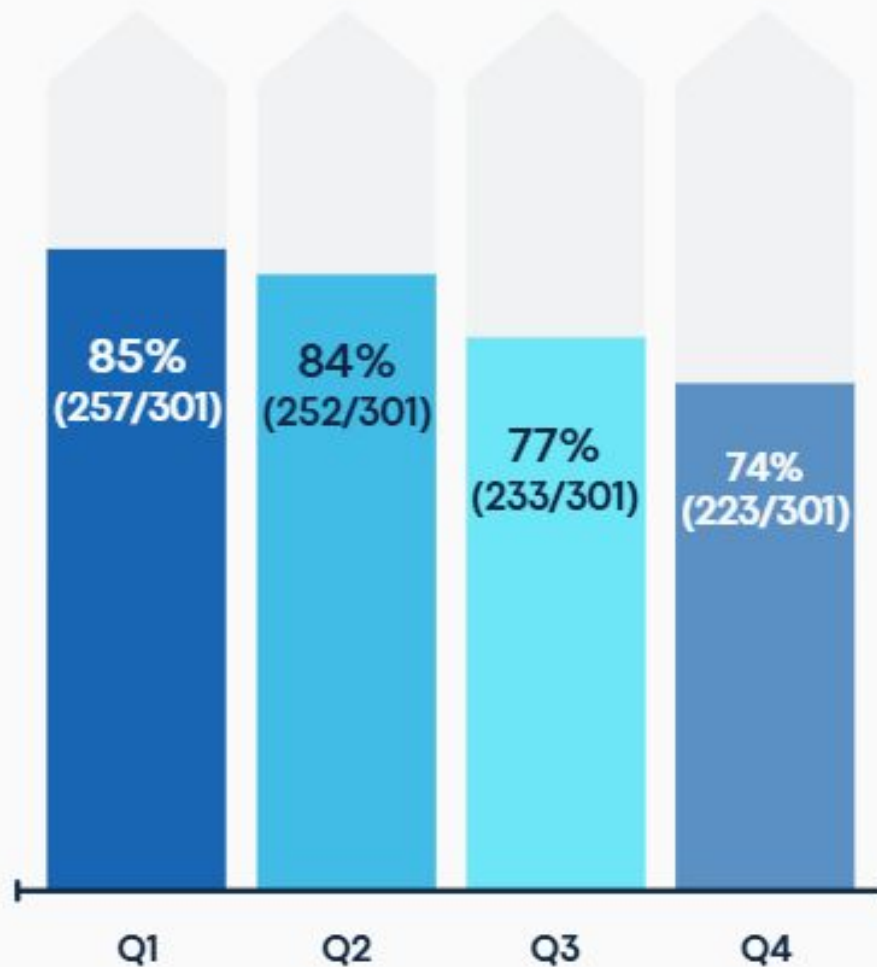
These questions can be adapted to align with specific topics, standards, skills, or goals students focus on during the rounding process.



# Puppy Dog Story



## Student Rounding Survey Estacada Middle School



**Q1**

Rounding with my teachers helps create a plan/goal to work towards.

**Q2**

Rounding with my teachers shows me that my teachers care for me.

**Q3**

Rounding with my teachers help me improve at school.

**Q4**

Rounding with my teachers is helpful.

# Words from our students

I would like to shout out Mr. Frunk, I think the effort he puts into the rounding should be celebrated and its appreciated that he cares

Ms. Decoito ella me a ayudado mucho en tareas oh trabajos que no entiendo

Mrs M Warren she has been super helpful throughout the year and always pushes me to do my best.

miss johnson because she was doing a little bit of that in my math class and it really helped me know what i was missing and need to work on.

I want my teacher to know that rounding is helping with my work completion

Ms. Sutton always pushes you and she will make extra time for you to get your grades up. Even if she doesn't understand the E.L.S. she will still try to help. She doesn't just help me but others too.

I would like to shout out Ms.Williams for being very nice and encouraging everyone and being a great teacher.

Shoutout for Ms. Hofmann for being a good teacher, and always trying her best to establish good relations with the class, and helping us to get back on track.

