



PO DATE

03/10/2023

**Armstrong School District**Accounts Payable  
181 Heritage Park Suite 2  
Kittanning, PA 16201

PURCHASE ORDER NUMBER

0022300059

VENDOR KEY : PERFORMA002  
FISCAL YEAR : 2022-2023  
ENTERED BY : OLINGMEL000PRINTED 03/25/2025  
DUPLICATE PO**VENDOR:**  
PERFORMANCE FACT, INC  
4022 BALFOUR AVE  
OAKLAND, CA 94610**SHIP TO:**  
ARMSTRONG SCHOOL DISTRICT  
181 HERITAGE PARK DR STE 2  
KITANNING, PA 16201

PHONE: (773) 405-0985

ATTN: Josh Williams

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1		CONFIRMING PO CATALOG/ITEM NUMBER: Invoice # 1583 Implementation - Strategic Plan  ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER ACCOUNT AMOUNT 10 E 1110 610 990 00 000 000 000 289 6,125.00	6125.00000	6,125.00
			<b>PAGE TOTAL</b>	6,125.00
			<b>TOTAL</b>	6,125.00

The purchaser is a tax exempt entity.

PURCHASE APPROVED BY:

\_\_\_\_\_  
Director of Finance of Operations

PO DATE

08/25/2022

**Armstrong School District**

Accounts Payable  
181 Heritage Park Suite 2  
Kittanning, PA 16201

PURCHASE ORDER NUMBER

0022300027

VENDOR KEY : PERFORMA002  
FISCAL YEAR : 2022-2023  
ENTERED BY : STOUTLAU000

PRINTED 03/25/2025  
DUPLICATE PO

**VENDOR:**  
PERFORMANCE FACT, INC  
4022 BALFOUR AVE  
OAKLAND, CA 94610

**SHIP TO:**  
ARMSTRONG SCHOOL DISTRICT  
181 HERITAGE PARK DR STE 2  
KITANNING, PA 16201

PHONE: (773) 405-0985

ATTN: Dr. Josh Williams

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	Year	CONFIRMING PO CATALOG/ITEM NUMBER: Invoice #1577 Implementation - Strategic Plan  ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER 10 E 1110 610 990 00 000 000 000 289  NOTES ESSER III  Give to Lauren Hohl	12250.00000	12,250.00
			PAGE TOTAL	12,250.00
			TOTAL	12,250.00

The purchaser is a tax exempt entity.

The purchaser is a tax exempt entity.

PURCHASE APPROVED BY:

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 Director of Finance of Operations

PO DATE

08/02/2021

**Armstrong School District**Accounts Payable  
181 Heritage Park Suite 2  
Kittanning, PA 16201

PURCHASE ORDER NUMBER

0022200012

VENDOR KEY : PERFORMA002  
FISCAL YEAR : 2021-2022  
ENTERED BY : STOUTLAU000PRINTED 03/25/2025  
DUPLICATE PO**VENDOR:**  
PERFORMANCE FACT, INC  
4022 BALFOUR AVE  
OAKLAND, CA 94610**SHIP TO:**  
ARMSTRONG SCHOOL DISTRICT  
181 HERITAGE PARK DR STE 2  
KITANNING, PA 16201

PHONE: (773) 405-0985

ATTN: Dr. Josh Williams

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	Invoice	CONFIRMING PO Send Vendor Copy to Requestor CATALOG/ITEM NUMBER: June 2021-June 2022 Services - Strategic Planning (Stage 1)  ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER 10 E 1110 610 990 00 000 000 000 289  NOTES ESSER III Funds  Year 1 (2021/2022 SY) Strengthening the Foundation  Give to Lauren Hohl	59500.00000	59,500.00
The purchaser is a tax exempt entity.			PAGE TOTAL	59,500.00
			TOTAL	59,500.00

The purchaser is a tax exempt entity.

PURCHASE APPROVED BY:

\_\_\_\_\_  
Director of Finance of Operations



PERFORMANCE *fact*, INC.

