

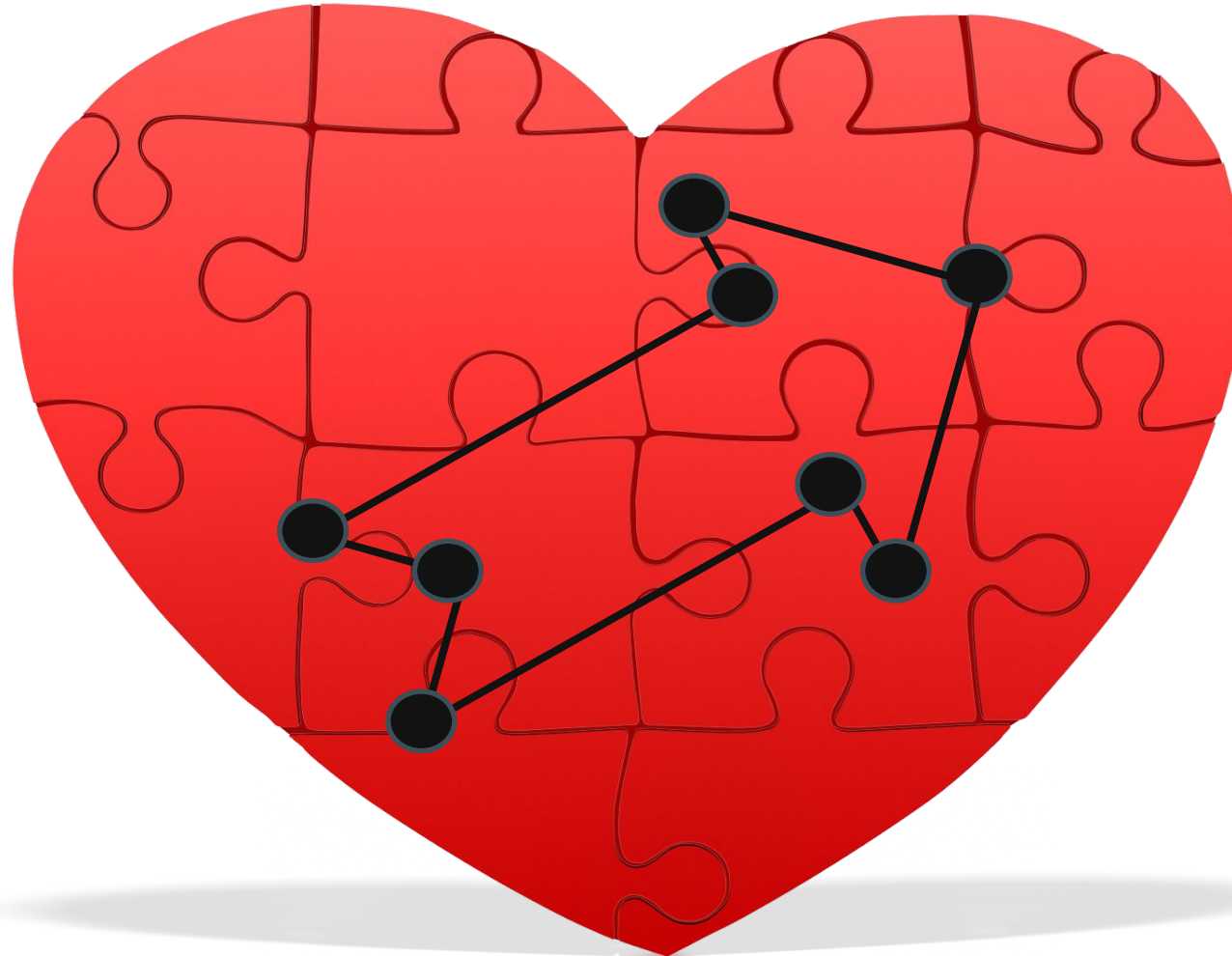


WELCOME
to Day 2!

ESTACADA
—SCHOOLS—

Studer Education

CONNECTING THE DOTS

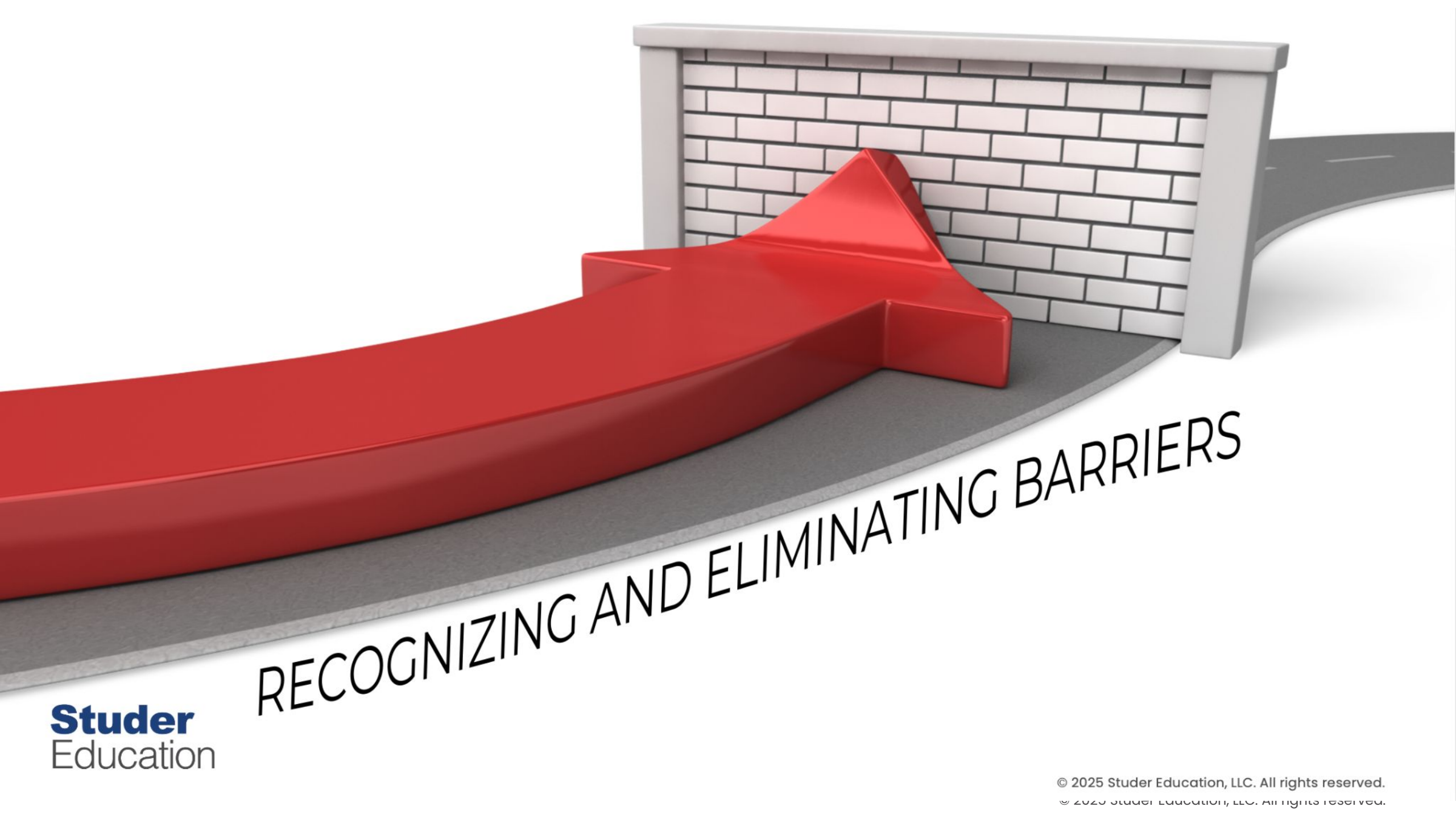




What are some ways you are learning from the bright spots in your journey?

What are some examples of the small wins and bright spots that made an impact on your improvement journey? How did this contribute to cultivating the hearts of your improvers?





RECOGNIZING AND ELIMINATING BARRIERS

What were some of the barriers you have eliminated in your system?



Who is helping you to study and eliminate them? How did working together to eliminate these barriers strengthen your system? Who else could you include that may be closest to the problem?



Curiosity &
Empathy

**“ LOVE is the absence
of judgement.”**

Dalai Lama



STRATEGIC PRIORITIES & PILLARS



The strategic direction serves as the north star for designing organizational “pillars” of excellence, which represents descriptive and measurable themes that define organizational priorities.”

JANET PILCHER (2023). HARDWIRING EXCELLENCE:
PAGE 34



ORGANIZATIONAL EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT

REGULATE

Regulate your system by making predictions for what your system needs & then make corrections.

**TEST YOUR IDEAS
LEARN!**

ADVANCE

Advance your system by learning what ideas helped you accomplish what you needed. Scale those ideas and test again.

Align goals, behaviors, and process & monitor in short cycles.

**MEASURE, MONITOR, ADJUST,
AND CELEBRATE › REPEAT**

SUSTAIN

Be sure to keep doing what's working, stop doing what's not working, and start doing ideas you have tested and want to scale.

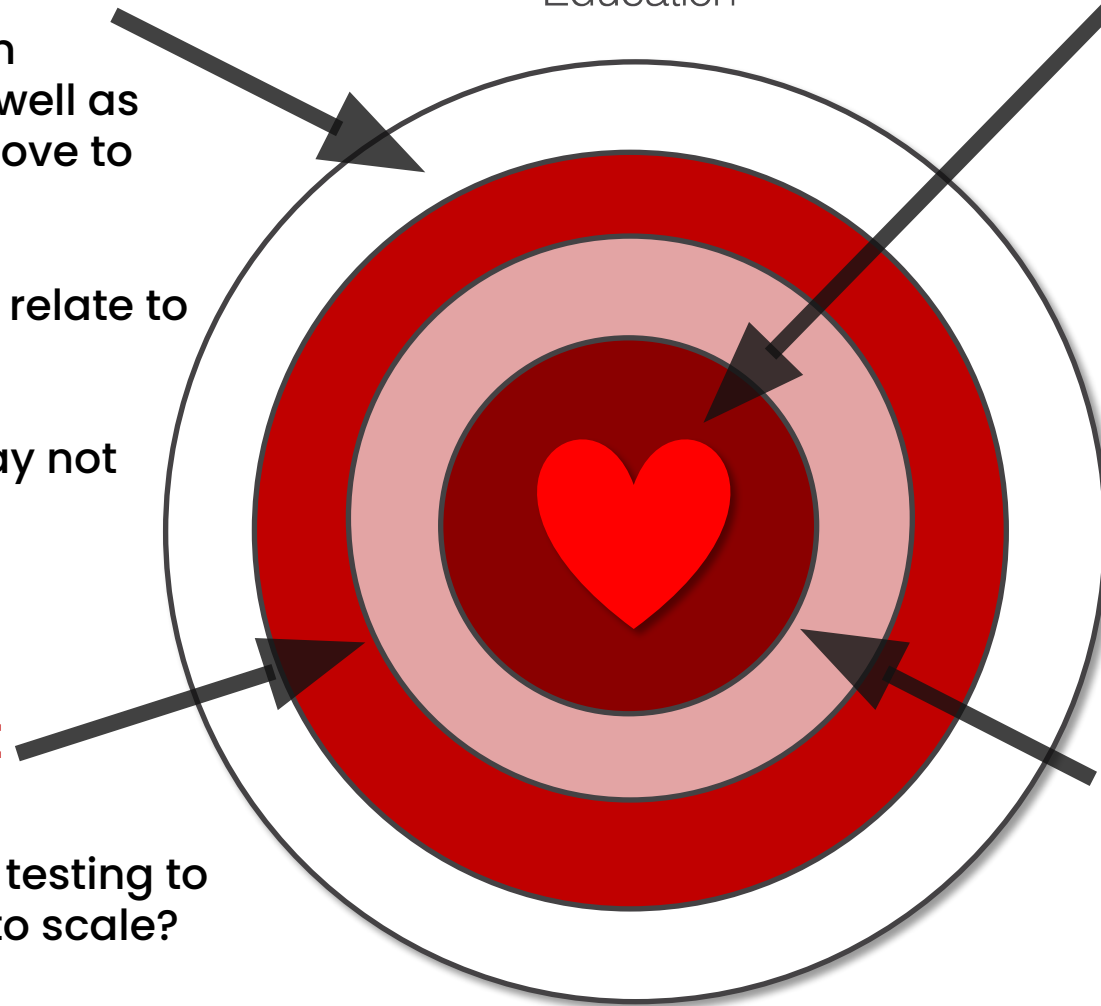
**KEEP DOING, STOP DOING,
START DOING**

WHAT ARE WE EXPERIMENTING AND EXPLORING?

- Active searches for known solutions to problems as well as innovations that might prove to be accelerators
- Items are priorities if they relate to specific pain points
- Potential accelerators may not always be priorities

BEACHHEAD: WHAT ARE WE ARE TESTING?

- What are we trying and testing to determine when and if to scale?
- Starting small to learn from it?
- Lessons learned will minimize failure when scaled.



WHAT ARE OUR BIG AIMS?

- What value are we creating?
- What are our big aims & outcomes for our students, families, employees & community?

WHAT WE ARE HARDWIRING?

- What strategies are we aggressively trying to hardwire?
- What strategies are we deploying? Prioritize & focus. (1-5)



**ARE YOUR VALUES
LIVING IN THE HALLS
OR HANGING ON
THE WALLS?**

**Leading with the heart, means
leaning into your values.**

WHAT ARE THE ALIGNED BEHAVIORS THAT CAN HELP ALL IMPROVERS USE HEART, HEAD & HAND?



ALIGNED BEHAVIORS

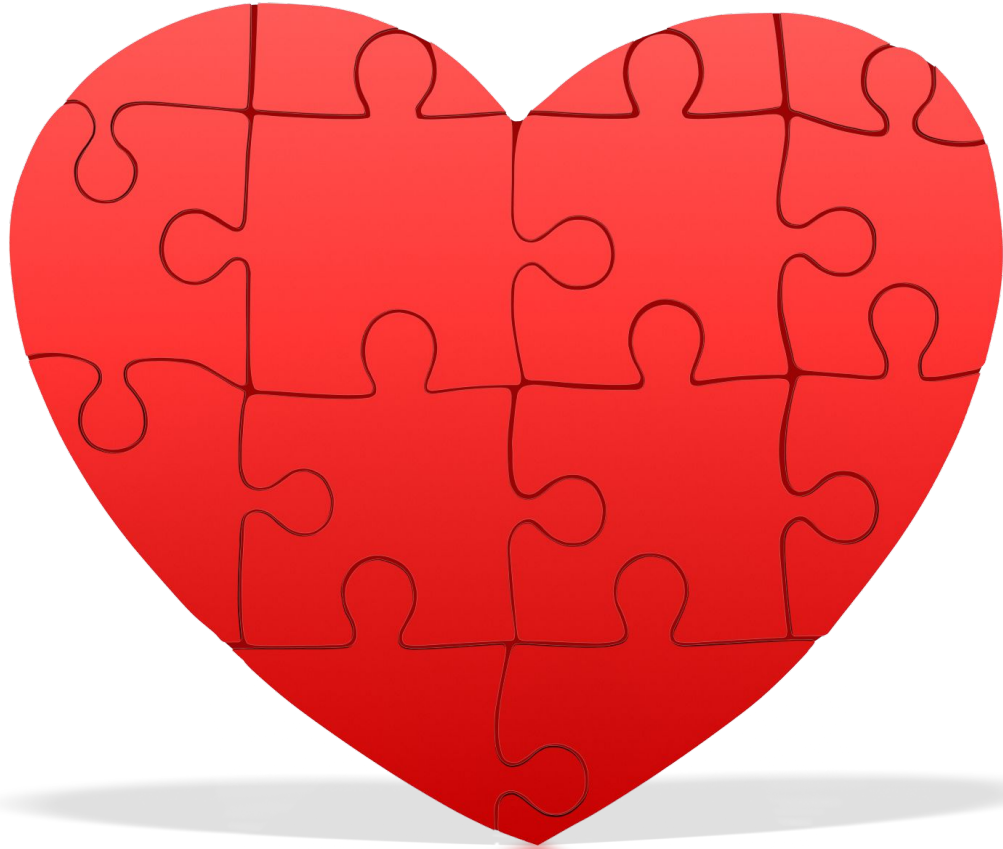
Align ALWAYS ACTIONS® to Achieve Results

100% of your people are doing them 99% of the time.