jimmy buckets, and mc korst my fav everrr





# Contact Information

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

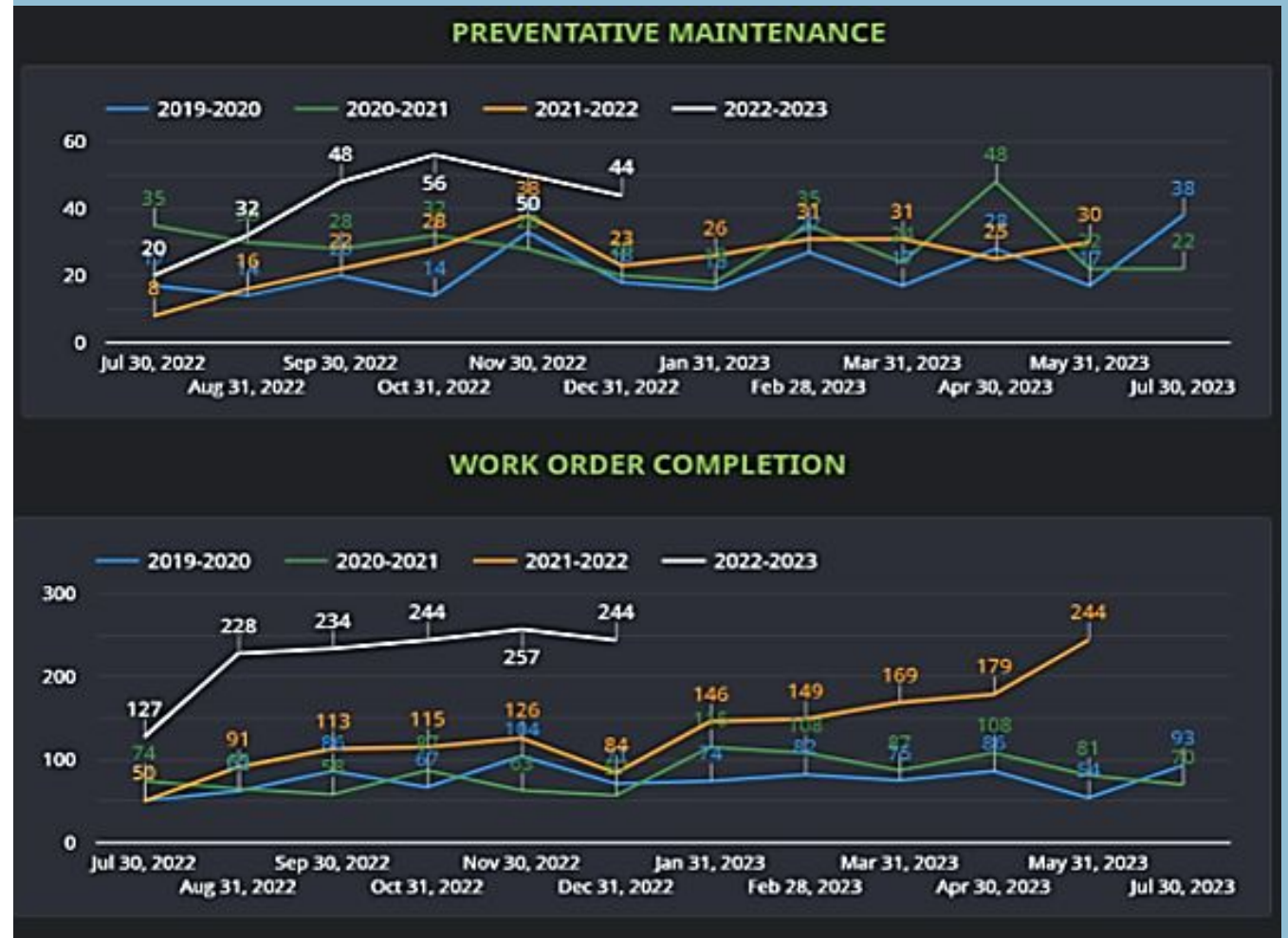


# VISIBLE DATA & GOAL SETTING

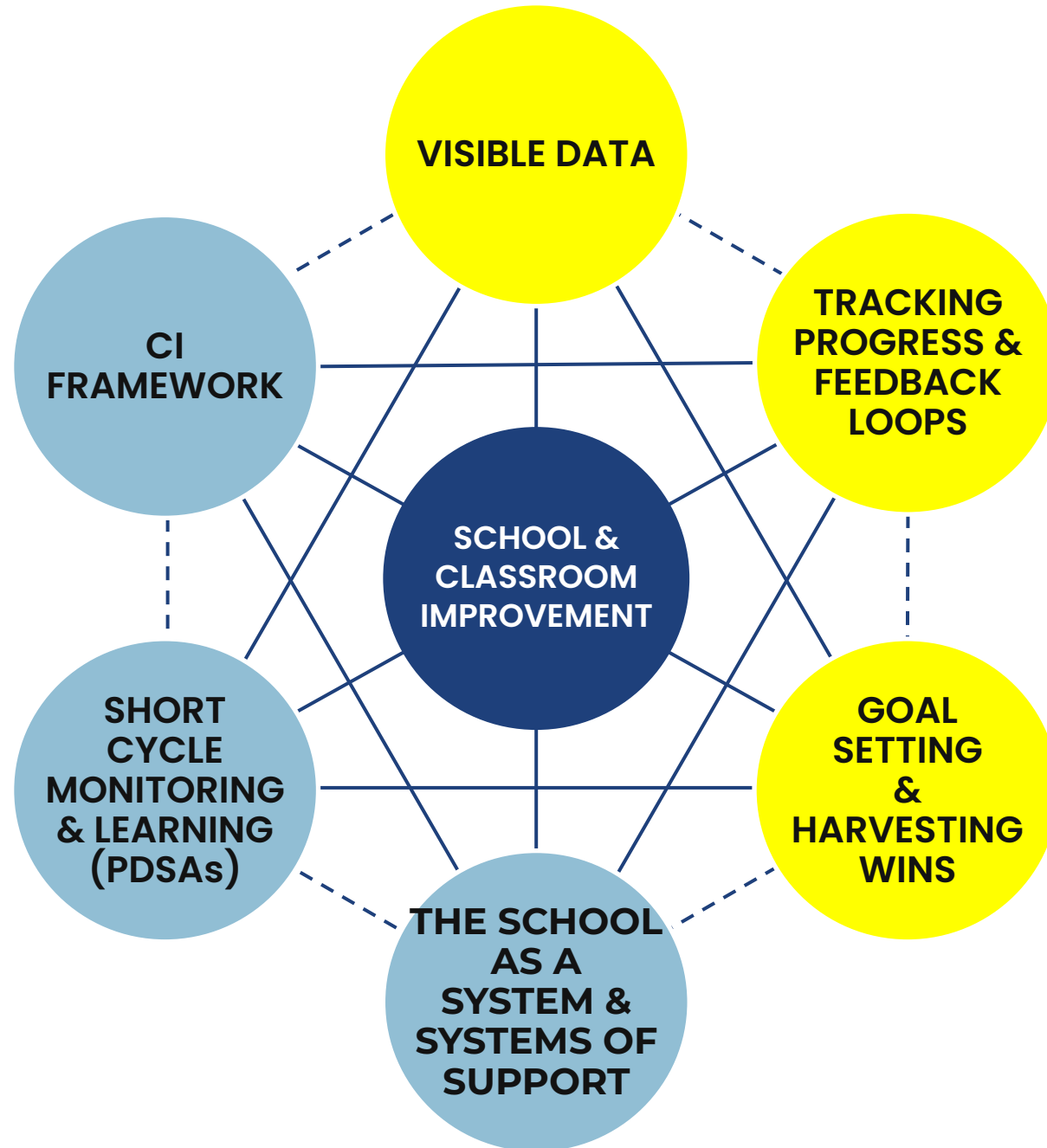


**“Without data  
you’re just  
another person  
with an opinion.”**

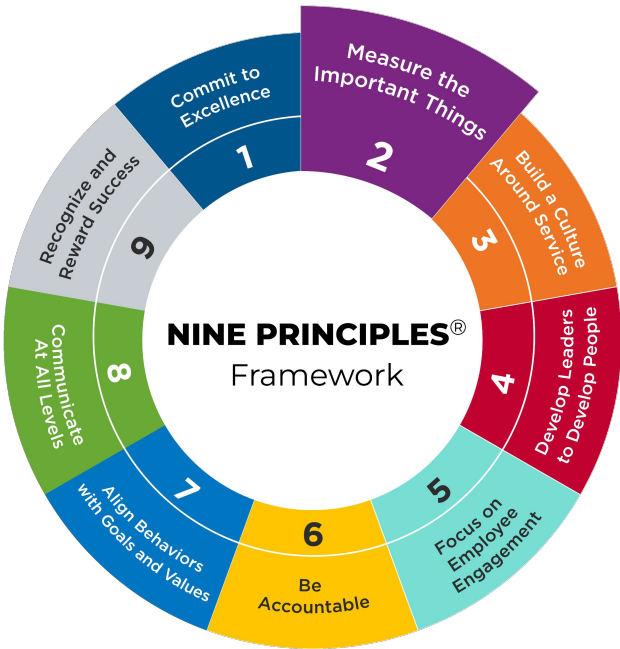
W. EDWARDS DEMING



**KEY COMPONENTS TO OBSERVE:  
SCHOOL & CLASSROOM IMPROVEMENT**



STRATEGIC PLAN PILLAR FOUNDATION	Aligned MEASURE	<u>2024 STRATEGIC GOALS</u>
SUCCESSFUL STUDENTS	<i>Readiness Indicators Dashboard*</i>	<u>100%</u> of students will demonstrate proficiency in the readiness standards**



# OUR LEADING MEASURES (Readiness Indicators)

- ESSENTIAL LEARNING STANDARDS PERFORMANCE (GRADUATION READINESS)
  - COMMON FORMATIVE PERFORMANCE (CFAs)
  - COMMON SUMMATIVE PERFORMANCE (CSAs)
- ATTENDANCE
- ESSENTIAL WORK COMPLETIONS



# DATA SYSTEM MAP: CASCADING & ROLLING UP COMMUNICATION FOR PROGRESS MONITORING

	DISTRICT SR. LEADERSHIP TEAM	SCHOOL LEADERSHIP TEAM	PLCs	CLASSROOM
READINESS INDICATORS	<ul style="list-style-type: none"><li>• ESSENTIAL LEARNING STANDARDS PERFORMANCE (GRADUATION READINESS)</li><li>• ATTENDANCE</li><li>• BEHAVIOR</li><li>• ESSENTIAL WORK COMPLETIONS</li></ul>	<ul style="list-style-type: none"><li>• ESSENTIAL LEARNING STANDARDS PERFORMANCE</li><li>• ATTENDANCE</li><li>• BEHAVIOR</li><li>• ESSENTIAL WORK COMPLETIONS</li></ul>	<ul style="list-style-type: none"><li>• GRADE LEVEL ESSENTIAL LEARNING STANDARDS PERFORMANCE</li><li>• GRADE LEVEL ESSENTIAL WORK COMPLETIONS</li><li>• ATTENDANCE</li><li>• COMMON FORMATIVES / COMMON SUMMATIVES</li><li>• PRE- &amp; POST DATA</li><li>• STUDENT / PARENT SURVEYS</li></ul>	<ul style="list-style-type: none"><li>• CLASSROOM ESSENTIAL LEARNING STANDARDS PERFORMANCE</li><li>• CLASSROOM ESSENTIAL WORK COMPLETION</li><li>• ATTENDANCE</li><li>• COMMON FORMATIVES / COMMON SUMMATIVES</li><li>• PRE- &amp; POST DATA</li><li>• STUDENT / PARENT SURVEYS</li></ul>
FOCUS	<p>Identify <b>district trends</b> that impact the system early enough to act / intervene.</p> <p>Examine the <b>interdependence of data across the pillars that affect the system as a whole</b>. Determine if appropriate resources have been deployed to support people &amp; systems.</p>	<p>Identify <b>school trends</b> that impact the system early enough to act / intervene.</p> <p>Examine the <b>interdependence of data the readiness indicators to differentiate between academic and non-academic solutions</b> and deploy targeted resources.</p>	<p>Identify <b>grade level trends</b> that impact the system early enough to act / intervene.</p> <p><b>Drill down to see the “faces behind the numbers” and groups with similar barriers to differentiate between academic and non-academic supports.</b> Make progress visible.</p>	<p><b>Differentiate approaches for group and individual student’s success through academic and non-academic support.</b></p> <p>Support and cultivate student agency and engage students as collaborative learners &amp; owners of their own learning.</p>

# WHY MAKE DATA VISIBLE?



**Improves  
Decision-Making:**



**Enhances  
Collaboration**



**Helps us harvest  
wins & identify  
areas where  
improvement is  
needed**



**Makes Data Easier  
to Understand  
and  
Use Across Users**



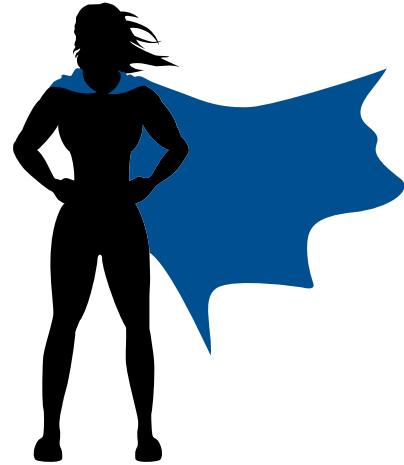
**Helps Us See the  
Impact of Change**

# AGENCY

confidence +  
intention +  
choice +  
action +

---

= agency



Making data visible and  
huddling around data is a  
window into what “impacts”  
success.