*Developing leaders. Transforming Practices. Inspiring Results.*

## **Proposed Professional Services**

Draft Outline for Discussion Purposes

### **Strategic Planning, Instructional Effectiveness, and Leadership for Results**

#### **Armstrong School District**

Ford City, Pennsylvania

*Chris DeVivo, Superintendent*

*Submitted by: Performance Fact*  
Mutiu Fagbayi (President/CEO)

March 29, 2021

# INTRODUCTION

## Transformation, Capacity-building, and Sustainable Results ... *by Design*

Armstrong School District (ASD) is considering a multi-year effort to fundamentally transform the quality and effectiveness of its educational programs, in ways that are sustainable and ensure successful learning, growth, and achievement for every student.

This three-year Proposal outlines professional services (i.e., technical assistance, tools, and training) that Performance Fact will provide to ASD to facilitate district-wide and school-level transformation. Performance Fact will collaborate with and support the district by aligning our *external* perspective with district leadership's *internal* vision for their school and community.

The proposed three-year scope will support the school system through the following stages of its transformation (*Figure 1*).

- Stage 1 (2021/2022 SY) focuses on **Strengthening the Foundation**. The central outcome of Stage 1 is the development of an **Equity-centered Strategic Plan**, aligned to the priorities in the district's Comprehensive Improvement Plan, which is required by the Pennsylvania Department of Education. During this Stage, leaders, teachers, staff, parent/community, and students will reach community-wide consensus on the long-term vision, goals, strategies, and implementation roadmap for the school system. This Stage also includes a comprehensive analysis of student data from multiple sources; root-cause analysis of the current state of student learning; development of the *Portrait of a Graduate*; reaffirmation of the district's vision, mission, core beliefs; clear goals and measures for student success; and explicit roadmap for achieving the outcomes for students.
- In Stage 2 (2022/2023 SY), the emphasis is on **Investing in People & Processes**. The aim is to provide high-quality **Professional & Leadership Learning** to strengthen the confidence and competence of teachers, leaders, and staff, particularly regarding the core professional practices and strategies outlined in the Strategic Plan. In Stage 2, the professional services will include establishing well-defined structures and processes; building a collaborative community of effective practice (i.e., PLC's); using data for continuous improvement; conducting cycles of inquiry and Data Summits; and providing school leaders with job-embedded leadership coaching-&-support.
- Stage 3 (2023/2024 SY) focuses on **Going to Scale, Ensuring Sustainability**. At this Stage, core processes and practices are fully implemented, monitored, and adjusted as needed. Data-informed continuous improvement of people, processes, and structure are key aspects of this Stage. By the end of Stage 3, the district would have the internal capacity to implement the Strategic Plan in a disciplined way.

*Figure 1*

<u>Year 1</u> (2020-2021 SY)	<u>Year 2</u> (2021-2022 SY)	<u>Year 3</u> (2022-2023 SY)
<b>STRENGTHENING THE FOUNDATION</b>	<b>INVESTING IN PEOPLE &amp; PROCESSES</b>	<b>GOING TO SCALE, ENSURING SUSTAINABILITY</b>
<ul style="list-style-type: none"><li>• Equity-centered Strategic Plan</li><li>• Results-focused School Improvement Plan</li><li>• Cycle of Inquiry Process (introduction)</li><li>• Leadership Coaching &amp; Support (ongoing)</li></ul>	<ul style="list-style-type: none"><li>• Cycle of Inquiry Process</li><li>• 4-Lens® Analysis of Student Data</li><li>• Data Summit</li><li>• Leadership in Action Network</li><li>• Leadership Coaching &amp; Support</li><li>• Equity Audit</li></ul>	<ul style="list-style-type: none"><li>• Leadership in Action Network</li><li>• Leadership Coaching &amp; Support</li><li>• Equity Audit</li></ul>