STUDENTS

STAFF

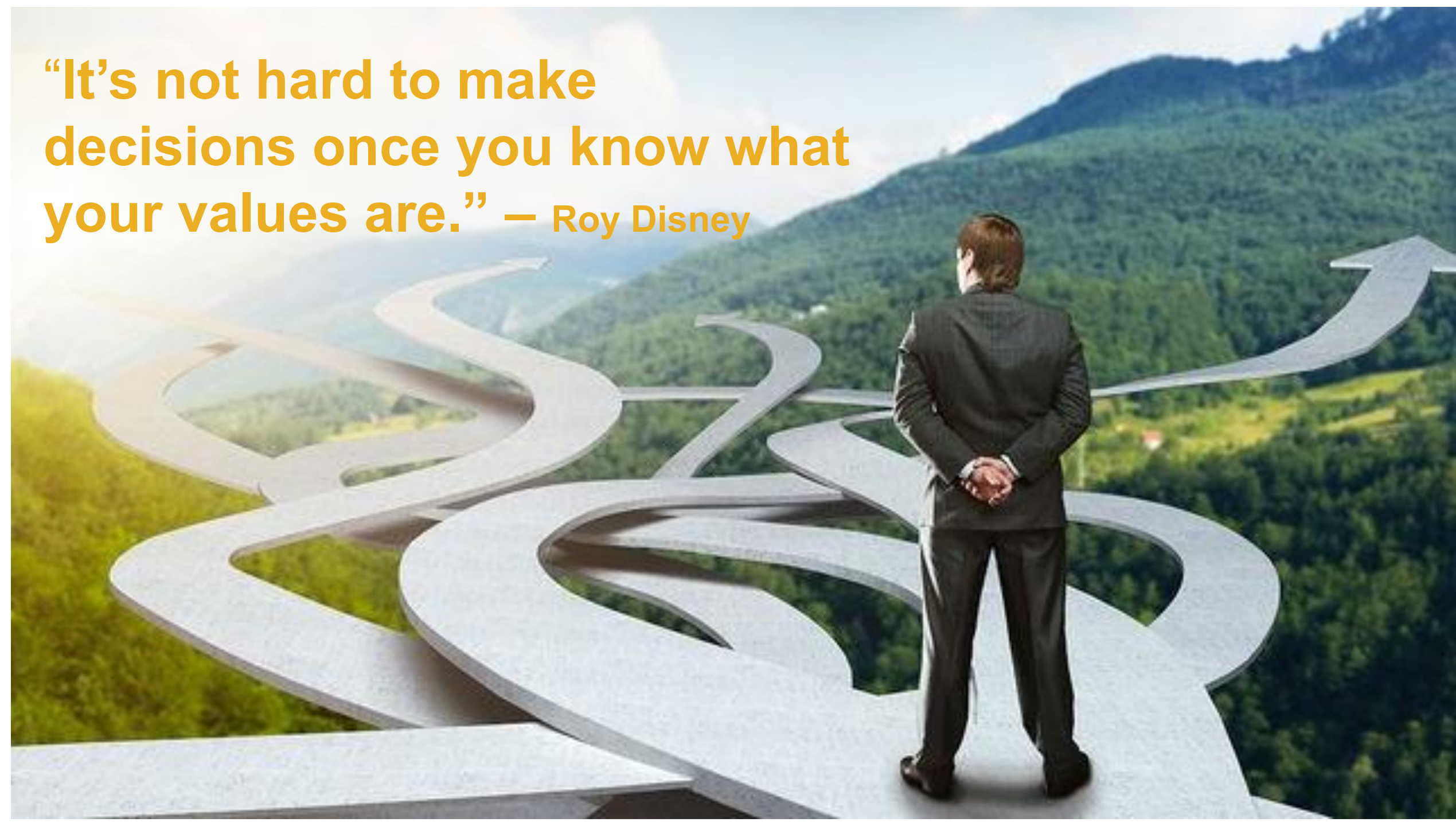
- Turn values into Standards of Excellence that clearly defines the values we live.
- Goal set and monitoring progress
- Self assess to learn more
- Use feedback to feed forward step by step
- Persist when facing challenges
- Utilize the help of others to solve problems and eliminate barriers
- Know the tools of improvement and how to use the.
- Access curiosity not judgement (whether it's self or others)



“What you do makes a difference, and you have to decide what kind of difference you want to make.”

Jane Goodall

**“It’s not hard to make
decisions once you know what
your values are.” — Roy Disney**



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



I WONDER?

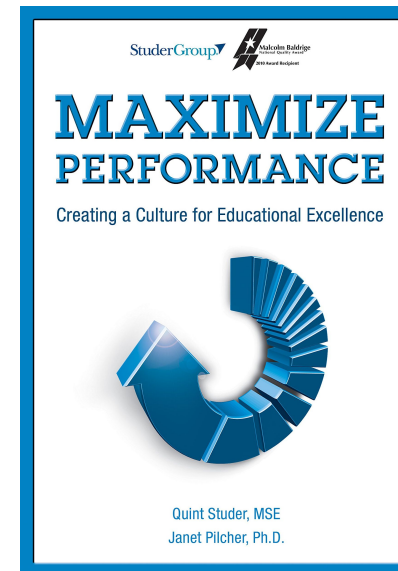


- **HOW OFTEN DO YOU USE/INCORPORATE YOUR STRATEGIC PLAN WHEN MAKING DECISIONS?**
- **CAN YOU ON THE SPOT RECITE YOUR SCHOOL DISTRICT'S MISSION STATEMENT? VISION? VALUES? DO YOU KNOW WHAT YOUR DISTRICT STANDS FOR? CAN OTHER LEADERS IN YOUR ORGANIZATION?**
- **If I asked you how is your Strategic Plan Execution going right now? WOULD YOU BE ABLE TO TELL ME THE PROGRESS FOR EACH KEY AREA?**
- **DOES YOUR COMMUNITY HOLD YOU ACCOUNTABLE TO THIS PLAN? DO THEY KNOW ABOUT YOUR PLAN?**
- **HOW DOES YOUR SCHOOL BOARD EVALUATE THE SUPERINTENDENT USING THE STRATEGIC PLAN AS ITS GUIDANCE?**

WHAT IS YOUR TRUE NORTH?

To become an authentic leader you have to discover your True North and stay on its course throughout your life. As you do so, you will be prepared to lead in this new era. *A fulfilled life is not just about your self-interest, but serving those around you and taking on challenges to make this world a better place.*

True North is your orienting point - your fixed point in a spinning world - that helps you stay on track as a leader. **It is derived from your most deeply held beliefs, values, and the principles you lead by.** It is your internal compass, unique to you, representing who you are at your deepest level.



Role of Public Education School Boards

- 1.) Establish the Mission, Vision, and Values for the School District
- 2.) Evaluate/Support the Superintendent of Schools
- 3.) Develop and Implement Policy for School Success
- 4.) Establish and Monitor an Operating Budget For the Fiscal Year



ESTACADA —SCHOOLS—

OUR PILLARS

SUCCESSFUL
STUDENTS

PEOPLE &
CULTURE

ENGAGED
FAMILIES &
COMMUNITY

SAFETY &
OPERATIONAL
SERVICES

SUSTAINABLE
ACCOUNTABLE
FINANCES

ESTACADA
SCHOOLS

November 29, 2022
11-29-22

ENVISION ESTACADA SCHOOLS 2030

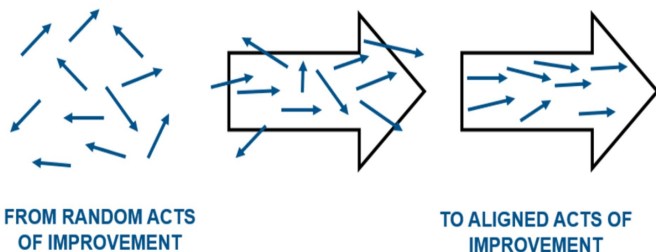
A NEW CHAPTER OF SUCCESS

A VISION AND PLAN FOR YOUR SCHOOL DISTRICT

“START SLOW TO GO FAST”



Why is organizational alignment important?



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

- Janet Pilcher

Best In Class Bullseye

Experiment and Explore

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

Potential accelerators may not always be priority work

Establish a Beachhead

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

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

Experiment and Explore
Establish Beachhead
Aggressively Develop

Big Aims

2023-2024

BIG AIMS

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

Directly related to our core pillars

Aggressively Develop

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

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

HURON

The ELB Strategic Bullseye. Huron Consulting Group Inc. and affiliates. Please seek permission for use.

Studer Education

ESTACADA
—SCHOOLS—

EXECUTION TRIANGLE

Do we do this consistently?



ESTACADA —SCHOOLS—

2025 District Scorecard

IN ALIGNMENT WITH THE STRATEGIC PLAN



STRATEGIC PLAN PILLAR FOUNDATION	Aligned MEASURE	<u>2025 STRATEGIC GOALS</u>	2024 BASELINE SCORE	2025 RESULTS
SUCCESSFUL STUDENTS	<i>Readiness Indicators Dashboard*</i>	<u>100%</u> of students will demonstrate proficiency in the readiness standards**		
SUCCESSFUL STUDENTS	<i>Student Experience Survey</i>	Estacada Schools will improve its 'Student Engagement' mean score to <u>3.95</u>	3.85	
PEOPLE & CULTURE	<i>Employee Engagement Survey</i>	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.31</u>	4.26	
ENGAGED FAMILIES	<i>Parent Satisfaction Survey</i>	Estacada Schools will improve its 'Parent Satisfaction' mean score to <u>3.94</u>	3.84	
SAFETY & OPERATIONS	<i>District Service Survey</i>	Estacada Schools will maintain its 'District Services Survey' mean score to <u>4.65</u> or better	4.65	
FINANCIAL ACCOUNTABILITY	<i>Employee Engagement Survey</i>	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.08</u> on the survey questions "I feel that organization-level resources are allocated to maximize effectiveness across the organization."	3.98	



* 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
--	------------------	--	---------------------------------------	--	--------------

SCORECARD

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
1	Scale of Expectations		Scale Rating			Overall Scale - Overall Score 2024-2025			Estacada School District							
2	1= Well below expectations		0.00 - 1.99			Well below expectations			2024-2025 Score Card							
3	2= Lower than expected		2.00 - 2.74			Lower than expected										
4	3= Met goal		2.75 - 3.74			Met expectations and goals for improvement			Employee: Ryan Carpenter							
5	4= Above expectations		3.75 - 4.49			Above expectations and goals			Supervisor: Executive Board of Directors							
6	5= Well above expectations		4.50 - 5.0			Well above expectations			Continuous Improvement			Performance Improvement				
7	SCORECARD = 50% OF OVERALL EVALUATION								Final Score:		2.85		Final Score:		3.15	
8	PILLAR	MEASURE	FALL 23 RESULTS	SPRING GOAL	FALL 24 RESULTS	GOAL	WEIGHT	Continuous Improvement Scale		Continuous Improvement Scale Rating		Performance Improvement Scale		Performance Improvement Scale Rating		
9	SUCCESSFUL STUDENTS	ESSENTIAL LEARNING STANDARDS	District ELS SY 2324: 62%			By the end of 23-24 school year, 100% of students will be proficient in all ELSs	20%					5	90% or better		1	
10												4	87.01% - 89.9%			
11												3	85% - 87%			
12												2	75% - 84.9%			
13												1	Below 75%			
14	SUCCESSFUL STUDENTS	STUDENT SATISFACTION SURVEY DISTRICT	3.86	3.91	3.85	By Spring of 2025	10%	5	4.06	OR ABOVE	2	5	4.4 or Above		2	
15								4	3.97	4.05		4	4.20-4.39			
16								3	3.91	3.96		3	4.0-4.19			
17								2	3.62	3.90		2	3.66-3.99			
18								1	3.61	OR BELOW		1	3.65 or Below			
19	PEOPLE AND CULTURE	EMPLOYEE EXPERIENCE SURVEY DISTRICT	4.04	4.09	4.26	By Spring of 2025	15%	5	4.19	OR ABOVE	5	5	4.4 or Above		4	
20								4	4.15	4.18		4	4.20-4.39			
21								3	4.09	4.14		3	4.0-4.19			
22								2	3.75	4.08		2	3.66-3.99			
23	PEOPLE AND CULTURE	EMPLOYEE EXPERIENCE SURVEY SUPERINTENDENT	4.70	4.70	4.70	By Spring of 2025	20%	5	4.80	OR ABOVE	3	5	4.4 or Above		5	
24								4	4.71	4.79		4	4.20-4.39			
25								3	4.70	4.70		3	4.0-4.19			
26								2	4.31	4.69		2	3.66-3.99			
27	ENGAGED FAMILIES AND COMMUNITY	PARENT SATISFACTION SURVEY DISTRICT	3.87	3.92	3.84	By Spring of 2025	10%	5	4.07	OR ABOVE	2	5	4.4 or Above		2	
28								4	3.98	4.06		4	4.20-4.39			
29								3	3.92	3.97		3	4.0-4.19			
30								2	3.63	3.91		2	3.66-3.99			
31	SAFETY AND OPERATIONAL SERVICES	DISTRICT SERVICES SURVEY	4.60	4.60	4.65	By Spring of 2025	15%	5	4.70	OR ABOVE	4	5	4.4 or Above		5	
32								4	4.61	4.69		4	4.20-4.39			
33								3	4.60	4.60		3	4.0-4.19			
34								2	4.21	4.59		2	3.66-3.99			
35	SUSTAINABLE FINANCES AND ACCOUNTABILITY	EMPLOYEE EXPERIENCE SURVEY	3.75	3.80	3.98	By Spring of 2025	10%	5	3.95	OR ABOVE	5	5	4.4 or Above		2	
36								4	3.86	3.94		4	4.20-4.39			
37								3	3.80	3.85		3	4.0-4.19			
38								2	3.51	3.79		2	3.66-3.99			
39									1	3.50	OR BELOW			1	3.65 or Below	
40															Final Score:	
41															3.15	
42																
43																
44																