**“HOPE IS A PROCESS MADE UP OF A TRILOGY  
OF GOALS, PATHWAYS, AND AGENCY.”**



- 1. SETTING REALISTIC GOALS**
- 2. PATHWAYS TO THOSE GOALS**
- 3. BELIEF THAT YOU CAN**

**H O P E**



Source: C.R. Snyder

*Hope as part of resiliency*

# ACTIVATING AGENCY:

- Which strengths can I use to achieve my goal?
- Which aspects of my current situation work to my advantage?
- When was I successful in similar situations in the past and why?



# H O P E



# DATA HELPS US KNOW HOW TO MAKE BETTER DECISIONS ABOUT WHERE TO GO NEXT □





# WHY MAKE DATA VISIBLE?

District Strategic Goals	Check Points	Year Long Goal- 100% of students will be proficient in 80% or more of their EL5s. Action Plan: Improve the distance from the standard and increase the number of students at proficiency																																			
School Goals	Timeline	Q. 1- Beginning Of Year-Fall Conferences									Q. 2 Fall Conferences to End Of Semester 1									Q. 3 Beginning Of Semester 1-Spring Conferences									Q. 4-Spring Conferences to End Of Year								
PLC Goals	Standards	Standard			Standard			Standard			Standard			Standard			Standard			Standard			Standard			Standard			Standard			Standard			Standard		
Classroom Goals	Pre- Starts PDSA	Pre			Pre			Pre			Pre			Pre			Pre			Pre			Pre			Pre			Pre			Pre			Pre		
Student Goals	CFA- Every Two Weeks	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓	Mid ✓
Student Goals	1-3 Days- Check for understanding	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ	✓ + Δ
Classroom Goals	Post (CSA)-Plus/Delta	Post			Post			Post			Post			Post			Post			Post			Post			Post			Post			Post			Post		

## Learning Portfolio - Student Data Chart

Grade:  
Standard:  
Date/Timeline:

1 = Not Yet, I need to learn this (red) 2 = I still have some to learn, but I'm getting there (yellow) 3 = I got this (green) 4 = I have mastered this (blue)

	Learning Target	Pre-Assessment	CFA-Checkpoint	CFA-Checkpoint	CFA-Checkpoint	I am ready	CSA-Post Assessment
1							
2							
3							
4							
5							
6							

# Learning Portfolio- Student Data Chart:

Standard: ELS 1

Date/Time 9/3, 10/17

	<u>Learning Target</u>	<u>Pre-Assessment</u>	<u>CFA Checkpoint</u>	<u>CFA Checkpoint</u>	<u>CFA Checkpoint</u>	<u>I am ready</u>	<u>CSA-Post Assessment</u>
1.	LT 1A 1-2	2	m			Come in on friday to retake the test.	3 9/24 Done with LT 1A
2.	LT 1C 1-4	2	2				2 9/24 Retake my test 2  2nd assessment: 2
3.	LT 1B 1-3	2	3 10/09				2 10/09 retake and finish assignments
4.	LT 1D	1	4 10/30				2 10/30 Come to reid days and retake my assignments to get a passing score.
5.							
6.							

Student Goals to meet the Standards: My goal is to be proficient in math this year and earn 3s.  
Rounding number 1 (9/25)

Strategies to get there: Do the paper assignment and online assignment for 1.2 and retake my assignment

I am ready to take the assessment because though i struggle with remembering what we learned i think i will get it by tuesday.

LT 1B- Retake the test, do my Homework to retake.  
LT 1C: Retake the test and pass all my assignments that are missing.

# STILL LEARNING...

Student Goals to meet the Standards: My goal is to be proficient in math this year and earn 3s.  
Rounding number 1 (9/25)

Strategies to get there: Do the paper assignment and online assignment for 1.2 and retake my assignment

What problem is she trying to solve for? Where does she "get stuck"? Is it really the problem?

I am ready to take the assessment because though i struggle with remembering what we learned I think I will get it by tuesday.

LT 1B- Retake the test, do my Homework to retake.

LT 1C: Retake the test and pass all my assignments that are missing.

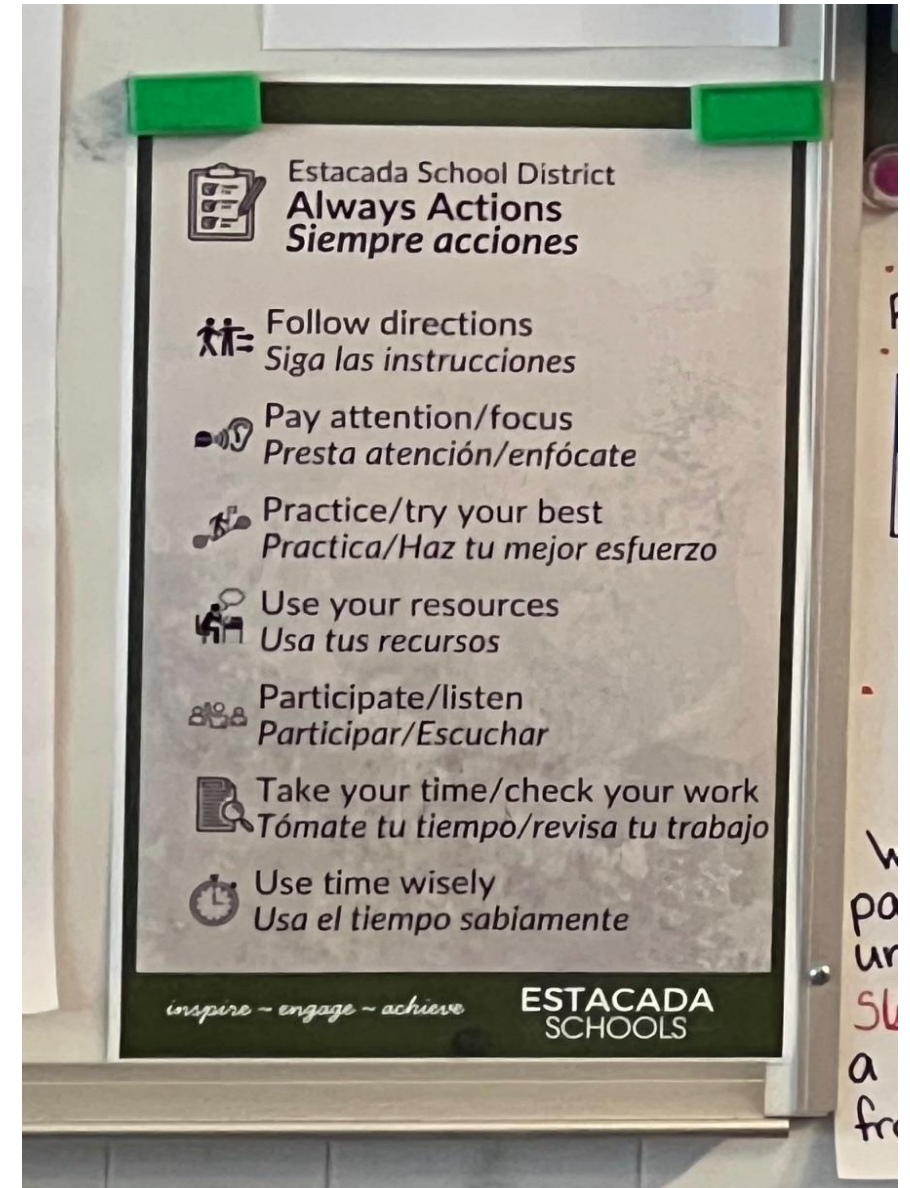
What problem is she trying to solve for? Where does she "get stuck"? Is this really the problem?

- Students are setting goals and becoming more reflective (metacognitive) about their problem solving and their own learning.
- We are still striving to help students identify where they "get stuck" and align content and problems solving strategies to help them get passed "where they get stuck."