**[Years 1-3] SCOPE OF PROFESSIONAL SERVICES [2021-2024 SY]**

Transformation, Capacity-building, and Sustainability ... by Design

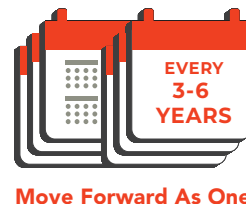
	Year 1 (2021/2022 SY)	Year 2 (2022/2023 SY)	Year 3 (2023/2024 SY)
<b>EQUITY-CENTERED STRATEGIC PLAN</b>			
Long-term Strategic Plan / Comprehensive Improvement Plan	●		
Annual Continuous Improvement Planning Process (district-level, school-wide, by team)	●	●	●
Roadmap for Disciplined Implementation	●	●	●
<b>INSTRUCTIONAL EFFECTIVENESS</b>			
Cycle of Inquiry	●	●	
Data Summit®		●	
<b>PROFESSIONAL AND LEADERSHIP LEARNING</b>			
Leadership Coaching & Support	●	●	●
Leadership in Action Network		●	●
<b>LEADING WITH DATA</b>			
4-Lens® Analysis of Student Data	●	●	
Equity Audit		●	●
<b>Fees for Professional Services</b>	<b>\$47,000 – \$56,000</b>	<b>\$32,000 – \$39,000</b>	<b>\$21,000 – \$29,000</b>

## **Selected Reference Materials**



# Strategic Planning & Strategic Implementation

Student learning. Instructional effectiveness. Empowering infrastructure.



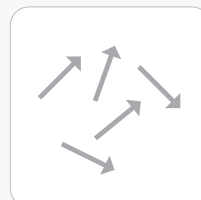
Through fruitful planning, we achieve unity of purpose, or alignment. This process of seeking mutual understanding about common goals gives shared meaning to the school or district's work, enabling the organization to accomplish its goals.

A productive alignment process proactively seeks out and embraces the diverse voices of the organization's stakeholders. If we want all stakeholders to commit to and meaningfully engage in implementing the plan, we must involve them in developing the plan itself.

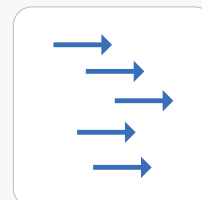
Performance Fact's MOVE FORWARD AS ONE strategic planning process empowers stakeholder teams to guide clients – their districts or schools – to develop a strategic alignment plan that reflects each community's diverse voices and perspectives. It mobilizes them around a shared vision, clear goals, and an aligned roadmap for disciplined implementation.

► *Recommended time frame for the MOVE FORWARD AS ONE! Strategic Planning & Strategic Implementation processes: Every 3-6 years*

## Misalignment



## Alignment



## STEP BY STEP

### Phase 1 Is everyone ready to go?

Mobilize the community

- ◆ Finalize project scope and calendar with champion/decision-maker
- ◆ Define planning teams, participants, and communication plan
- ◆ Conduct orientation and listening sessions with selected stakeholders

### Phase 3 Where are we going next?

Clarify purpose, student outcomes, benchmarks

- ◆ Reaffirm purpose: vision, mission, core values, equity statements
- ◆ Clarify outcomes for students: goals and measures of success
- ◆ Set benchmarks: performance targets

### Phase 5 How are we going to get there?

Establish building blocks, practices, strategies

- ◆ Articulate the Four Pillars (building blocks), or theory of action
- ◆ Define Professional Practices for Instructional Effectiveness
- ◆ Define Educational Strategies and key actions

### Phase 7 Do we have a clear pathway for follow-through?

Disciplined implementation

- ◆ Secure formal approval of the plan (by the board)
- ◆ Develop Roadmap for Disciplined Implementation
- ◆ Define Year 1 priorities and develop implementation plan

### Phase 2 Where are we now?

Assess current state

- ◆ Conduct focus groups or surveys that capture *student voice* and *stakeholder voice*
- ◆ Analyze student data using the 4-Lens™ data analysis protocol
- ◆ Conduct root-cause analysis of current state of student learning and professional practices

### Phase 4 Is everyone still with us?

Conduct reality checks

- ◆ With students
- ◆ With family and community stakeholders
- ◆ With school-level and district-level staff

### Phase 6 Have we aligned resources to the Plan?

Allocate resources

- ◆ Identify resource implications (people, time, money)
- ◆ Define guidelines for acquiring and allocating resources
- ◆ Realign organizational structure, as appropriate

# School Improvement Planning

## in 1 2 3 Steps

Analyze student data and discover root cause. Set achievement targets.  
Align practices and resources.

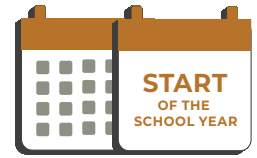


Chart the Course

A well-designed and -executed annual school improvement plan charts the course for the school year. Results-focused and practice-driven, such a planning framework undergirds any school's commitment to continuous improvement.