RYAN CARPENTER - SELF EVALUATION COVER PAGE

ESTACADA
—SCHOOLS—



**OSBA SUPERINTENDENT
EVALUATION**

3.5

4 POINT SCALE



STRATEGIC PLAN SCORECARD GOALS

3.15

5 POINT SCALE



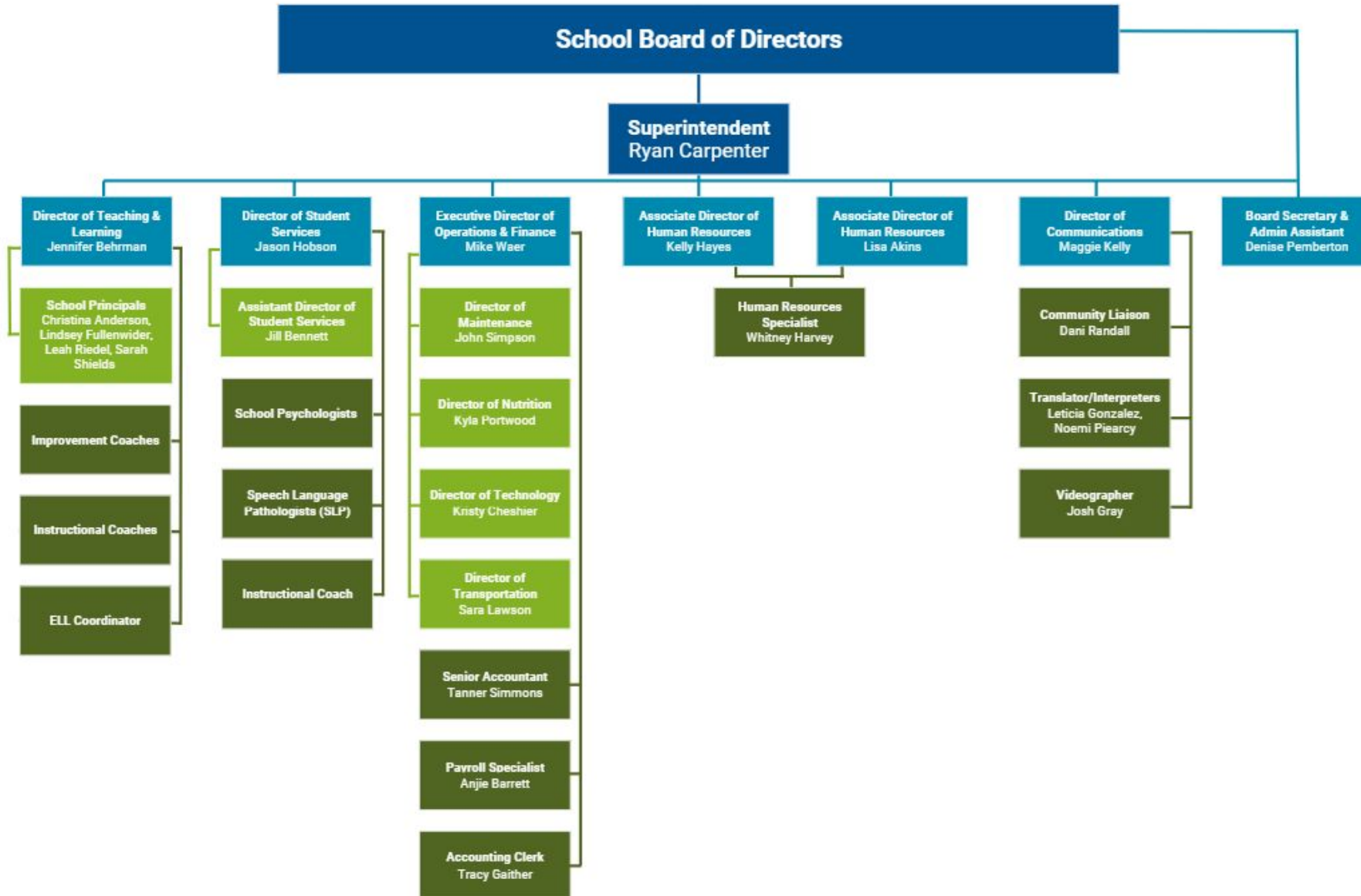
COMBINED SELF-ASSESSMENT SCORE

3.2

4 POINT SCALE ^{*converted}



2024-2025 Org Chart



Office of the Superintendent



Ryan Carpenter

Superintendent

503-630-6871

[Email](#)

Twitter: @EstacadaCarp



Denise Pemberton

*Executive Assistant to the
Superintendent*

503-630-6871 (ext. 2907)

[Email](#)



Estacada Schools named 2020 top workplaces in the State of Oregon



About Ryan Carpenter



What Makes Estacada Schools Different



Superintendent Scorecard - *Evidence Based Leadership*



Estacada School District Goals and Action Plans



[2020 - 2021 Estacada School District Org. Chart](#)

ESTACADA SCHOOLS WEBSITE



Influence FUTURE
Performance

LEADING

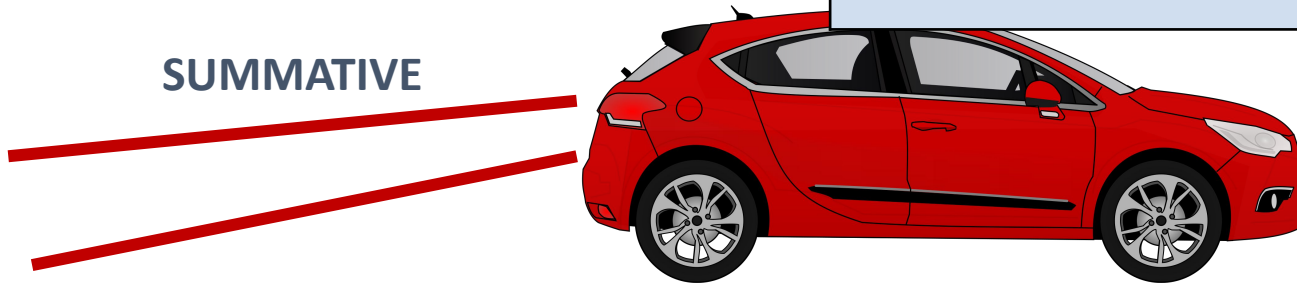
LAGGING

Analyze PAST
Performance

BRAINSTORM AT YOUR TABLE: What are some of your current leading and lagging measures for your strategic plan's focus areas?

LAGGING	LEADING

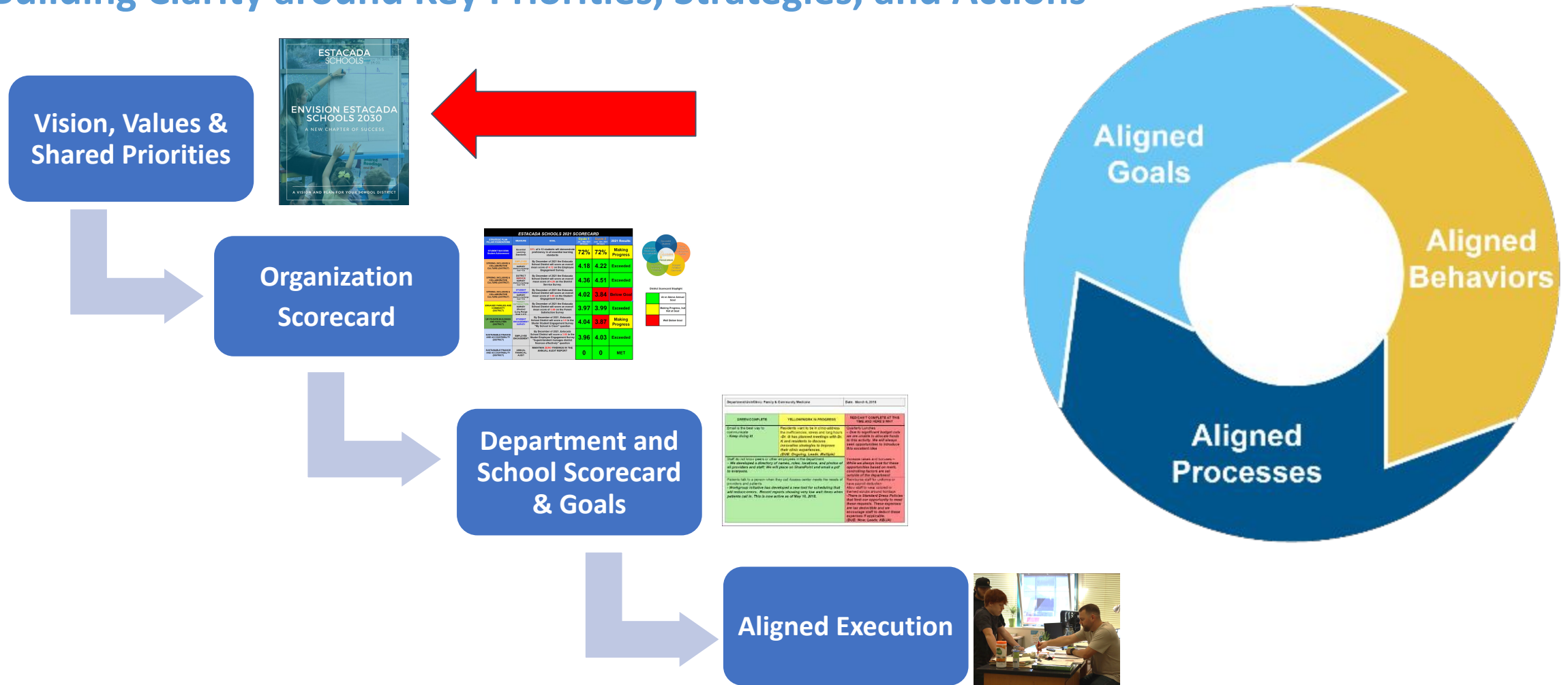
SUMMATIVE



FORMATIVE

Alignment and Deployment

Building Clarity around Key Priorities, Strategies, and Actions



Agenda for Day 2

Welcome to day two!

Session # 3- Data Conversations, Rounding, and Culture- The What, So What, and Now What

Classroom Walkthrough #3

Networking Lunch

Session #4- Surveys, Leader Action Plans- The What, So What, and Now What

Connect the Dots

Reflecting & Planning Forward - Improvement tools.

Closing- Networking team time

Break- 5 Minutes

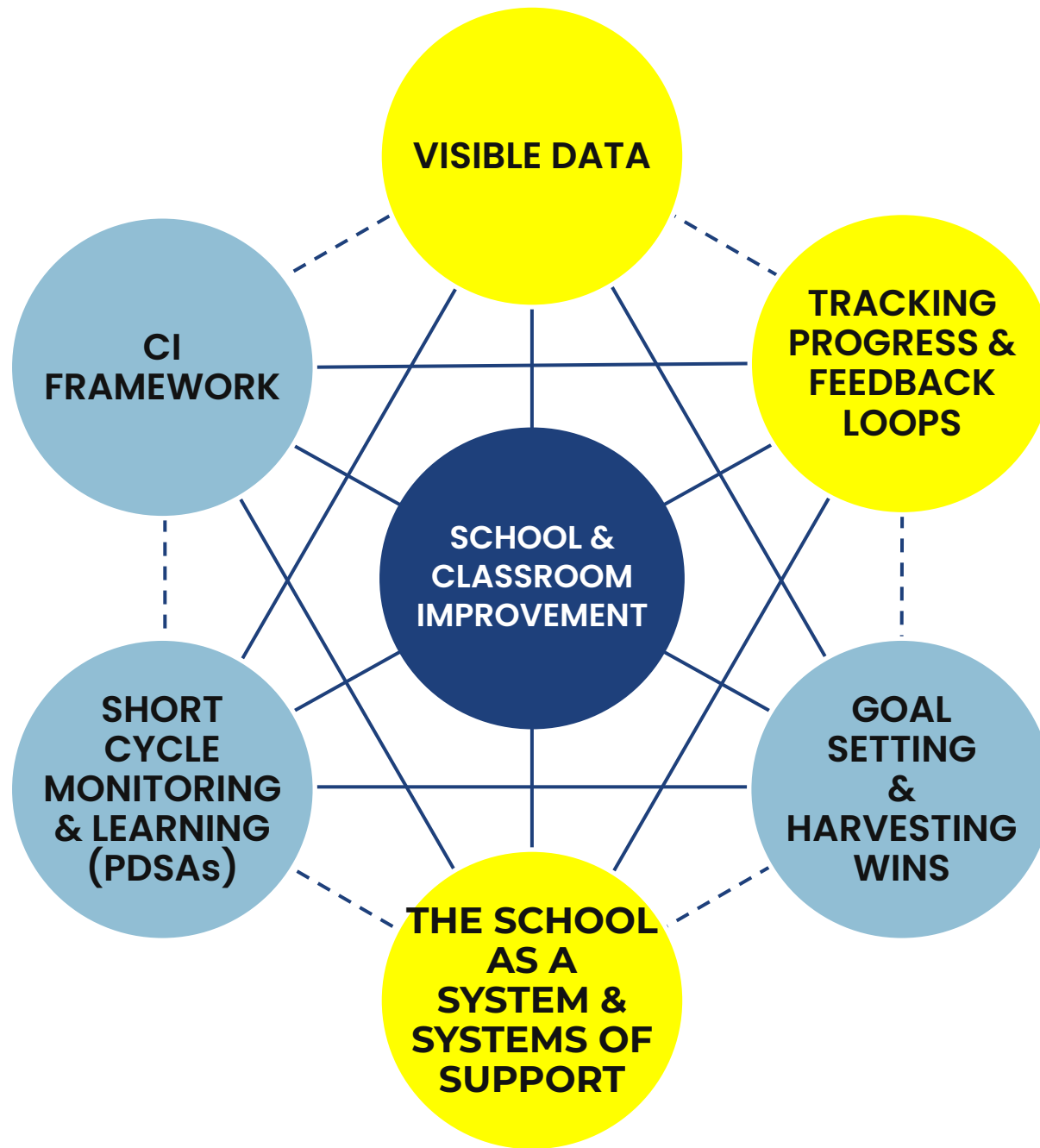




Building a Culture of Improvers

Data Conversations & Rounding

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



DATA CONVERSATIONS

USE THE LANGUAGE OF IMPROVEMENT

- Sentence frames to practice the language of improvement
- Model and embed conversations into lessons
- Name strategies and use advance organizers that help students track strategies