# ALWAYS ACTIONS = WHAT HABITS ARE WE ALWAYS DOING?

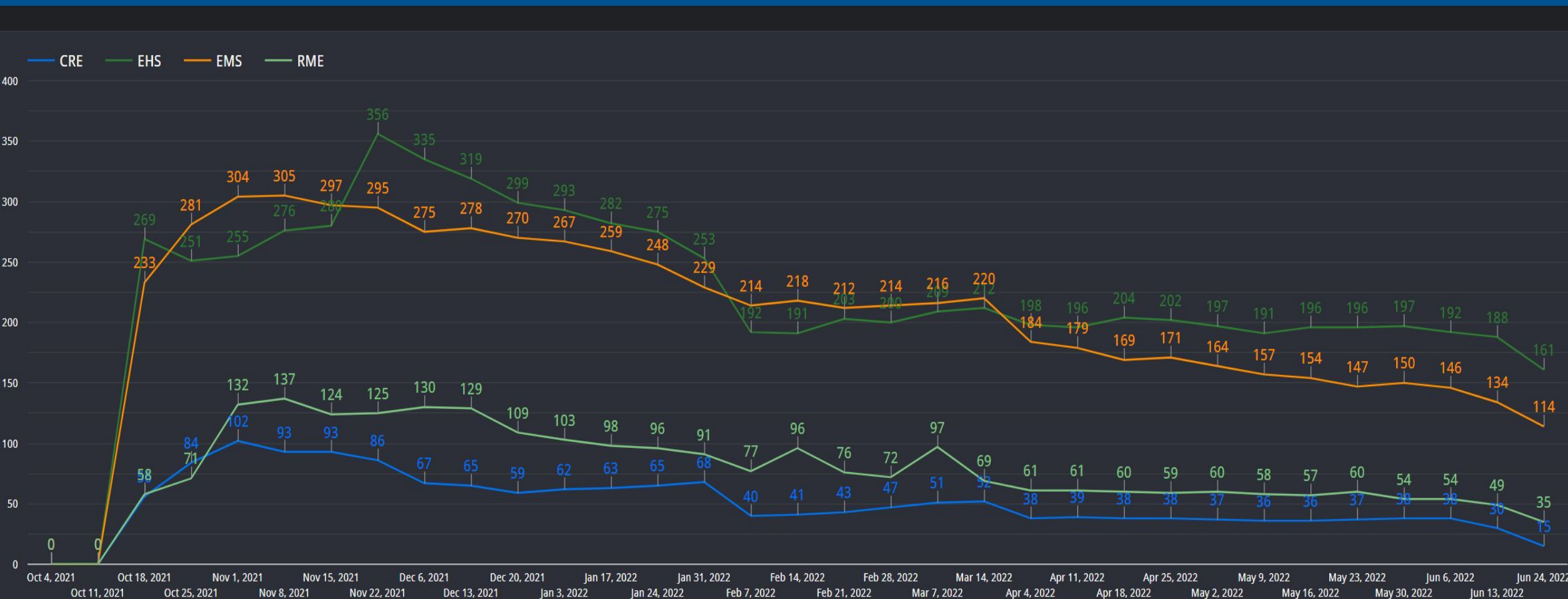
How can we support students in understanding the strategies, dispositions, and skills needed in problem solving when sharing data and helping them set goals?



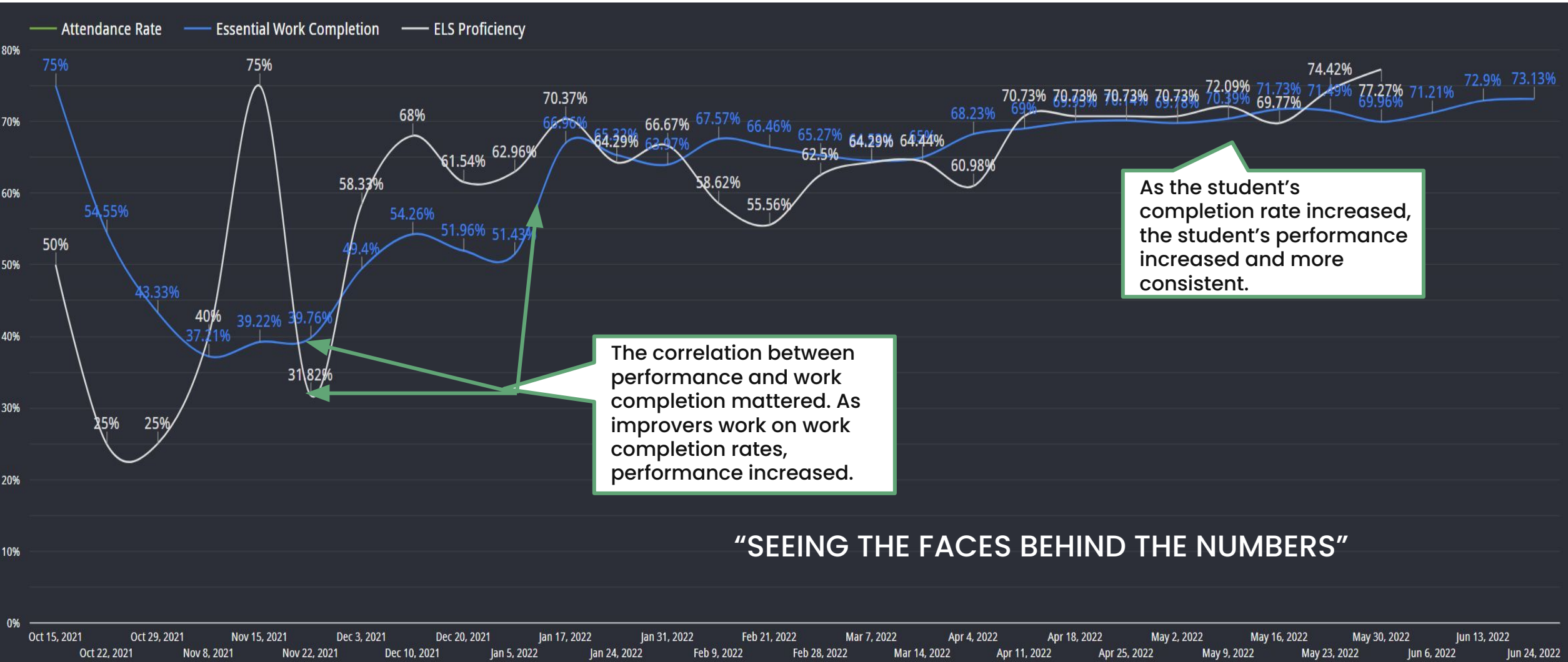
# A TALE OF TWO GRAPHS

SAME DATA, DIFFERENT LEARNING WHEN FORM HELPS US DIG DEEPER

Essential Learning Standards By School- (79% OR LOWER)



