



PERFORMANCE *fact*, Inc.

Developing leaders. Transforming Practices. Inspiring Results.

Agreement between
HILLSBORO SCHOOL DISTRICT (Hillsboro, OR)
and **PERFORMANCE FACT, Inc.**
regarding **Development of the Long-term Strategic Plan**

BACKGROUND

This Agreement outlines the scope of professional services that Performance Fact, Inc. will provide to **HILLSBORO SCHOOL DISTRICT** ("Client"). It has been prepared in order to align Performance Fact and the Client on common purpose and to ensure outcomes that are fair and just for all parties.

1. PARTIES

This Agreement is made in April 2022 between the Client and Performance Fact, Inc. The project manager for the Client is Mike Scott, Superintendent of Schools. The project manager for Performance Fact, Inc. is Mutiu Fagbayi, President/CEO. This Agreement covers the period from May 2022 to December 2022. It is generally understood that additional individuals designated by the Client and Performance Fact project managers may play significant roles during certain phases of this project.

2. SCOPE OF WORK

(See Exhibit A, attached)

3. PAYMENT/EXPENSES

The Client will pay Performance Fact a total of **\$79,500** for professional services for the 2021-2022 school year, according to the estimates and scope of work outlined in *Exhibit A*.

The amount will cover fees for professional services and expenses associated with the project, including, development and compilation of presentation materials and ongoing communication with the Superintendent, and with the Board and other stakeholders, as outlined in the Exhibits.

Scope of work and professional fees associated with the *implementation* of the Strategic Plan during 2022-2023 SY and/or future school years are not included in this Agreement. Actual scope and fees for future year(s) will be agreed to by the Client, if the Client chooses Performance Fact as an *implementation phase* partner.

4. RESCHEDULING/CANCELLATION POLICY

Rescheduling/Cancellations of Specific Events/Activities per Contract:

- More than 30 days prior to scheduled date: No additional charge
- Less than 30 days before scheduled date: \$500 additional fee payable by Client.

5. LOGISTICS

The Client or its designee(s) will oversee all logistics related to meetings, workshops and other gatherings associated with this project, including participants' access to zoom (or equivalent) web conferencing, when applicable.

6. PAYMENT SCHEDULE

Performance Fact will invoice the Client according to the following schedule.

July 1, 2022	\$39,750
August 1, 2022	\$19,875
September 1, 2022	\$19,875

7. DISPUTE RESOLUTION

If a dispute arises out of or relates to this Agreement or a breach of this Agreement, and that dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation through the Commercial Mediation Rules of the American Arbitration Association, before resorting to arbitration.

In the event the dispute is not resolved by mediation, the parties agree to resolve the conflict through arbitration under the rules of the American Arbitration Association.

8. EQUAL EMPLOYMENT OPPORTUNITY

Performance Fact does not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, age, disability, or marital status.

9. OWNERSHIP OF MATERIALS

Performance Fact will be using proprietary material during portions of the Contract. Such material shall remain the exclusive property of Performance Fact, and shall not be further disseminated without the express written consent of Performance Fact. In the event written permission is granted, acknowledgement of source for all Performance Fact proprietary materials, tools, processes, etc. is required.

CONTRACT TERMS ACCEPTED:

PERFORMANCE FACT SIGNATORY

MUTIU O. FAGBAYI

Name



Signature

President/CEO

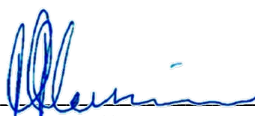
Title

March 21, 2022

HILLSBORO SD SIGNATORY

Michelle Morrison

Name (Please Print)



Signature

Financial Officer

Title

5/2/2022

Date

MOVING FORWARD AS ONE™

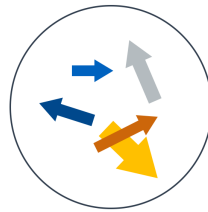
Community-wide Strategic Planning

2021-2022 SY

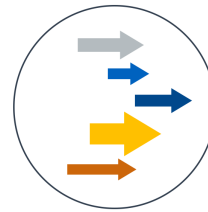
Why Plan?

A primary purpose of planning is to facilitate unity of purpose, or alignment. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school or school district, thereby enabling successful accomplishment of the goals of the organization.

Misalignment



Alignment



Alignment: getting people, process, program and structure on the same page, going in the same direction.

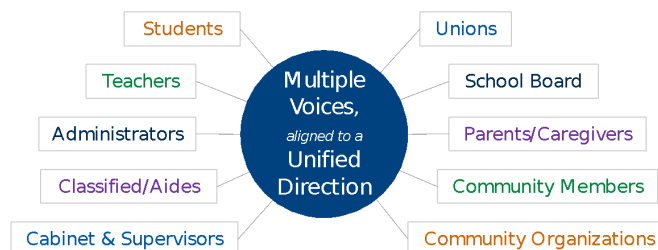
To be effective, the alignment process must proactively seek out and embrace the diverse voices of the organization's diverse stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the *implementation* of the plan, it is wise to involve each stakeholder in the *development* of the plan itself.