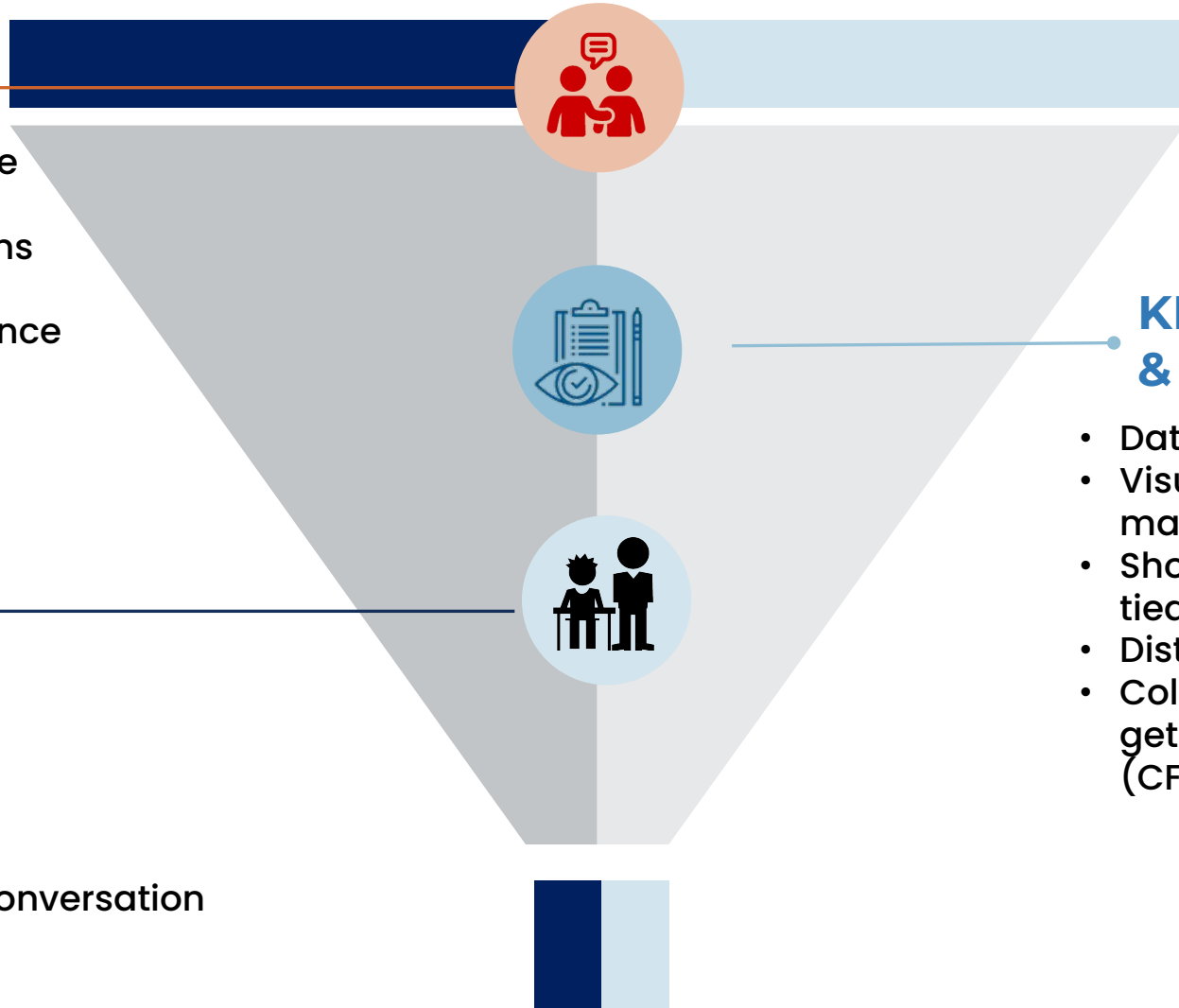
USE FEEDBACK TO FEED-FORWARD

- Plus / Delta
- Rounding
- Data Tracking
- Identify next steps / actions
- Make strategy a focus of the conversation

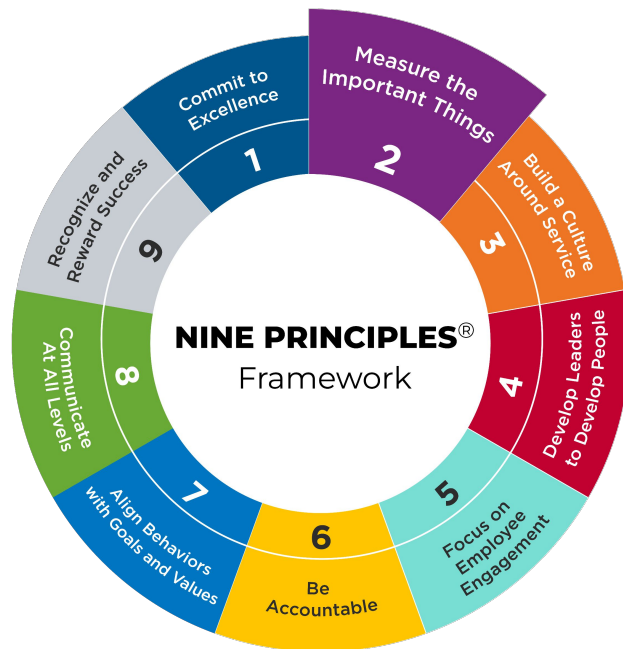
KEEP DATA VISIBLE & ACCESSIBLE

- Data Trackers
- Visual representation of data that matters
- Show data over time as well as data tied to a point in time
- District dashboard
- Collect formative and timely data to get feedback on performance (CFAs, CSAs, Pre-and Post data)

CONTINUOUS 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

- 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

READINESS INDICATORS

DISTRICT SR. LEADERSHIP TEAM

- ESSENTIAL LEARNING STANDARDS PERFORMANCE (GRADUATION READINESS)
- ATTENDANCE
- BEHAVIOR
- ESSENTIAL WORK COMPLETIONS

SCHOOL LEADERSHIP TEAM

- ESSENTIAL LEARNING STANDARDS PERFORMANCE
- ATTENDANCE
- BEHAVIOR
- ESSENTIAL WORK COMPLETIONS

PLCs

- GRADE LEVEL ESSENTIAL LEARNING STANDARDS PERFORMANCE
- GRADE LEVEL ESSENTIAL WORK COMPLETIONS
- ATTENDANCE
- COMMON FORMATIVES / COMMON SUMMATIVES
- PRE- & POST DATA
- STUDENT / PARENT SURVEYS

CLASSROOM

- CLASSROOM ESSENTIAL LEARNING STANDARDS PERFORMANCE
- CLASSROOM ESSENTIAL WORK COMPLETION
- ATTENDANCE
- COMMON FORMATIVES / COMMON SUMMATIVES
- PRE- & POST DATA
- STUDENT / PARENT SURVEYS

CONVERSATION FOCUS

Identify **district trends** that impact the system early enough to act / intervene.

Examine the **interdependence of data across the pillars that affect the system as a whole**. Determine if appropriate resources have been deployed to support people & systems.

Identify **school trends** that impact the system early enough to act / intervene.

Examine the **interdependence of data the readiness indicators to differentiate between academic and non-academic solutions** and deploy targeted resources.

Identify **grade level trends** that impact the system early enough to act / intervene.

Drill down to see the “faces behind the numbers” and groups with similar barriers to differentiate between academic and non-academic supports. Make progress visible.

Differentiate approaches for group and individual student’s success through academic and non-academic support.

Support and cultivate student agency and engage students as collaborative learners & owners of their own learning.

DRILLING DOWN

QUESTIONS THAT HELP US UNDERSTAND AND OVERCOME STUDENT BARRIERS



koropallo@studereducation.com

IDENTIFYING PROBLEMS OF PRACTICE, BARRIERS & ADDRESSING ROOT CAUSE

- Who is closest to the problem that can help us eliminate this barrier for students? What is getting in the way of learning? How do we know (evidence)? Why? [Use the Five Whys or FISHY]
- Who is affected? What do we know about the student(s)? Who has this student and what can they tell us about them that might be helpful?
- Is this a new barrier or a chronic challenge?
- What actions are within our control? What actions are within our influence?
- How can we communicate feedback about this challenge to the student(s)?

SYSTEM QUESTIONS

- Based on the current data and trends, do we need to consider a non-academic pathway for students to be successful? Or both? If so, what might help eliminate this barrier?
- What resources do we have at our school we can deploy or access to assist students? Is there a resource gap for addressing this barrier? What could we create? [Examples: Create a mentorship program,; Assign students an adult sponsor for support; create an enrichment class or tutoring opportunity; etc.]
- What resources does the student(s) already have access to? Is it creating a positive change for the student(s)?
- Who might have experience or an expertise that will help students overcome the barrier?

DATA AND IMPACT STORIES

EXPLORING THE DATA GENERAL:

- What is working? How do you know?
- What do we need to change? How do you know? (ADAPT, ADOPT, ABANDON)
- Who is the action or change idea working for? Why? Who is not being successful? Why?
- Why are we seeing this result? ROOT CAUSE (FISHY, FIVE WHYS)
- What are we learning that will help us better define this problem?

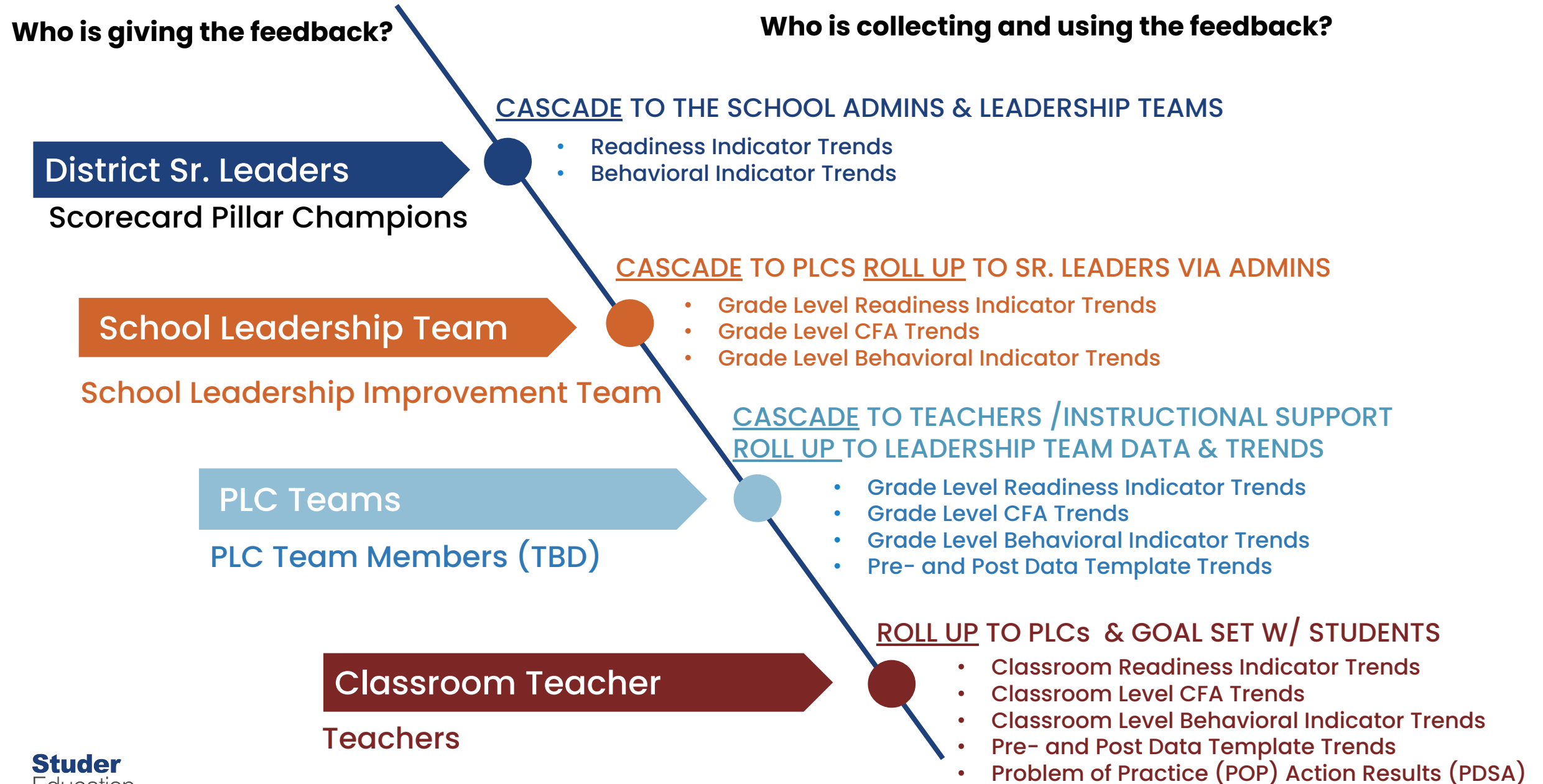
DATA CONVERSATION PURPOSE:

- How can we best represent the results to align with the story we are trying to tell?
- Who are we trying to communicate these results?
- When is the best time we should communicate these results?
- How will this data conversation lead to a call for action? Who are we calling to action?

DRIVING IMPACT AND CHANGE QUESTIONS

- What are we learning? What are our wins? What does our data tell us about our results? What continues to be a barrier? For who?
- What story does the data help us tell?
- Who is having success? What can we learn from them?
- How can we cascade or roll up communication about what we are learning to others?
- Who will be most impacted by a change in this area? How will we know?
- When ideas create a positive change is there somewhere else we might try it?

COMMUNICATING DATA & RESULTS ACROSS YOUR SYSTEM: CASCADING & ROLLING UP RESULTS



Key questions **EVERYONE** asks:

District Sr. Leaders

School Leadership Team

PLC Teams

Classroom Teacher

- Are we improving?
- What can we celebrate?
- What strategies are working?
- What can we replicate?
- What barriers need to be removed?
- What specific actions will we try?
- What do we predict will happen?
- How will we measure “better”?

ROUNDING SYSTEM MAP: ROUNDING TO DETERMINE TRENDS ACROSS THE SYSTEM

Who is rounding?

Areas of focus across the system to probe when “rounding”

District Sr. Leaders

District level leaders across departments & programs.

DISTRICT DATA TRENDS, PROBLEMS OF PRACTICE, AND/OR AREAS OF SUCCESS

School Leadership Team

Any member of the school leadership team from across all school-based roles.

SCHOOL, GRADE, AND CLASSROOM DATA TRENDS, PROBLEMS OF PRACTICE, AND/OR AREAS OF SUCCESS

PLC Teams

PLC Team Members & Instructional Coaches

SCHOOL, GRADE, AND CLASSROOM DATA TRENDS, PROBLEMS OF PRACTICE, AND/OR AREAS OF SUCCESS

Classroom Teacher

Teachers

CLASSROOM TRENDS, PROBLEMS OF PRACTICE
INDIVIDUAL STUDENT PROGRESS AND BELONGING

Instructional Framework–Bringing it all together

District Strategic Goals	Check Points	Year Long Goal- 100% of students will be proficient in 80% or more of their ELs. 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							
PLC Goals	Standards	Standard			Standard			Standard				Standard				Standard			
Classroom Goals	Pre- Starts PDSA	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√		
Student Goals	1-3 Days- Check for understanding	√ + 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			



Instructional Framework Application

Activity:

- Write your name at the top.
- Go to your Instructional Framework and highlight each component based on your **application**.

Key:

- **Green:** I am doing it and it is hardwired in my routine.
- **Yellow:** I incorporate this sometimes, but it is not hardwired in my routine.
- **Pink:** I am not doing this yet.