# A STUDENT'S "STORY" OF IMPROVEMENT: THE INTERSECTION OF TWO LEADING MEASURES



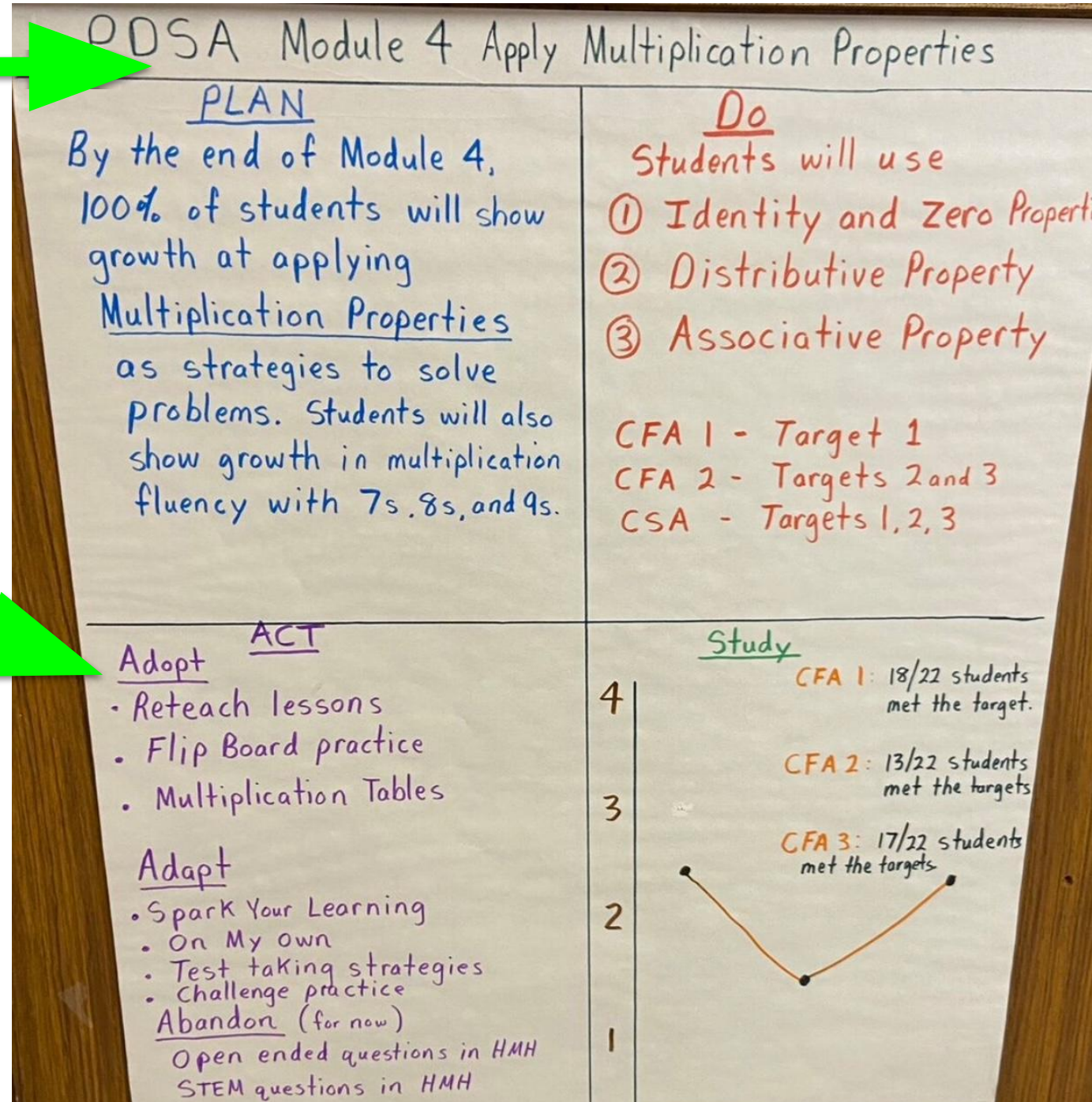


Improvement cycles helps us set clear outcomes and define success. Data helps us communicate progress towards those outcomes to make adjustments as needed.

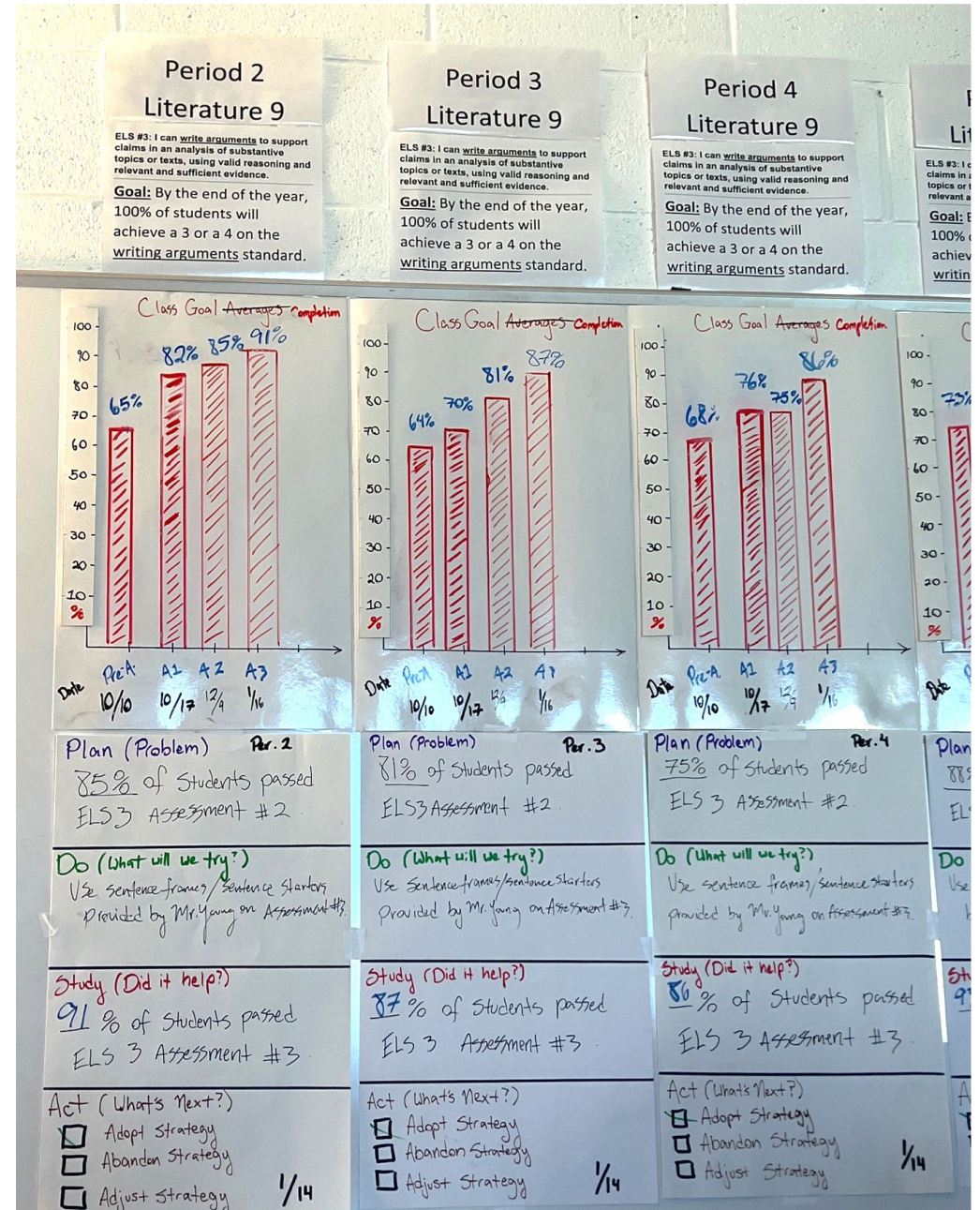
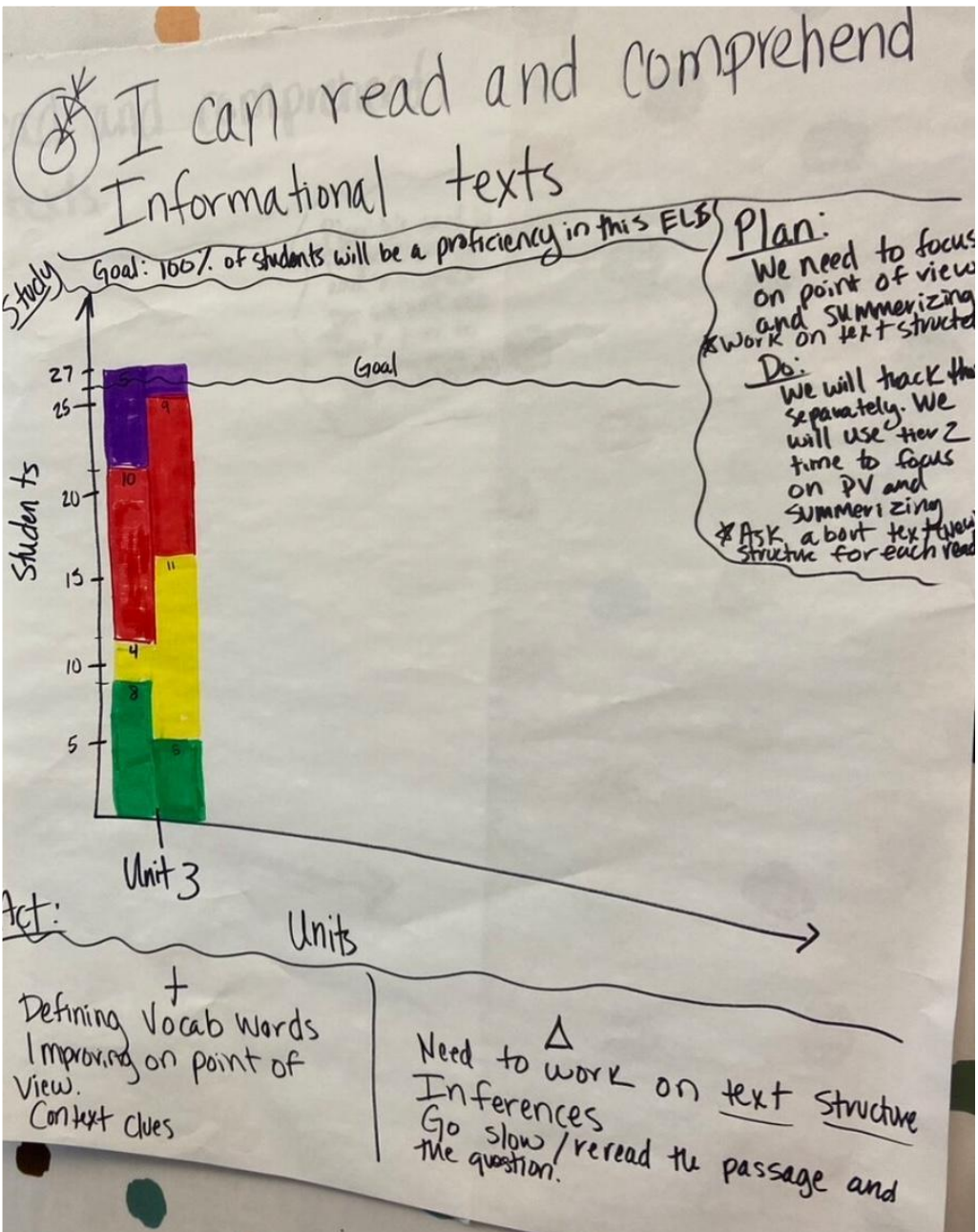
## What are we learning?