An effective framework must fundamentally distinguish between *ends* and *means*. Consider:

- The *ends*: explicit student growth and achievement targets that the school and its stakeholders will commit to
- The *means*: the professional practices and strategies, professional learning themes, and equitable resource allocation decisions deemed most essential for accelerating outcomes for all students

Effective school improvement planning is a collaborative exercise that includes all stakeholders, especially teachers, school administrators, parents, and – at the secondary level – students. By embracing diverse perspectives in the process, the resulting school improvement plan reflects the priorities and solutions proposed by all stakeholders, thereby strengthening their buy-in and commitment to its implementation.

► Recommended launch date for CHART THE COURSE School Improvement Planning process: Start of school year

### STEP BY STEP

#### STEP 1

##### Where are we now?

###### Assess present circumstances

- ◆ Analyze current state of student learning and achievement
- ◆ Assess current state of professional practices and educational programs
- ◆ Define highest-priority areas of strength and concern

#### STEP 2

##### Where are we going next?

###### Core purpose, student outcomes

- ◆ Reaffirm vision, mission, and core values
- ◆ Set equity-driven student achievement targets for the year

#### STEP 3

##### How do we get there?

###### Instructional core, key actions, resources, milestones

- ◆ Frame the Big Picture: practices, strategies, and professional development/collaboration priorities
- ◆ Establish the assessment calendar
- ◆ Align resources (people, time, money) equitably with priorities
- ◆ Define critical milestones of progress (monitored via the CPR Card™)
- ◆ Determine critical metrics for student learning and professional practices (monitored using the Vital Signs Scorecard™)

# Roadmap for Disciplined Implementation in 1 2 3 Steps

Developing a blueprint for goal-aligned strategic implementation and strong results

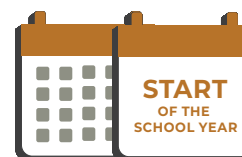


Chart the Course

Developing a blueprint for goal-aligned strategic implementation and strong results

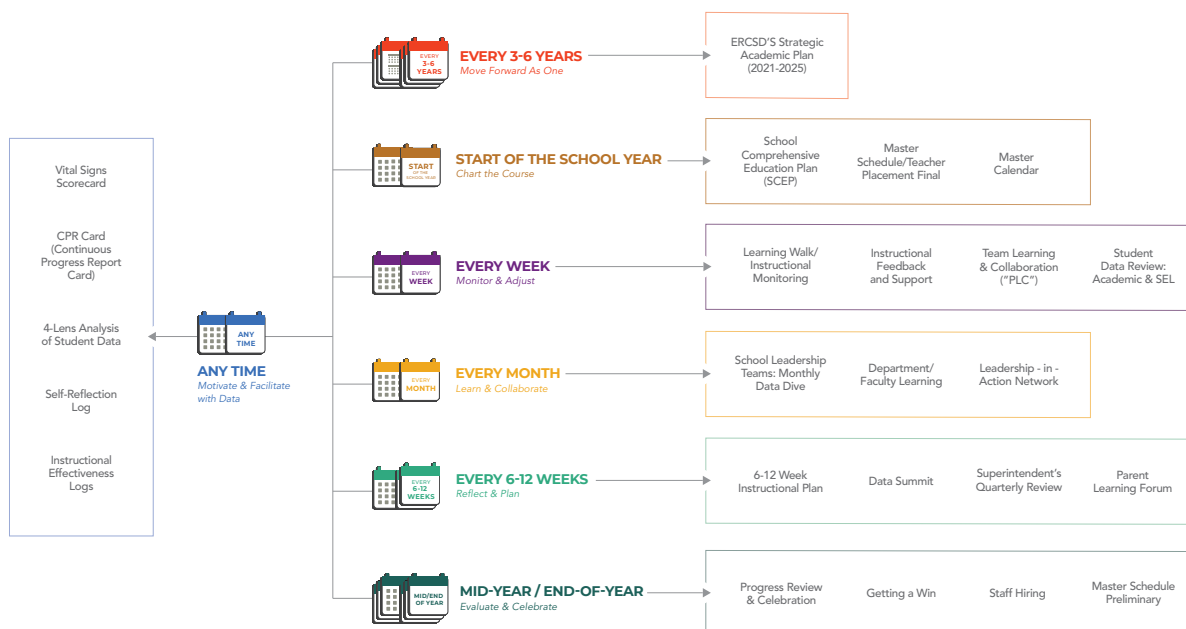
To articulate and achieve desired outcomes, we must *first* plan the work. However, to bring those desired outcomes to reality, we must *work the plan* in a disciplined manner. That disciplined work overcomes the implementation gap that can plague any plan, whether it is:

- A systemwide long-term strategic plan
- An annual school improvement plan
- A grade-level team's unit plan
- A district's IT system overhaul
- Upgraded ventilation in a dated middle-school building

*Getting things done well demands discipline!* Performance Fact's Roadmap process offers individuals, teams, and organizations a blueprint for purposeful action – a visually compelling outline and recommended sequence for your implementation plan's key components.

In public education, we're always thinking about time! Performance Fact offers a calendar-driven Roadmap process customizable for any situation, at every level: systemwide leadership, whole school, school teams, district-level departments, classrooms.

The Roadmap document makes your strategy visible and easy to understand, and shows how the plan components fit together. You can use the Roadmap as a living document – to align, monitor, motivate, and communicate. (See district-level example in illustration, below.)



The Roadmap can significantly reduce the implementation gap. By helping you work the plan, Performance Fact's Roadmap process supports disciplined implementation – a crucial step in achieving your intended outcomes.

► Recommended time frame for Roadmap for Disciplined Implementation process: Start of school year

# Data Summit™ in 1 2 3 Steps

Conducting evidence-based community conversations about student learning and professional practices



Reflect & Plan

Imagine investing more than 200 hours of your time and energy every 6 weeks in something you care deeply about. Wouldn't you be motivated to find out how well your efforts are paying off?

We at Performance Fact contend that educators deserve sacred time every 6 to 12 weeks to reflect deeply on accomplishments and challenges, and to renew themselves. In that spirit, we developed the Data Summit™, a collaborative exercise that encourages us not to *prove ourselves* but, rather, to *improve ourselves*.

We have designed the Data Summit™ to stimulate evidence-based, collegial conversations among practitioners regarding the results for students (*effects*) and the professional practices that produced those outcomes (*causes*). By tending consistently to this cause and effect, we drive continuous improvement of professional practices and student learning.

The Data Summit™ represents an important phase in Performance Fact's *Reflect-Plan-Implement* Cycle of Inquiry. Whether your cycle-end findings are encouraging or concerning, our design gives you another chance to choose again – another opportunity to consciously decide on your priorities for student learning and professional practices for the next 6 to 12 weeks. Such disciplined implementation significantly enhances your chances of accomplishing your student learning goals for the school year.

► *Recommended interval for the REFLECT & PLAN Data Summit process: Every 6-12 weeks*

## STEP BY STEP

STEP  
1

### Analyze student data.

#### 4-Lens Analysis of student data (*effect*)

- ◆ Identify the student learning focus areas and data sources
- ◆ Use the 4-Lens guiding questions to analyze the student data
- ◆ Summarize highest-priority areas of strength and concern

STEP  
2

### Examine professional practices.

#### Reflect on effectiveness of adult actions (*cause*)

- ◆ Review practices and strategies chosen for the implementation cycle
- ◆ Rate effectiveness of practice and strategy implementation
- ◆ Summarize highest-priority areas of strength and concern

STEP  
3

### Draw conclusions.

#### Draw conclusions

- ◆ Summarize key findings for the cycle regarding student learning and professional practices
- ◆ Outline priorities for the next implementation cycle
- ◆ Develop instructional plan and milestones for the next 6- to 12-week implementation cycle

# Leadership in Action Network

## in 1 2 3 Steps

Building leadership competence, confidence, and proficiency through standards-based, networked professional learning



Learn & Collaborate

Successful leaders persist in upgrading their own capacity and performance. They recognize that continuous professional learning is key to maintaining their leadership edge – which in turn is essential to the growth and vitality of their team, and to realizing their organization's vision and goals.