[illegible]

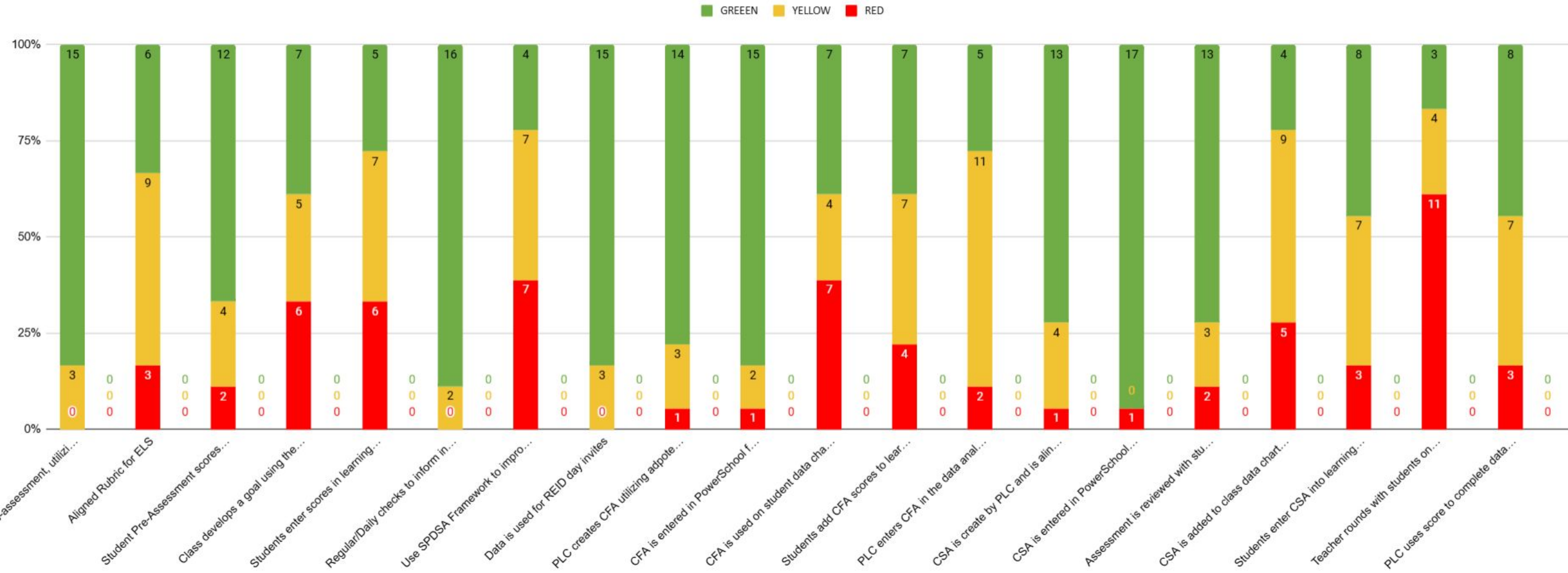
Pre-Assessment at start of each ELS	Regular/Daily Checks for Understanding	CFA Every Two Weeks	CSA/Post-Assessment
<p>1. PLC team develops a common pre-assessment, utilizing the adopted curriculum, given at the start of each ELS that addresses any needed prerequisite skills/previous knowledge and all 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>Pre-test data is NOT entered into PowerSchool.</p> <p>3. PLC enters student scores into the PLC data analysis form. PLC uses student scores to develop an 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 goals (focused on improvement of assessment score, related to class PDSA), goal recorded on student data chart.</p>	<p>ELS instruction begins – teachers regularly/daily check for understanding, use results to adjust daily instruction and to provide timely feedback.</p> <p>These checks are NOT entered into PowerSchool or student learning portfolio.</p> <p>Plus/delta can be utilized as needed to collect student feedback re: learning progress.</p> <p>Use the SPDSA Short-Cycle Framework to solve problems when these checks are showing students are having challenges with the learning.</p> <p>Data is also used for REID day invites.</p> <p>Teachers regularly round with students to address check for understanding and CFA data, analyze student goals, recommend interventions, etc.</p>	<p>1. At least every two weeks, PLC creates Common Formative Assessment (CFA), utilizing adopted curriculum, that addresses the LTs taught so far of the standard – CFA generates timely feedback, allowing students time for self-correction.</p> <p>2. CFA scores entered into PowerSchool as evidence of progress (gray) and collected only. When attaching the standard, click to turn off count in grades. Scores entered during Friday work time at end of two weeks.</p> <p>3. Teacher adds CFA score to class visible data chart, adds student data to the Study section of class PDSA, leads class through a Plus/Delta, adjusts PDSA based on student feedback</p> <p>4. Students enter their CFA score into student data chart in their learning portfolio, revisit and analyze progress towards individual goals, identifies clear next action steps</p> <p>5. PLC enters CFA scores into PLC data analysis form, updates current PDSA, identifies teaching strategies that are working/not working, adjusts instruction, develops and provides intervention/enrichment. Data used for REID day invite.</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>

Teacher Self-Evaluation

[illegible]

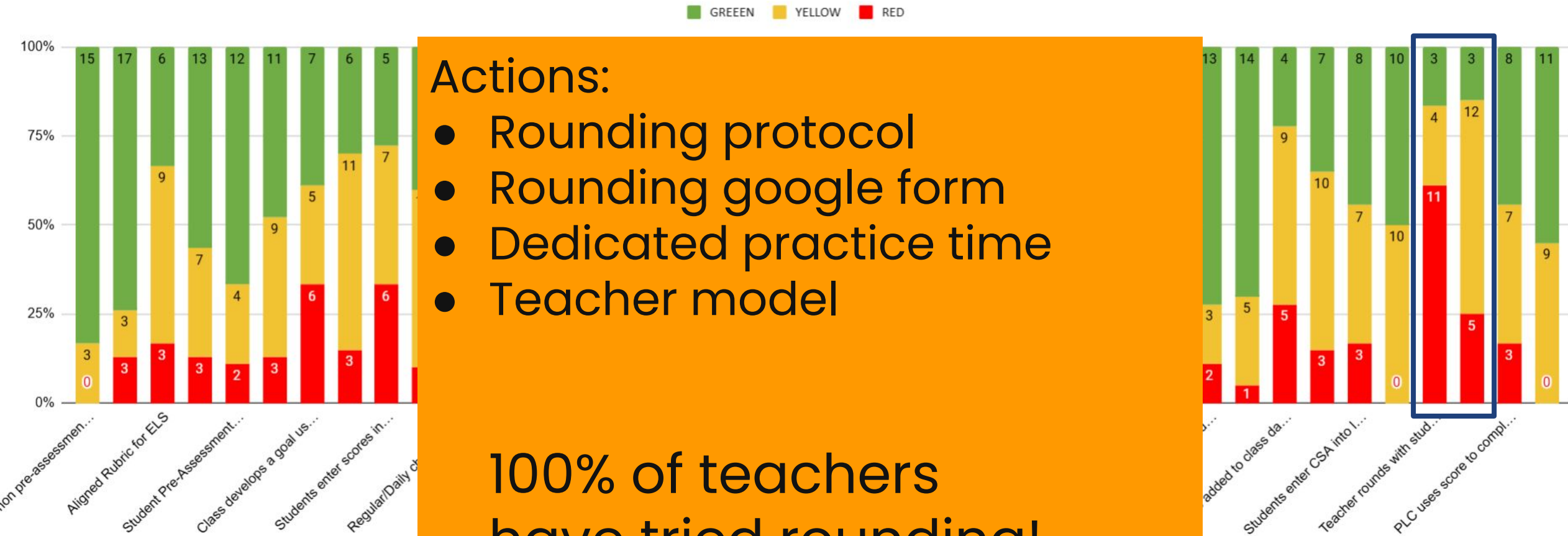
EMS Fall Instructional Framework Data

Instructional Framework SelfAssesment (EMS)



EMS Fall & Winter Instructional Framework Data

Instructional Framework SelfAssesment (EMS)



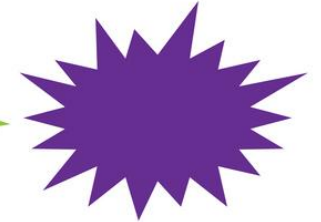
Actions:

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

100% of teachers
have tried rounding!

ROUNDING QUESTIONS

Key questions **EVERYONE** asks:



District Sr. Leaders

School Leadership Team

PLC Teams

Classroom Teacher

- What is going well with...
- What barriers are you encountering? Where are you getting stuck?
- How can I help you?
- Is there anyone who has been helpful?

Conversation Strategies

Data

10
9
8
7
6
5
4
3
2
1

Individual
Student
Data

Studer
Education

1 2 3 4

Student
Plus/Delta

+	△

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							

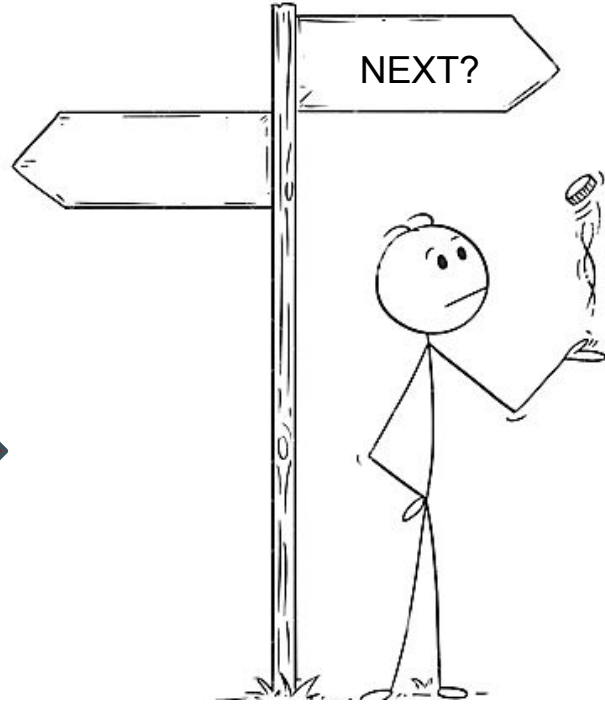
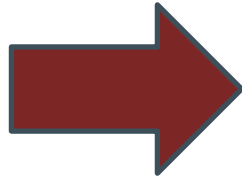
p 17



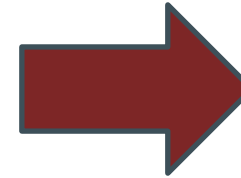
THE ROLE OF VISIBLE DATA & THINKING IN GOAL SETTING



Where are you right now?
(Goal)



Where are you going
next? How will you get to
that next step?ç



What will you do next?
Predict what will happen
when you do X?

pages 31-37

FEEDBACK

HATTIE, J. VISIBLE LEARNING on FEEDBACK

FEED-FORWARD

STRATEGY WORK



Where are you going next? How will you get to that next step?

ADD OR SUBTRACT

PART - PART - WHOLE

Whole
Part + Part

When the whole is unknown
ADD the parts.
 $P + P = W$

When a part is unknown,
SUBTRACT
a part from the whole.

Whole
Part Part

$W - P = P$

CUBES

• Problem solving strategy •

- C** Circle key numbers and units
- U** Underline the question
- B** Box math "action" words
- E** Evaluate and Eliminate What steps do I take? What can I cross out?
- S** Show your work and Solve/Check (your answer)

9 Math KEY WORDS

⊖ SUBTRACTION

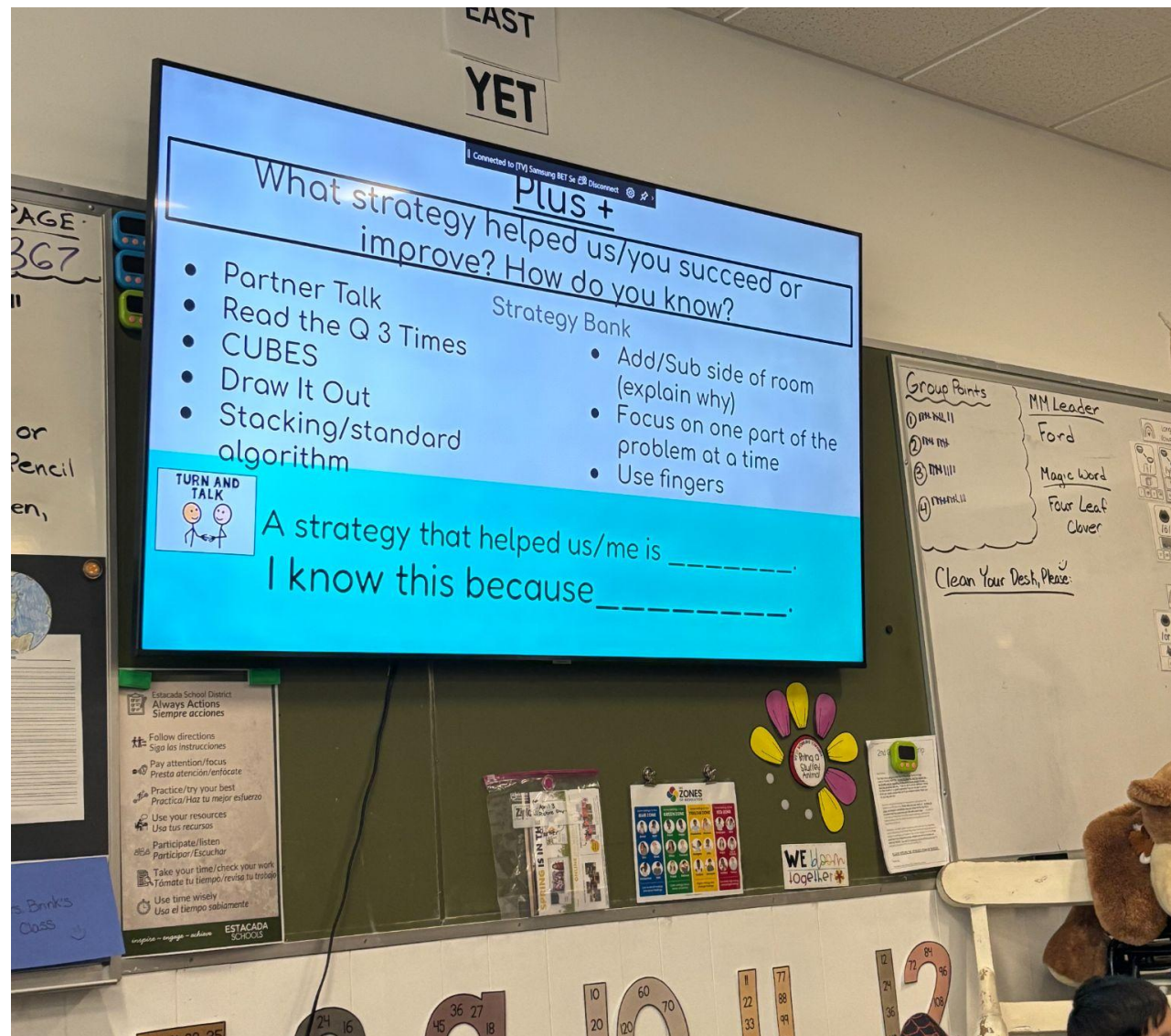
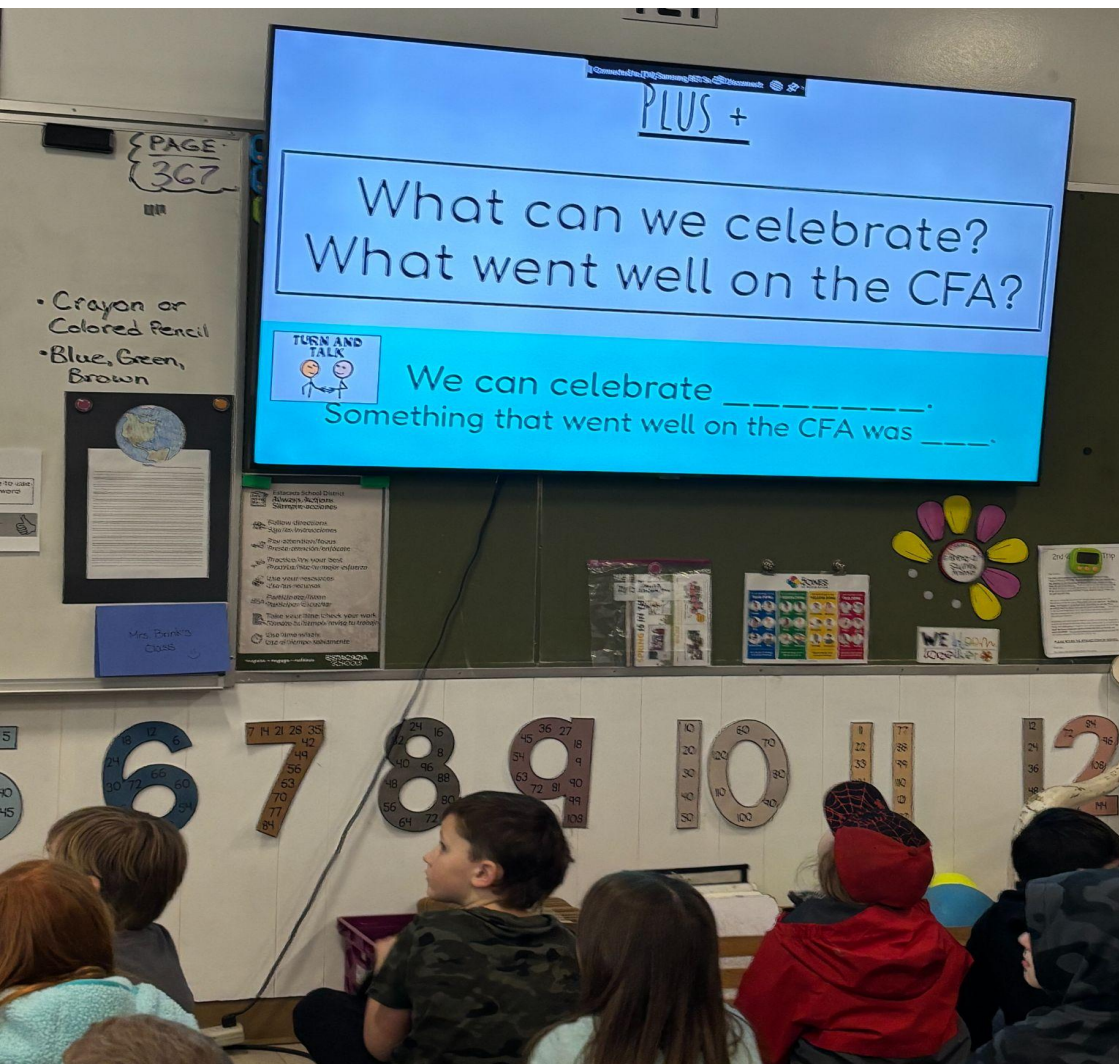
- how many more
- gave/went away/taken away
- decrease
- less than
- difference
- how much more
- "er" words:
 - larger
 - fewer
 - shorter
 - longer
- less
- remain
- minus/subtract