-Adopt, Adapt, Abandon-

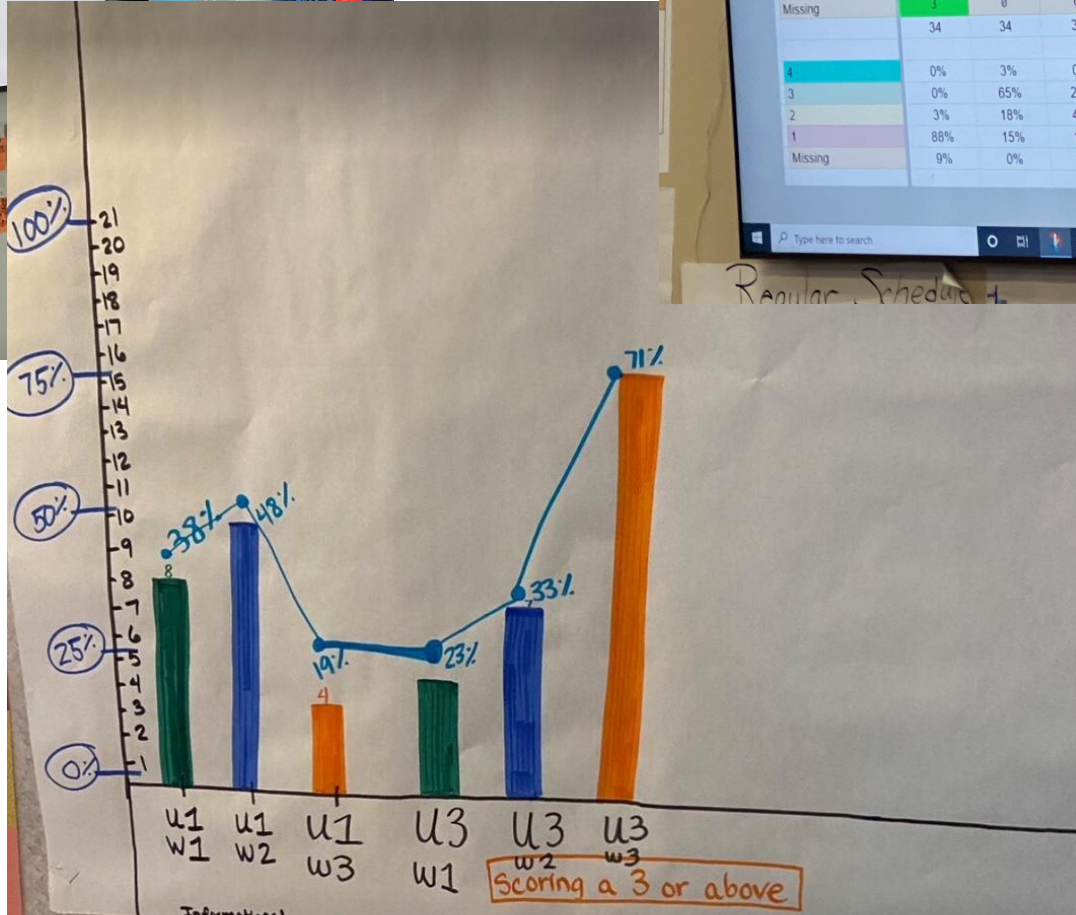
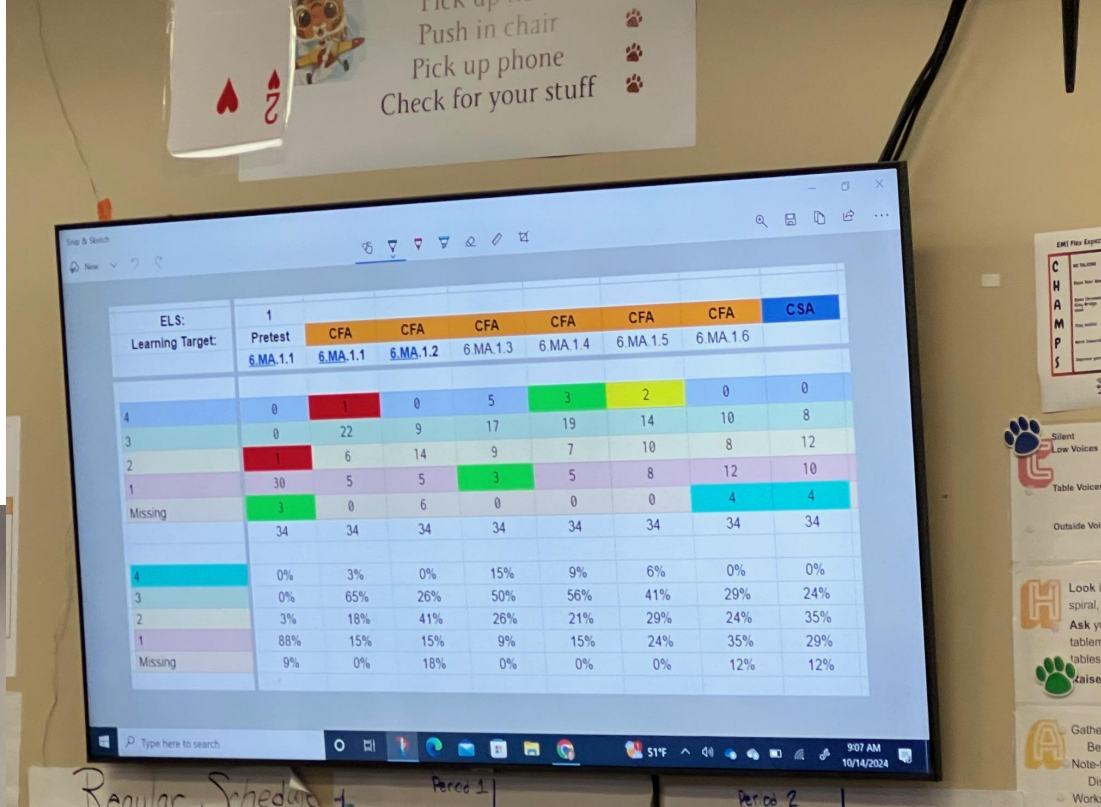
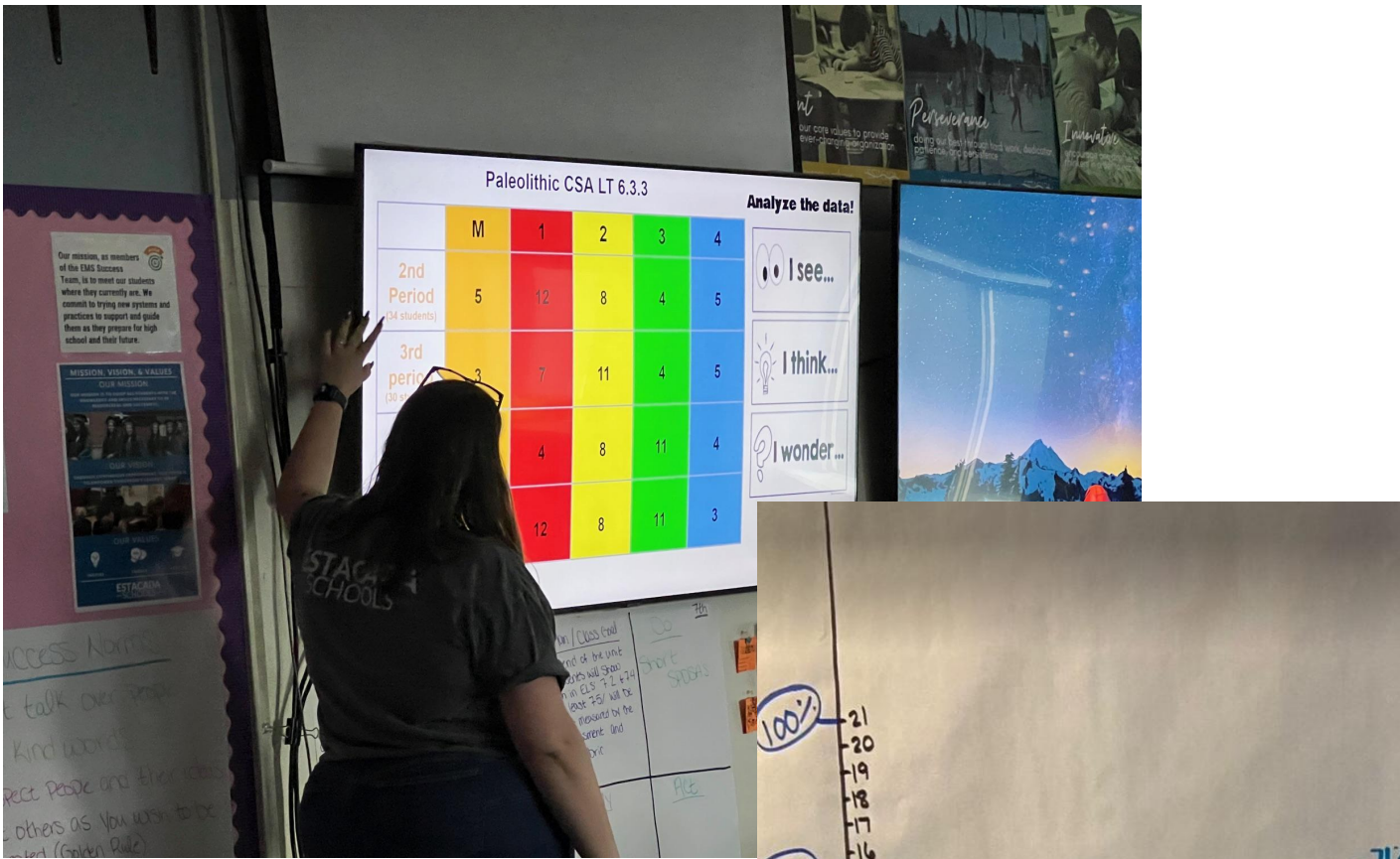
Both teacher and student begin to see their role as collaborative partners in learning.




