Performance Fact's Leadership in Action Network model creates a deep bench of competent, confident, and committed leaders across the school or organization. The network supports each leader's journey toward meeting the standards for their profession – so that, in time, they become a leader ready to guide their organization to sustained and sustainable success.

The Leadership in Action Network model emphasizes three disciplines:

1. Personal Mastery, or *becoming my best through self-awareness and development*
2. Collaborative Team Learning, or *getting better by working and learning together*
3. Leadership for Results, or *inspiring better outcomes for all*



Key features of the Leadership in Action Network include:

- A customized curriculum aligned to the leadership standards
- Proficiency-oriented collaborative inquiry in small learning clusters, or cohorts
- In-depth focus on a *vital few* high-leverage leadership practices of importance to the learning leaders
- A peer-to-peer coaching component to promote mutual support and collegial accountability
- Continuous evidence-based assessment of impact
- Just-in-time feedback and support from experienced facilitators

Customizing the design and rollout of each Leadership in Action Network program ensures flexibility and relevance to local circumstances. However, every network seeks the same outcome: *mastery of the professional standards for leaders*.

► Recommended interval for the MONITOR AND ADJUST Self-reflection Log process: Every week

## STEP BY STEP

### STEP 1

#### Becoming my best through self-awareness and development

##### Personal mastery, including:

- ◆ Personal purpose and core values
- ◆ Self-efficacy and winning mindset
- ◆ Personal responsibility, accountability, and empowerment
- ◆ Leadership "thumbprint"

### STEP 2

#### Getting better by working and learning together

##### Collaborative team learning, including:

- ◆ Team norms and aligned action
- ◆ Feedback and support
- ◆ Collective inquiry
- ◆ Continuous learning and experimentation

### STEP 3

#### Inspiring better outcomes for all

##### Leadership for results, including:

- ◆ Clear goals and measures
- ◆ Aligned resources
- ◆ Evidence-based dialogue
- ◆ Continuous improvement
- ◆ Professional accountability

# 4-Lens™ Analysis Of Student Data

## in 1 2 3 Steps



**Motivate & Facilitate  
with Data**

Transforming student data into information about *growth, consistency, equity, and standards*

Data shows us symptoms – but may not offer insight into the underlying problem(s). Transforming data into information is what makes it useful.

Medical professionals use magnetic resonance imaging (MRI) to visualize internal structures in great detail. An MRI machine produces images or “slices” of parts of the human body. Technicians can then reconstruct those slices to develop a detailed, meaningful understanding of the scanned area.

Performance Fact’s 4-Lens™ Data Analysis Protocol offers a simple but comprehensive way to probe all kinds of student data including benchmark assessments, state tests, social-emotional studies, surveys, and attendance and disciplinary records. By looking at the data through four lenses, practitioners will acquire a richer understanding of “what the data says.”

- Lens 1. GROWTH focuses on “value-adds” in learning and achievement for identical student groups or cohorts.
- Lens 2. CONSISTENCY investigates learning and achievement for different groups of students, or non-cohorts.
- Lens 3. EQUITY provides insights into the learning and achievement by students by subgroup.
- Lens 4. STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

This look through the data from four perspectives provides practitioners with more insightful information about student learning and achievement.

► *Recommended time frame for the Program Evaluation and Benchmarking process: Middle or end of year*

### STEP BY STEP

STEP  
1

#### Organize the student data.

##### Compile student data

- ◆ Consider data from multiple sources, including academic, social-emotional, and perceptual
- ◆ Disaggregate data by relevant student demographic indicators
- ◆ Include data across multiple time intervals (marking periods, assessment cycles, years)

STEP  
2

#### Probe the student data

##### Using the 4-Lens guiding questions, probe the data by asking:

- ◆ Lens 1. Growth: Did achievement improve for the student cohort?
- ◆ Lens 2. Consistency: Was achievement consistent for non-cohort students?
- ◆ Lens 3. Equity: How quickly are we closing achievement gaps across student groups?
- ◆ Lens 4. Standards: How well are students mastering the essential skills and concepts?

STEP  
3

#### Make inferences about what the data says.

##### Summarize highest-priority areas of strengths and areas of concern

- ◆ Key findings regarding student learning and achievement
- ◆ Key findings regarding professional practices and strategies