⊕ ADDITION

- all together
- in all
- ~~how many~~
- together
- combined
- sum
- both
- increase
- total
- ~~and~~
- more
- add
- plus

Studer
Education

© 2025 Studer Education, LLC. All rights reserved.



Sentence Frames for Whole Class Data Discussions

-Did we improve? How do we know? What can we celebrate? (Keeping this part very short)

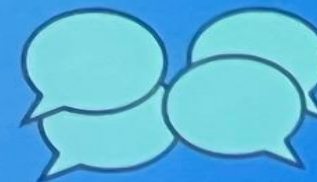
We (did/did not) improve. I know this because __. We can celebrate __

-What specifically helped us/me to improve? How do we/you know?

Something that specifically helped me/us improve is __. I know this because __

-Where am I/we still stuck?

We are/I am still stuck on _____



-What are the next actions steps to take to keep improving?

The next step that will help us/me improve is __. I predict this will help because __

Using sentence frames to scaffold and practice the language of improvement.

Sentence frames are used to scaffold and practice the language of improvement.

Reading Strategies PDSA

- I Find the Reading Strategy _____ helpful because _____

- I Find the Reading Strategy _____ not very useful because _____

Reading Strategies Used:

Bracketing & Summarizing

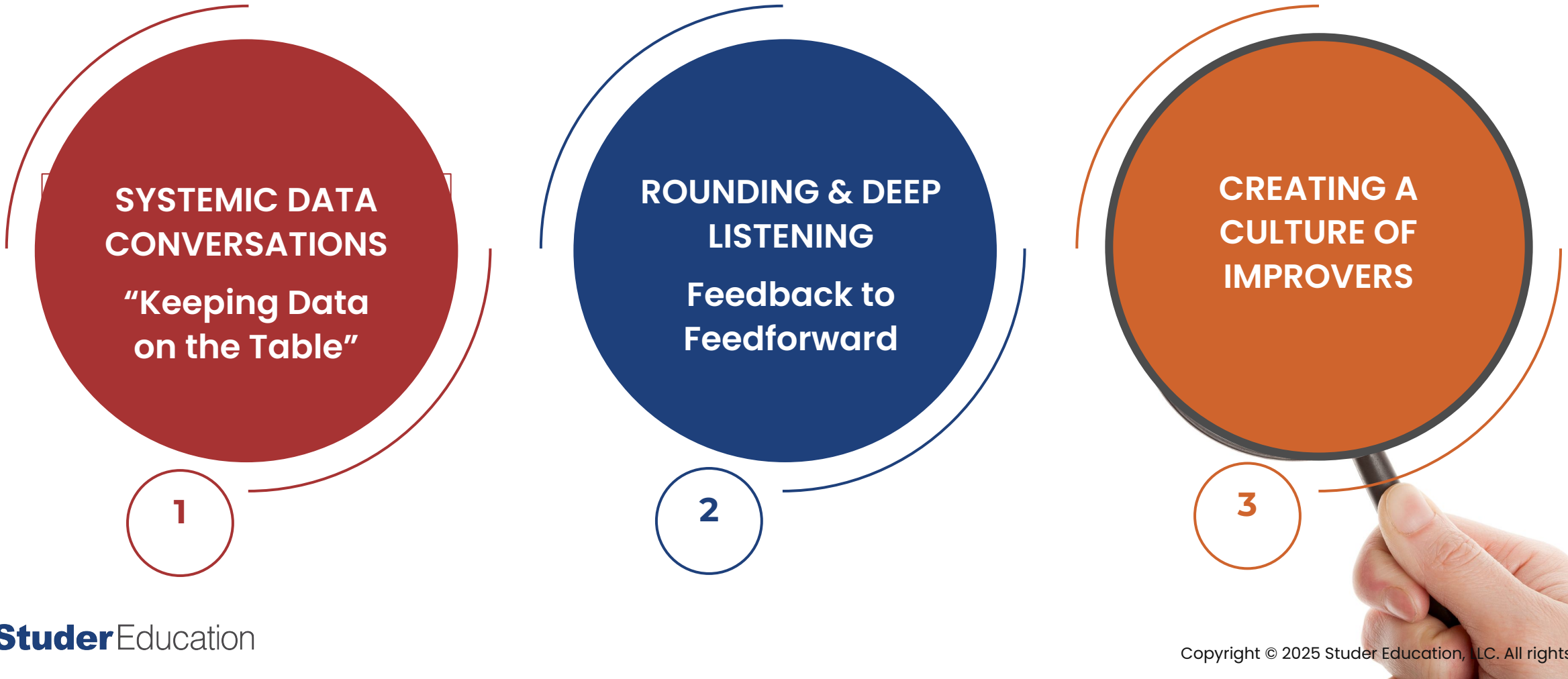
Underling important items

Circling and defining words I don't know

****Be Sure to Give an Explanation for your choice.

- ESTACADA RANGERS
- P Perseverance
 - R Responsibility
 - I Integrity
 - D Dependability
 - E Empathy

What you can expect to see on your next observation:



Walkthrough #3

Theme: A Culture of Improvement-Data Conversations and Rounding in the classroom K-12

Estacada Middle School and Clackamas River Elementary

Triangles-On a bus to CRE

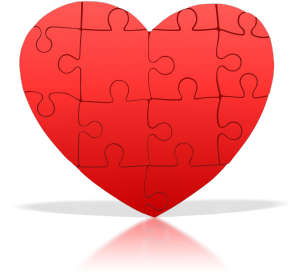
Stars- Will go to EMS

*Bring your Spiral (Page 44)

You can leave your things in the gym it will be supervised.




Networking Lunch-12:00-12:45

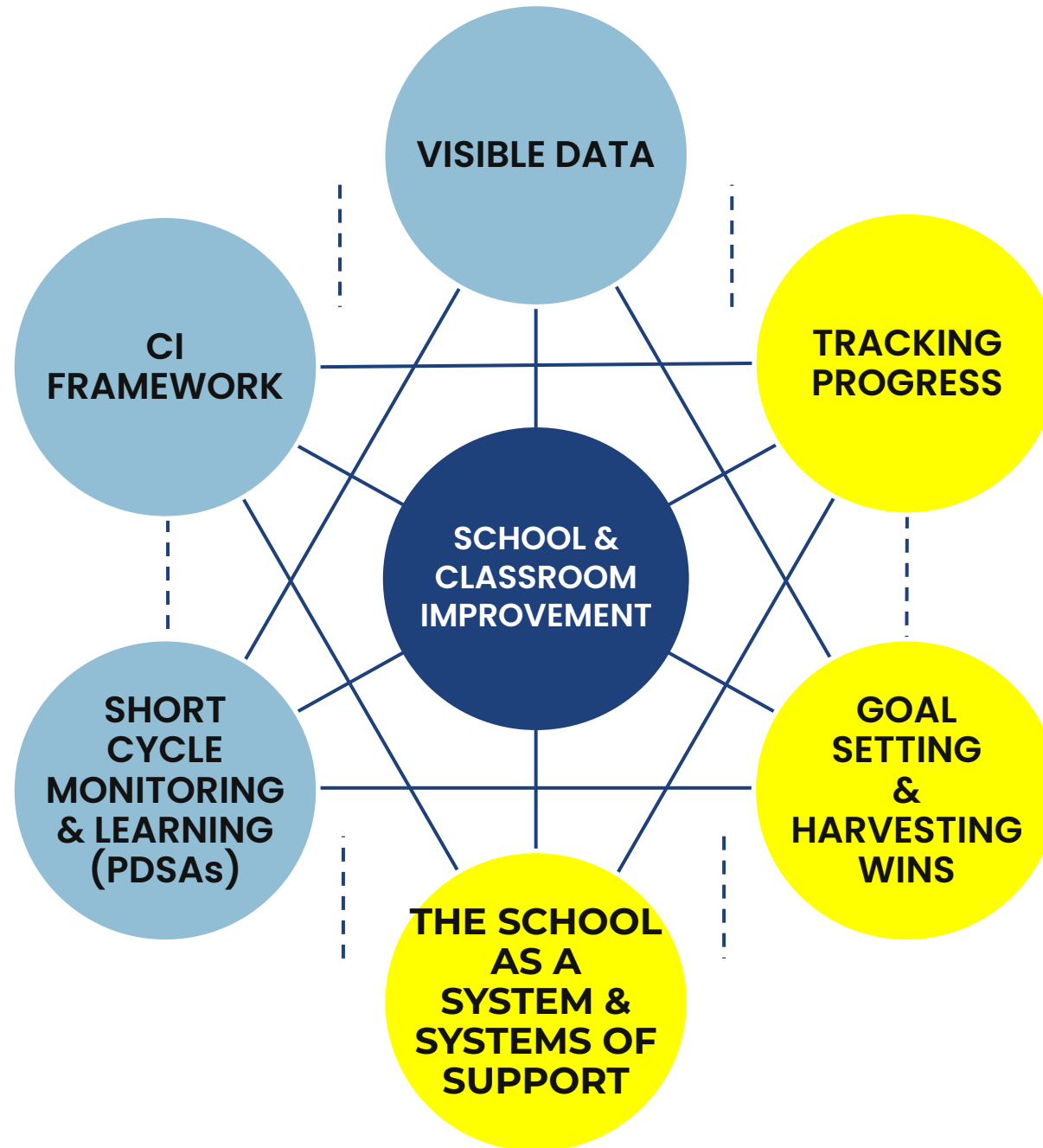


Enjoy your lunch and during this time please:

1. Eat!
2. Fill out page 45 on walkthrough #3
2. Meet our sponsors.
3. Great time to network
4. Add a heart to the wall with your “why”



Surveys, Huddles, and Leader Action Plans



ESTACADA —SCHOOLS—

2025 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>2025 STRATEGIC GOALS</u>	2024 BASELINE SCORE	2025 RESULTS
SUCCESSFUL STUDENTS	<i>Readiness Indicators Dashboard*</i>	<u>100%</u> of students will demonstrate proficiency in the readiness standards**		
SUCCESSFUL STUDENTS	<i>Student Experience Survey</i>	Estacada Schools will improve its 'Student Engagement' mean score to <u>3.95</u>	3.85	
PEOPLE & CULTURE	<i>Employee Engagement Survey</i>	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.31</u>	4.26	
ENGAGED FAMILIES	<i>Parent Satisfaction Survey</i>	Estacada Schools will improve its 'Parent Satisfaction' mean score to <u>3.94</u>	3.84	
SAFETY & OPERATIONS	<i>District Service Survey</i>	Estacada Schools will maintain its 'District Services Survey' mean score to <u>4.65</u> or better	4.65	
FINANCIAL ACCOUNTABILITY	<i>Employee Engagement Survey</i>	Estacada Schools will improve its 'Employee Experience' mean score to <u>4.08</u> on the survey questions "I feel that organization-level resources are allocated to maximize effectiveness across the organization."	3.98	

* 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
--	------------------	--	---------------------------------------	--	--------------



Survey Roll-out

Fall and Spring Survey Results

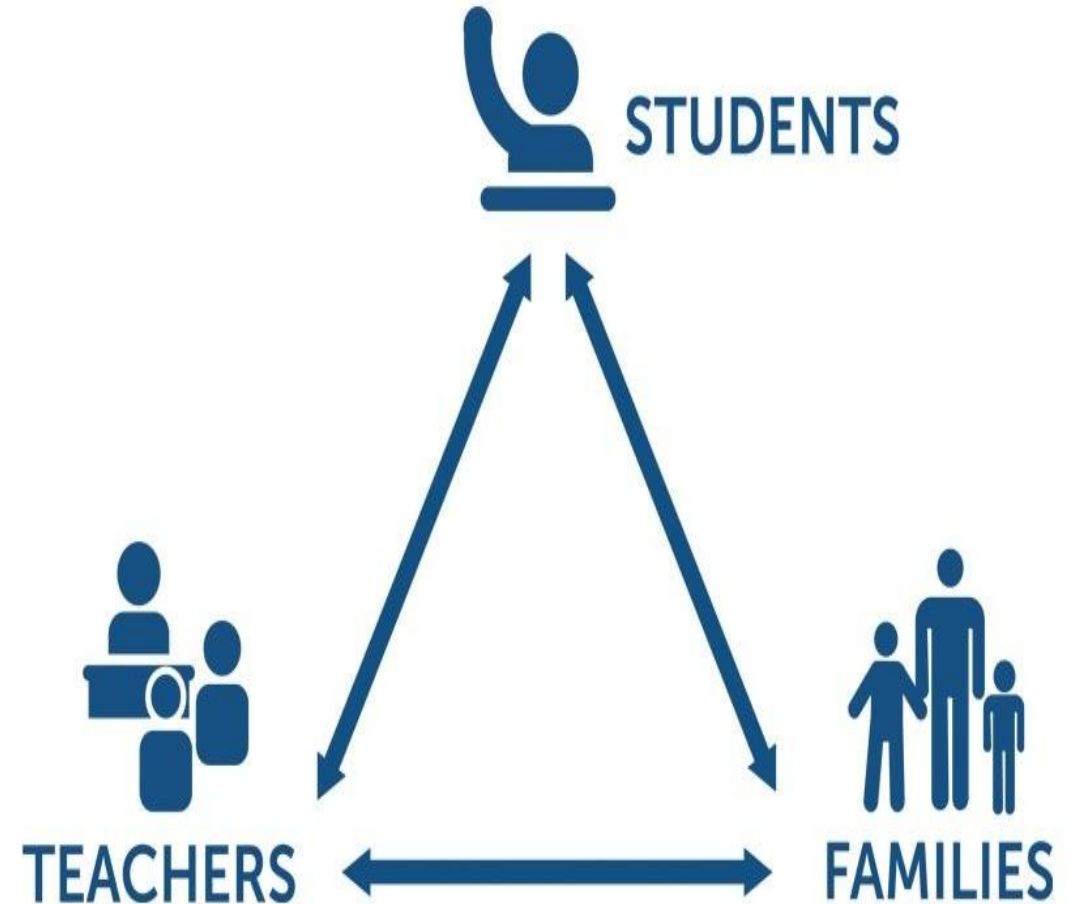
- Fall- Roll out and Set Leader Action Plans, Bulls Eye- Pg. 35 and 36
- Weekly leader Huddles for district leaders
- Monthly Improvement lab for check in on data
- Bi-Weekly building leadership huddles- Pg. 37-38
- Rounding with stakeholders along the way-Pg 29 and 39
- Spring Survey- 90 Day Roll out.