**ESTACADA**  
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Education








# WHAT WE KNOW: AREAS OF FOCUS TO STRENGTHEN STUDENT SUCCESS

Explicit teaching strategies		<b>0.57</b>
Problem-solving teaching		<b>0.68</b>
Teacher-student relationships		<b>0.52</b>
Evaluation and reflection		<b>0.75</b>
Meta-cognitive strategies		<b>0.60</b>
Help seeking		<b>0.72</b>
Self-regulation strategies		<b>0.52</b>
Self-verbalization and self-questioning		<b>0.55</b>
Strategy monitoring		<b>0.58</b>

## Key for rating



-  Potential to considerably accelerate student achievement
-  Potential to accelerate student achievement
-  Likely to have positive impact on student achievement
-  Likely to have small positive impact on student achievement
-  Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

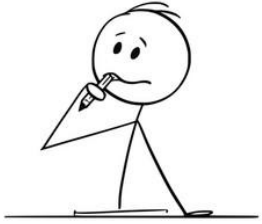
HATTIE, J. VISIBLE LEARNING on FEEDBACK

**FEEDBACK**

**FEED-FORWARD**

# WHAT WE KNOW: HATTIE'S INSTRUCTIONAL FEEDBACK MODEL

## THE TASK LEVEL:

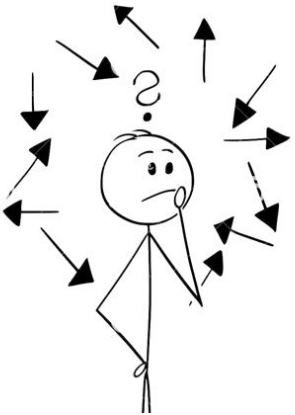


Use data to help illustrate feedback that:

- how well they performed on the task & where they might need help or improvement,
- provides students distinguish between current and incorrect answers,
- Helps them identify where they “**might be stuck**”.



## THE PROCESS LEVEL:



Show comparative data and provide feedback that:

- Helps students determine the relationship between ideas they need to “understand and/or follow a process,” and/or solve a complex problem (multi-step problem)
- Helps students reflect on taught strategies, student’s own strategies and the strategies of others to help them recognize errors and solve problems

HATTIE, J. VISIBLE LEARNING on FEEDBACK

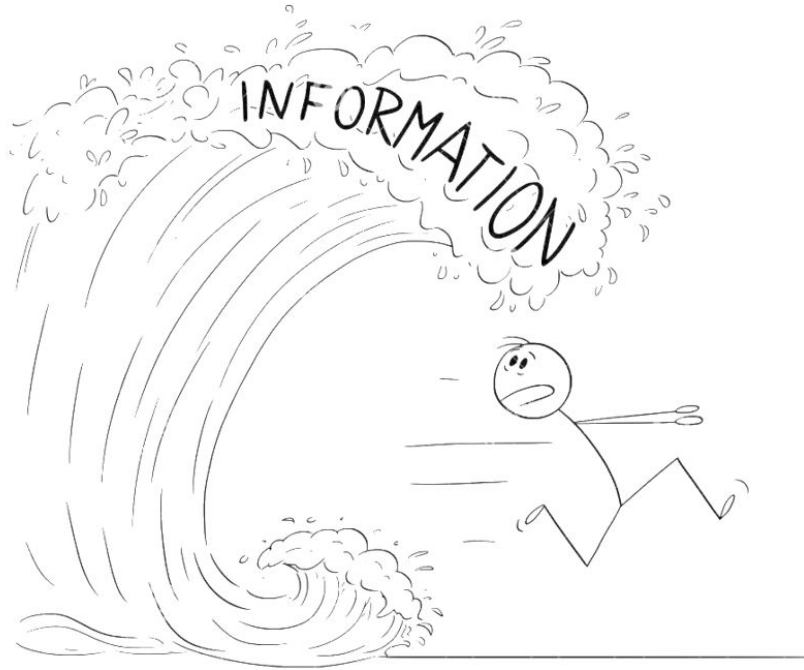
**FEEDBACK**

**FEED-FORWARD**

# WHAT WE KNOW: HATTIE'S INSTRUCTIONAL FEEDBACK MODEL

## THE SELF- LEVEL:

**Show data that will help them know how to think, ask questions of the data, and self assess:**



**Host visible data conversations that:**

- Model the kind of thinking and questioning students might ask of themselves to self assess
- Teach students how to represent their own progress visually
- Encourages students to invest effort into seeking feedback and using data as feedback to help them adjust when they get stuck
- Provide time and opportunity for them to monitor their own progress and decide what they need next

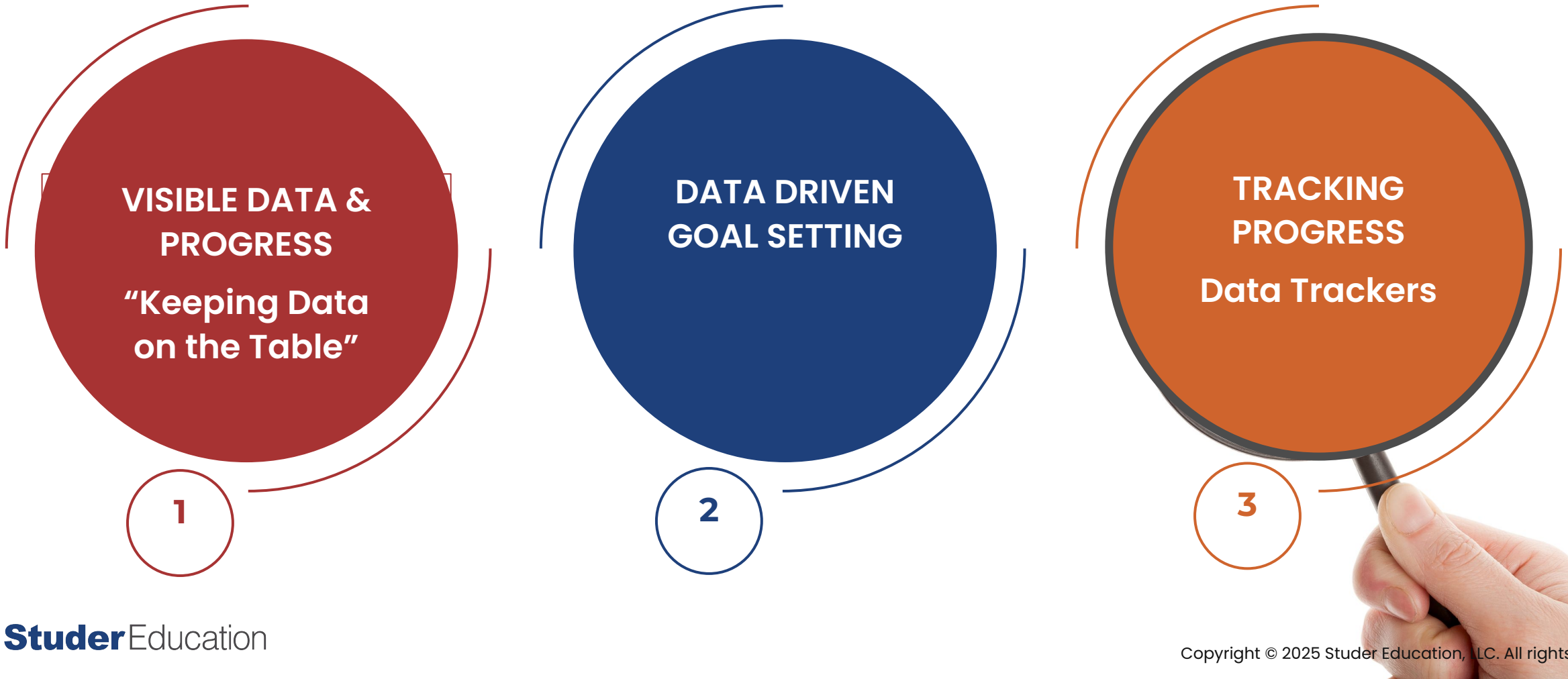
### **KEY WORDS:**

**purposeful > intentional > outcome focused > goal setting > data visualization  
> modeling and think alouds with data > self regulate >  
build confidence and agency >**

HATTIE, J. VISIBLE LEARNING on FEEDBACK



# What you can expect to see on your next observation:



# Walkthrough #2

Theme: Visible data and Goal Setting in the classroom K-12

Estacada Middle School  
and  
Clackamas River Elementary

**Stars**–On a bus to CRE

**Triangles**– Will go to EMS

\*Bring your Spiral (Page 42)  
You can leave your things in the gym it will be supervised.



Welcome Back

In the next 5 minutes: turn to page 43 for reflection on what you just saw.

Grab a snack, use the restroom.

Grab a heart, tell your “heartfelt impact why” and place it on the board.

**We will start the next activity at 2:30.**







## Job-ALikes

- Elementary Coaches
- Secondary Coaches
- Elementary Admin
- Secondary Admin
- Elementary Teachers
- Middle School Teachers
- High School Teachers
- District Office
- Student Services
- District Operations

# The Key to Excellence in Education

Excellent leaders balance culture and strategy to achieve sustainable outcomes.





# The Butterfly Effect



# Anchor Activity

## Demonstrates:

1. How the parts of a system are interconnected
2. How small changes within the system can have ripple effects on the greater whole.

# Process

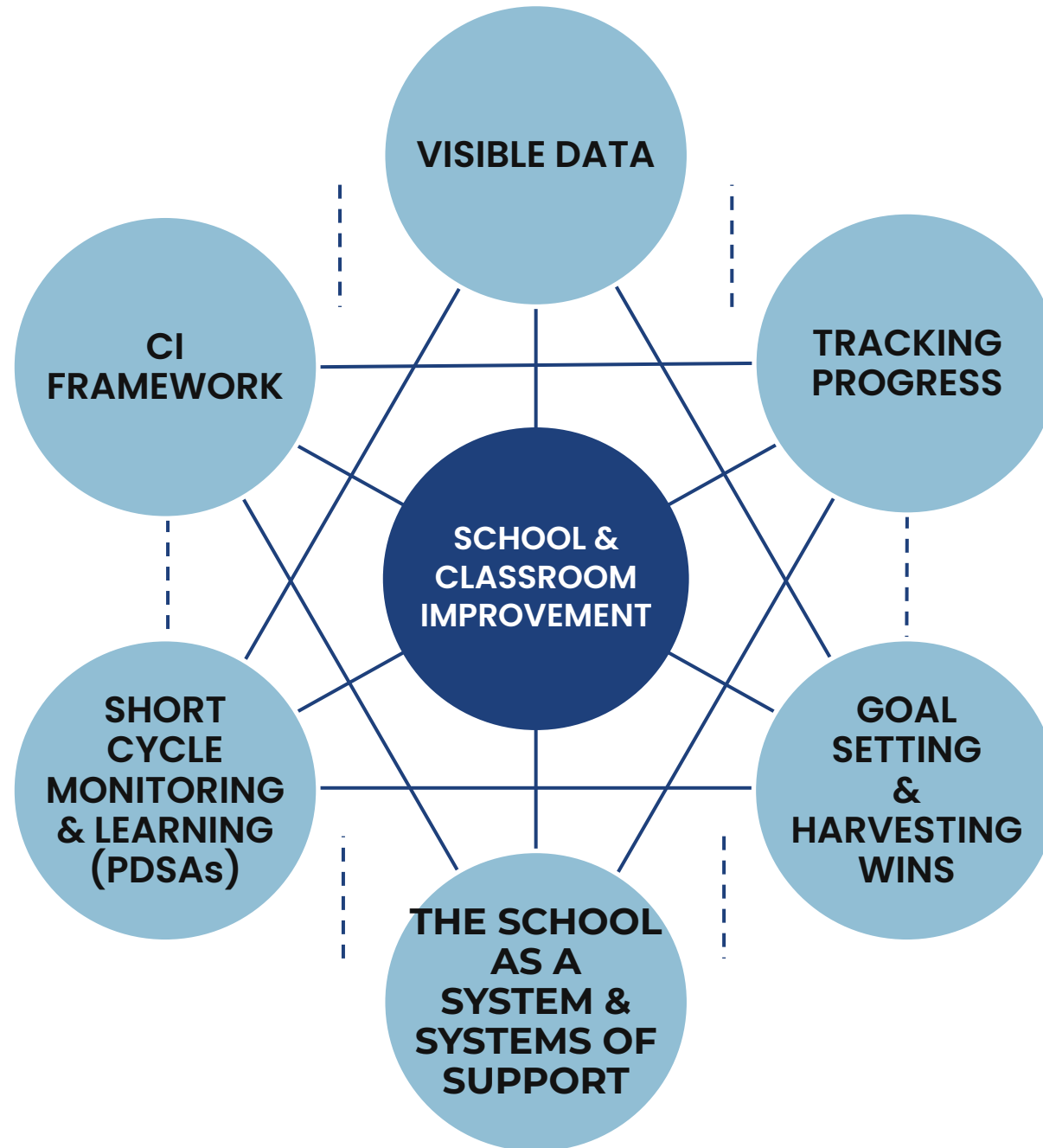
1. Stand up
2. Do not push your chair in, leave it where it is.
3. Select two other people in the room (do not say their names, this is a silent selection)
4. Your job is to stay equidistance within the two people you have chosen
5. Do not move any furniture

A close-up photograph of a single water droplet suspended just above a surface, about to make contact. The droplet is perfectly spherical and transparent, reflecting light. Below it, concentric ripples are already forming on the surface, spreading outwards. The background is a soft, out-of-focus grey.

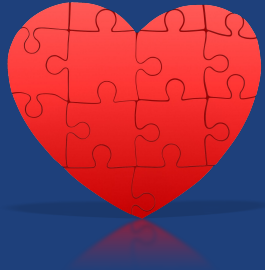
# Discussion

- How did this activity demonstrate the interconnectedness within a system?
- What connections are you making between overcoming obstacles and/or prepare for ripples within the system?





Team Connection,  
Reflection, and Action



**Thank you for a great Day 1!**

**Please join us at  
The Aerie at Eagle Landing  
4:00–6:00**

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**15-17** APRIL  
**2025**

**K12 LEADERSHIP**  
**VIRTUAL CONFERENCE**

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