Leader Action Plans and Leadership Huddles

- River Mill Elementary
 - Principal- Lindsey Fullenwider
- Estacada High School
 - Principal- Leah Riedel

Leader Action Plans

1. Employee Experience Survey
2. Family Experience Survey
3. Student Experience Survey



Leader Action Plans



Rounding



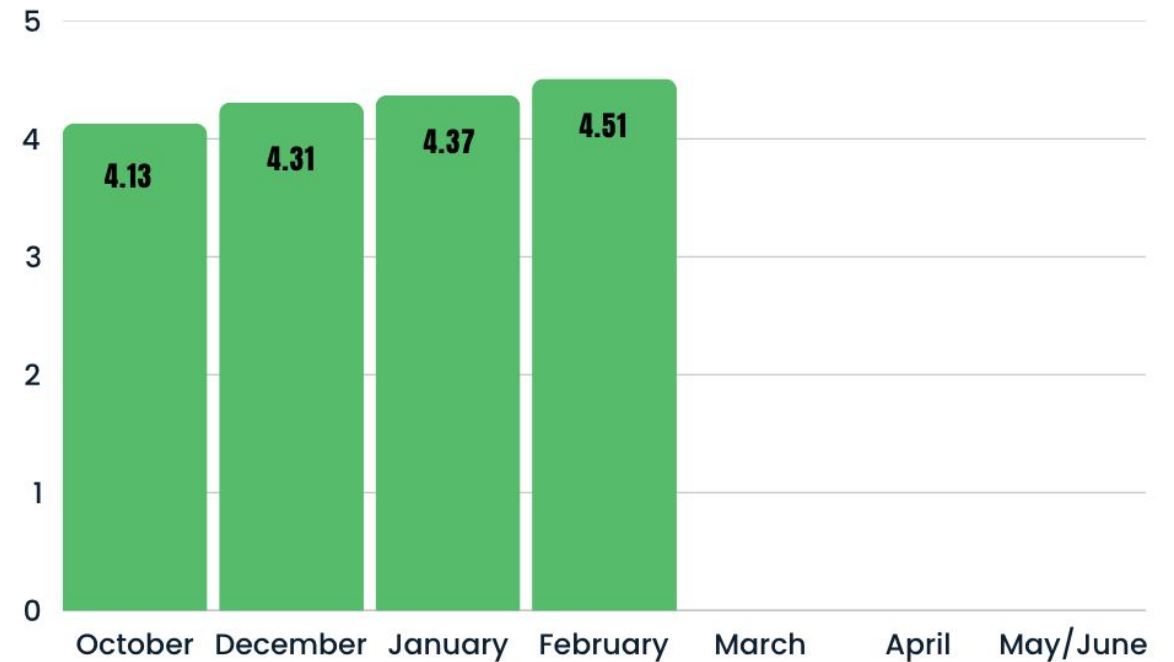
Data



Improvement Lab

EMPLOYEE ENGAGEMENT

By the end of the 2024-25 School Year, River Mill will improve our score on "I receive feedback concerning areas for improving my performance" from a 4.13 to a 4.18.



Keeping our goals and action plans at the heart of our work.

Best In Class Bullseye

River Mill Elementary

Experiment and Explore

- Incorporate Knowledge-building and Comprehension Instruction into Tier 2.
- Utilize Dibels for Kinder assessment screener.
- Display and discuss referral data at assemblies.
- Incorporate and support teachers in utilizing Interactive Read Alouds to develop comprehension at K-2.

Potential accelerators may not always be priority work

Establish a Beachhead

- Highlight monthly SOE in morning meetings where students recognize other students.
- School Rules Trading Cards sent home in Thursday Folders.
- Implement and Teach Zones of Regulation within classrooms.
- Shift leadership to combined elementary with a focus on data and improvement.
- Utilize and develop lessons using The Writing Revolution and determine point-in-time benchmarks.

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

Big Aims

2024-2025



BIG AIMS

- Hardwire continuous improvement and High Yield Instructional Strategies throughout classrooms K-12
- Align K-12 Dufour model PLC process and practices
- K-12 aligned Standards Based Grading and Reporting practices
- Build a positive and respectful environment for student well-being and success

Directly related to our core pillars

Aggressively Develop

- Utilize a Google form for staff to use when they are in need of an organizational resource.
- Continue to provide a summary with feedback from observations.
- Utilize a Google form for staff for specific feedback requests.
- Utilize a Google Chat for staff to request emergency support or building resources.
- Highlight students at assemblies for being Kind and Respectful.
- Highlight Behavior/Discipline Guidelines in weekly family Smore.
- Weekly positive postcards sent home from staff.
- Analyze and reflect on IMSE and Early Literacy Learning strategies in the classroom.

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

In the Past

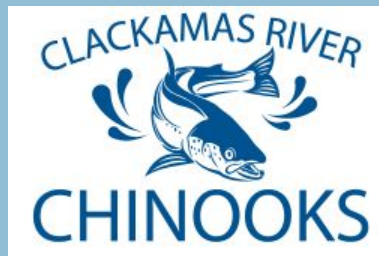
Focused on building activities/events

Two separate teams

Mix of staff

Predetermined
Agenda

Elementary Leadership Huddles



Adjustments

Focus on Data

One combined force

One member from each
grade level, PLC team

Discover challenges
and solutions together

EHS Leadership Huddle

- Shift from “nuts & bolts” business meeting to a bi-weekly data-driven, action-based team
- Data analysis leads to identification of strategic actions to implement
- Teacher leaders on the team deliver to staff
- Leadership Team monitors the data to determine whether to adopt, abandon, or adjust the strategic actions



EHS Student Council – Student Survey Leader Action Plans

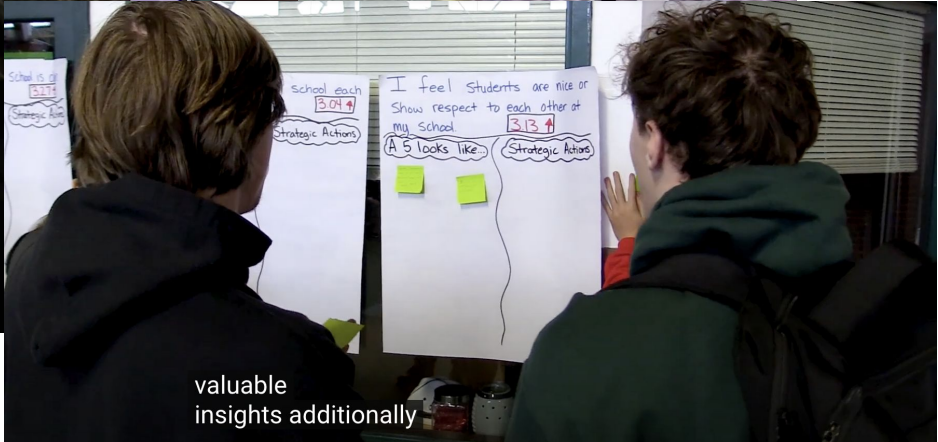


Spring 2024	3.11
Fall 2024	3.59 (+.48 from spring 2024)
Spring 2025	Coming Soon

- Importance of student voice & need for more representation in feedback opportunities
- Lunchtime Schoolwide Student Rollout



sessions students were encouraged to give more



valuable insights additionally

EHS Student Council – Student Survey

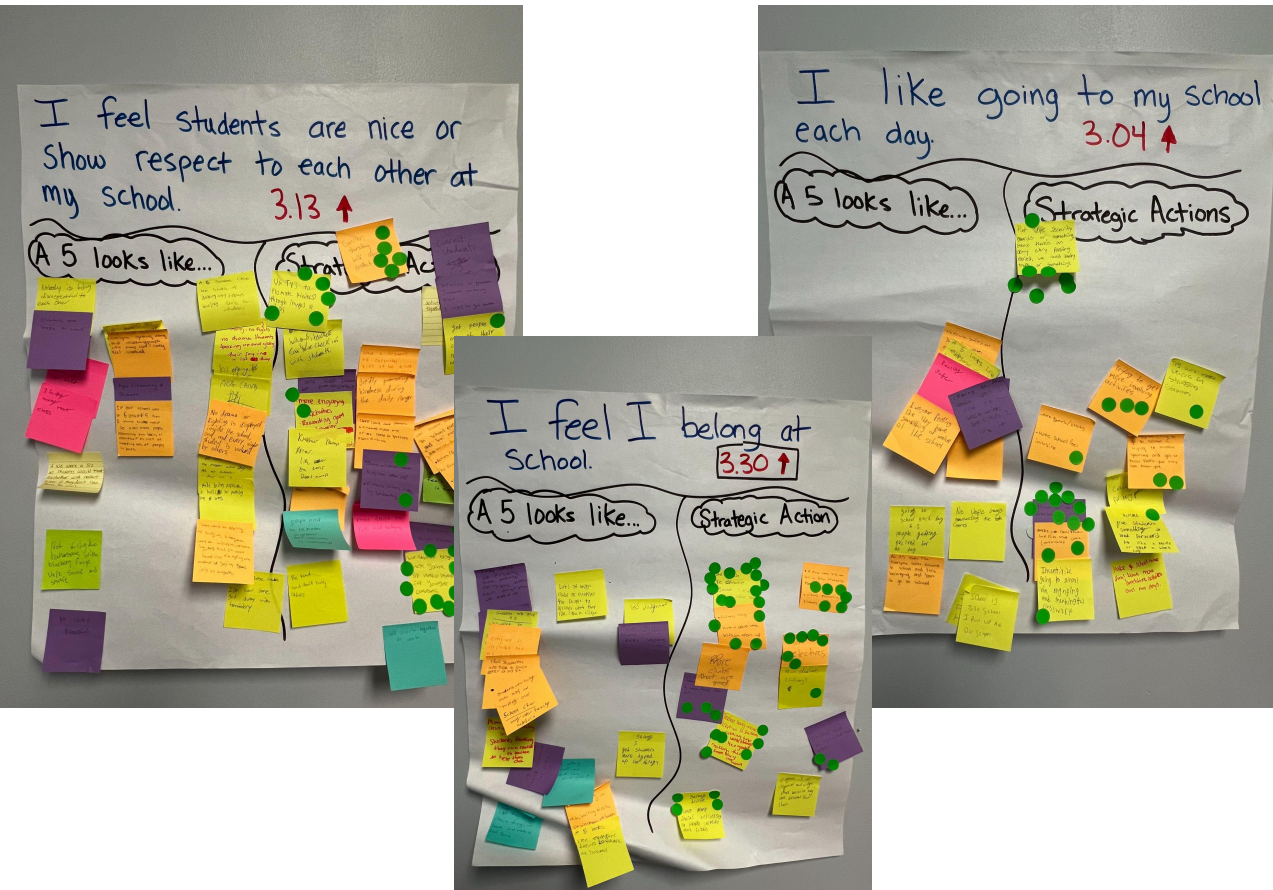
Leader Action Plans



Survey Question	Fall 2024 346 students	March Pulse-check 192 Students	+/-
I like going to my school each day.	3.04	3.23	+.19
I feel students are nice or show respect to each other at my school.	3.13	3.19	+.06
I think my school is clean.	3.27	3.59	+.32
I feel like I belong at school.	3.30	3.40	+.10

- Student Council Rollout
- Student Council as Leaders: Data Analysis, Development, Implementation & Measurement of Strategic Actions
- Next Steps: Data will drive the decisions to Adopt, Adjust, or Abandon current Strategic Actions

EHS Student Council – Student Survey Leader Action Plans



I feel students are nice or show respect to each other at my school.		I like going to my school each day.	
10	Positivity videos/posters		5
12	More team building and class competition events, like canned food drive.		5
7	Prizes for good/perfect attendance		2
8	Make videos		4
4	Clubs that promote kindness		3
3	Peer mentor program		8
1	Discourage bullying when we students hear it		7
6	Play music/videos in the commons		4
2	A place where students can talk to students		6
1	Show kids how to be nice		4
8	Have kids who don't feel like our school is kind to tell us why		7
6	YANA club		2
6	Monday reminders to be kind		1
8	WWYD videos but student versions		8
1) Why did you pick what you did?			
		Positivity videos/posters	
		A club for everyone/more clubs	
		Promote clubs more	
		Finish the library project and do library activities	
		Promote kindness in the Daily Ranger	
		Kindness videos with students in them	
		More trivia and activities at lunch	
		Surveys to find out what would help students like coming to school every day	
		Quote of the Day in the Daily Ranger	
		Kahoots at lunch	
		Raffles every two weeks	
		Bulletin boards that build students up	
		3 hour REID Days	
		Bring back Friday Trivia but on Thursdays	
		Give out stickers	
		Reward days for good grades, good attendance	

EHS Student Council – Student Survey

Leader Action Plans

Decisions and Implementation

Students Council Plans:

1. Monthly Video Projects (total of 4)
2. Monthly "Reward Days" (total of 4)
3. 2 Posters monthly to promote kindness and belonging (total of 8)
4. 2 lunchtime activities each month (total of 8)
5. Thursday trivia during the Daily Ranger

I feel students are nice or show respect to each other at my school.

10	Positivity videos/posters		
12	More team building and class competition events, like canned food drive.		
7	Prizes for good/perfect attendance		
8	Make videos		
4	Clubs that promote kindness		
3	Peer mentor program		
1	Discourage bullying when we students hear it		
6	Play music/videos in the commons		1
2	A place where students can talk to students		
1	Show kids how to be nice	1	
8	Have kids who don't feel like our school is kind to tell us why		
6	YANA club		1
6	Monday reminders to be kind		1
8	WWYD videos but student versions		

1) Why did you pick what you did?

I like going to my school each day.

Positivity videos/posters		5
A club for everyone/more clubs		5
Promote clubs more		2
Finish the library project and do library activities		4
Promote kindness in the Daily Ranger		3
Kindness videos with students in them		8
More trivia and activities at lunch		7
Surveys to find out what would help students like coming to school every day		4
Quote of the Day in the Daily Ranger		6
Kahoots at lunch		4
Raffles every two weeks		7
Bulletin boards that build students up		2
3 hour REID Days		
Bring back Friday Trivia but on Thursdays		11
Give out stickers		
Reward days for good grades, good attendance		8

EHS Student Council – Student Survey

Leader Action Plans



Survey Question	Fall 2024 346 students	March Pulse-check 192 Students	+/-
I like going to my school each day.	3.04	3.23	+.19
I feel students are nice or show respect to each other at my school.	3.13	3.19	+.06
I think my school is clean.	3.27	3.59	+.32
I feel like I belong at school.	3.30	3.40	+.10

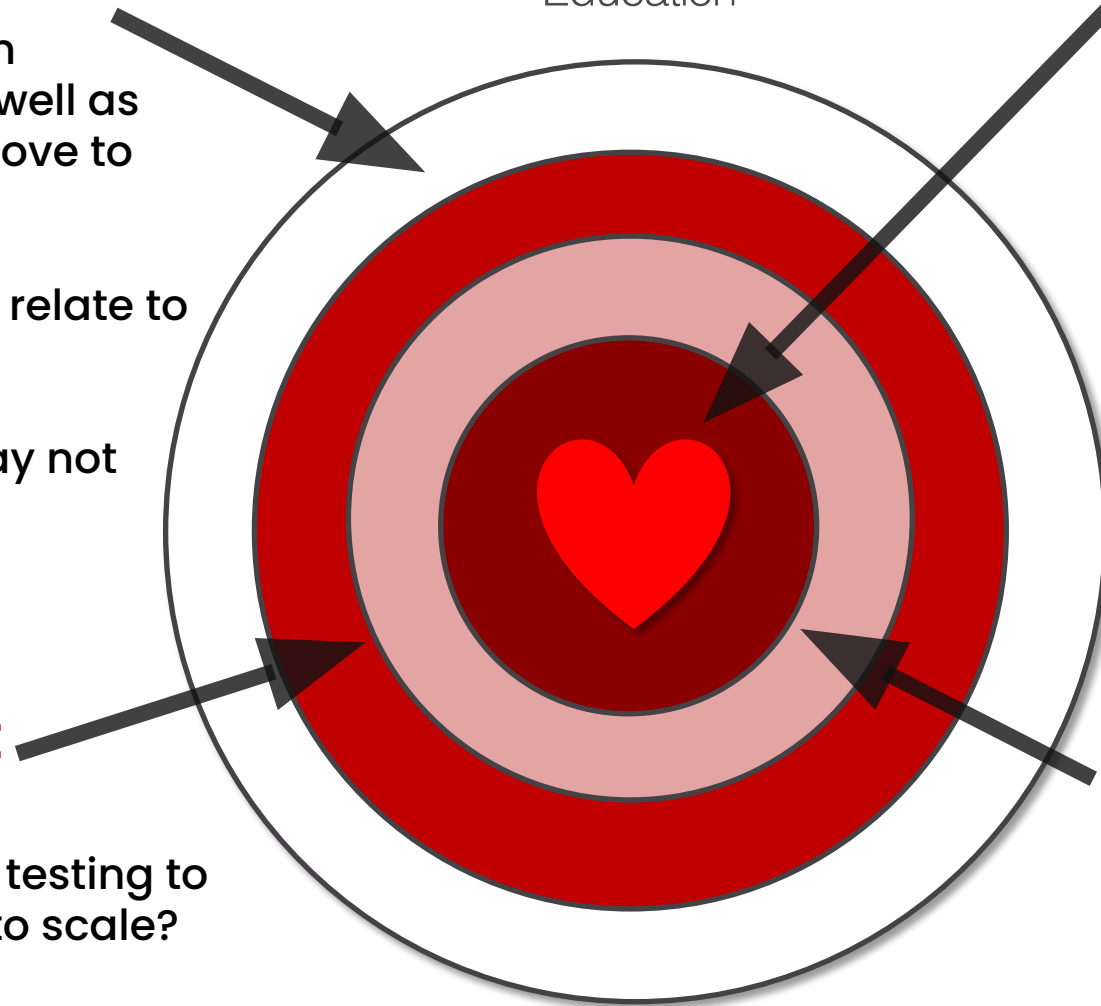
- Student Pulse Survey – Early March
- Next Steps
 - Adopt
 - Adjust
 - Abandon

WHAT ARE WE EXPERIMENTING AND EXPLORING?

- Active searches for known solutions to problems as well as innovations that might prove to be accelerators
- Items are priorities if they relate to specific pain points
- Potential accelerators may not always be priorities

BEACHHEAD: WHAT ARE WE ARE TESTING?

- What are we trying and testing to determine when and if to scale?
- Starting small to learn from it?
- Lessons learned will minimize failure when scaled.



WHAT ARE OUR BIG AIMS?

- What value are we creating?
- What are our big aims & outcomes for our students, families, employees & community?

WHAT WE ARE HARDWIRING?

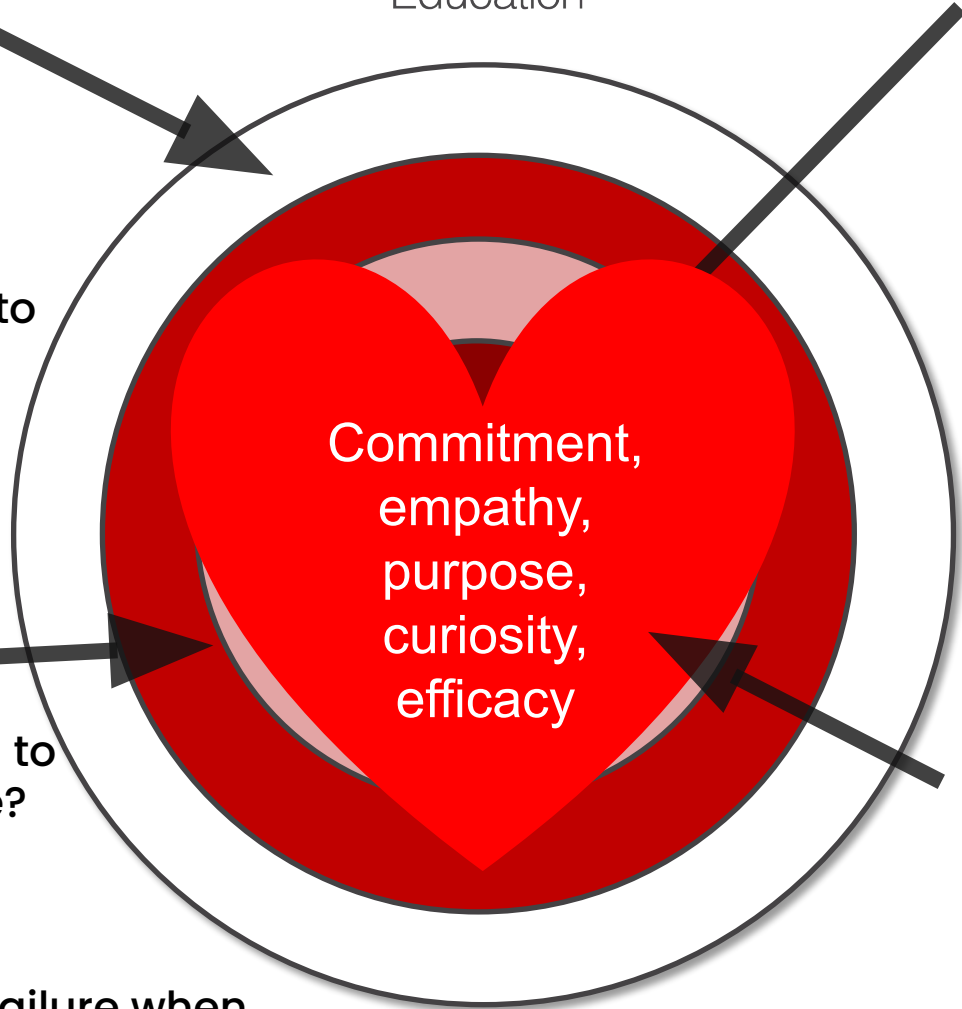
- What strategies are we aggressively trying to hardwire?
- What strategies are we deploying? Prioritize & focus. (1-5)

WHAT ARE WE EXPERIMENTING AND EXPLORING?

- Active searches for known solutions to problems as well as innovations that might prove to be accelerators
- Items are priorities if they relate to specific pain points
- Potential accelerators may not always be priorities

BEACHHEAD: WHAT ARE WE ARE TESTING?

- What are we trying and testing to determine when and if to scale?
- Starting small to learn from it?
- Lessons learned will minimize failure when scaled.

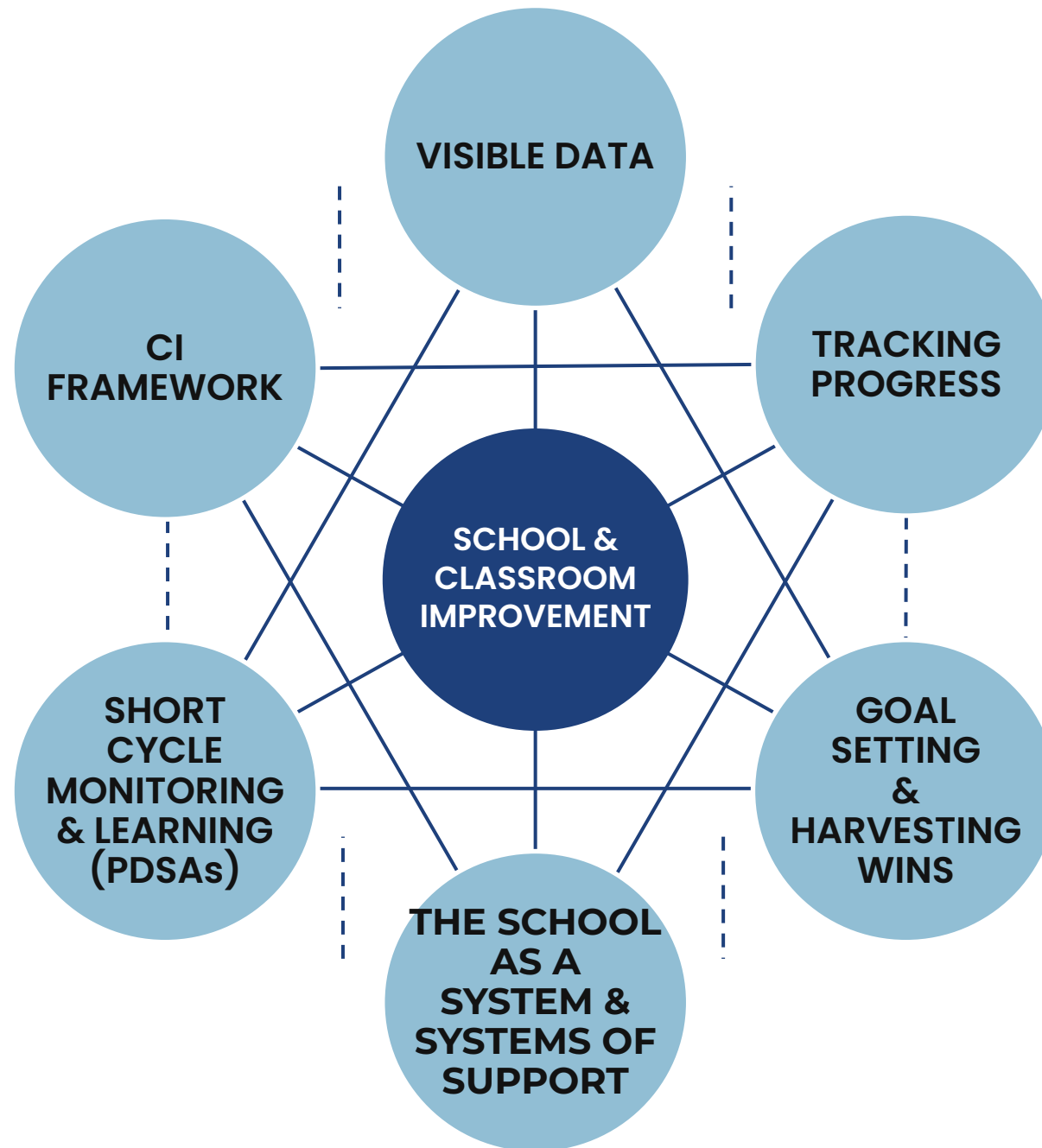


WHAT ARE OUR BIG AIMS?

- What value are we creating?
- What are our big aims & outcomes for our students, families, employees & community?

WHAT WE ARE HARDWIRING?

- What strategies are we aggressively trying to hardwire?
- What strategies are we deploying? Prioritize & focus. (1-5)

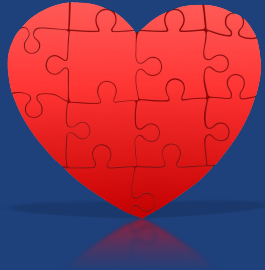


Reflecting and Planning Forward.

- Thank you card
- Post Card
- Connections –Page 48



Team Connection,
Reflection, and Action



Thank you for a great two days together!

Team Time and Networking
in this space until 3:30.



StuderEducation



15-17 APRIL
2025

K12 LEADERSHIP
VIRTUAL CONFERENCE

studereducation.com/dhp-virtual

Creating a Culture of Excellence from Leadership to the Classroom

DHP Virtual delivers a dynamic agenda with thought-provoking **keynotes**, **masterclasses**, interactive **panels**, and practical sessions on **leadership**, **high performance**, and **continuous improvement**. Each day focuses on a key theme—**Organizational Excellence**, **Internal Service Excellence**, and **Leadership Excellence**—culminating in facilitated networking sessions to foster collaboration.

REGISTER:



Together, we're
creating great places
to work, learn, and
succeed.

studereducation.com/subscribe



Stay in the know!

Subscribe to **Studer Education Insights** for the latest on **Destination High Performance Virtual** this April, our **in-person** DHP conference this **July** in Chicago, and our **October** DHP in California—plus powerful **leadership tools** to help you grow.



Stay in the know!

Subscribe to **Studer Education Insights** for the latest on **DHP Virtual**, our in-person DHP conference this **July** in Chicago, and our **October DHP** in California—plus powerful **leadership tools** to help you grow.



StuderEducation

15-17 APRIL
2025

K12 LEADERSHIP
VIRTUAL CONFERENCE

Creating a Culture of Excellence from Leadership to the Classroom

DHP Virtual features a robust agenda packed with:

- **Thought-provoking keynotes** and mini masterclass sessions.
- **Interactive panels** exploring leadership influence and high-performance strategies.
- Practical sessions on **hardwiring daily practices for success** and applying the PDSA cycle for continuous improvement.

Each day highlights a distinct theme to drive excellence:

1. **Organizational Excellence**
2. **Internal Service Excellence**
3. **Leadership Excellence**

End each day by connecting with peers in **facilitated networking sessions** designed to deepen connections and spark collaboration.

REGISTER: studereducation.com/dhp-virtual