Embracing Diverse Voices & Perspectives

Performance Fact's strategic planning process utilizes a series of stakeholder-teams to guide clients through the development of a strategic alignment plan that embraces the community's diverse voices.

Each school system defines its relevant stakeholders, mindful of the paramount importance of broad-based, equitable representation within and across stakeholder groups.

Embracing Diverse Voices & Perspectives



Meaningful Engagement *strengthens* understanding, appreciation and commitment.



PERFORMANCE FACT INC. ©

Think. Believe. Move Mountains.

STRATEGIC PLANNING & ALIGNMENT

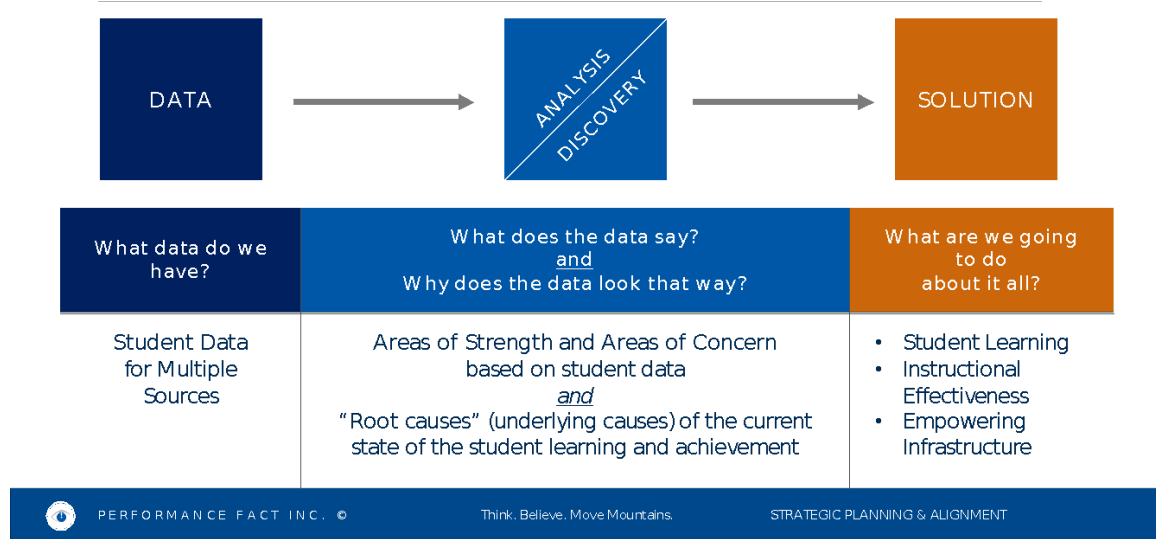
A Core Planning Team (CPT), comprised of representatives of all relevant stakeholder-groups works closely with the Performance Fact team to ensure that the process and outcomes of the strategic planning process are responsive to local needs and realities. The Core Planning Team serves as an “integrator” of all input from all participants; it provides a “reality check” throughout all phases of the planning exercise.

Phases of the Strategic Planning Process

Phases	Purpose, Process, Participants
Phase 1: Is everyone <u>ready</u> to go?	<i>Mobilization of the community</i> <ul style="list-style-type: none"> Finalize project scope and calendar with Superintendent/Board Define planning teams, participants, and communication plan Conduct orientation and listening sessions with selected stakeholders
Phase 2: Where are we <u>now</u>?	<i>Assessment of the current state</i> <ul style="list-style-type: none"> Conduct focus groups or surveys to 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 3: Where are we going next?	<i>Purpose, student outcomes, and benchmarks</i> <ul style="list-style-type: none"> Reaffirm purpose: vision, mission, core values, equity statements Clarify outcomes for students: goals and measures of success Set performance benchmarks: achievement targets
Phase 4: Is everyone still with us?	<i>Reality check</i> <ul style="list-style-type: none"> Conduct reality check with students Conduct reality check with family/community stakeholders Conduct reality check with school-level and district-level staff
Phase 5: How are we going to get there?	<i>Building blocks, practices, strategies</i> <ul style="list-style-type: none"> Articulate the Four Pillars (building blocks), or theory of action Define Professional Practices for Instructional Effectiveness Define Educational Strategies and Key Actions
Phase 6: Have we aligned resources to the plan?	<i>Allocation of resources</i> <ul style="list-style-type: none"> Identify major resource implications (people, time, money) Define guidelines for acquiring and allocating resources Realign organizational structure, as appropriate
Phase 7: Do we have a clear pathway for follow-through?	<i>Roadmap for Disciplined implementation</i> <ul style="list-style-type: none"> Secure formal approval of the plan (by the board) Develop Roadmap for disciplined implementation Define Year 1 priorities and develop implementation plan

What We Will Do: The Planning Model

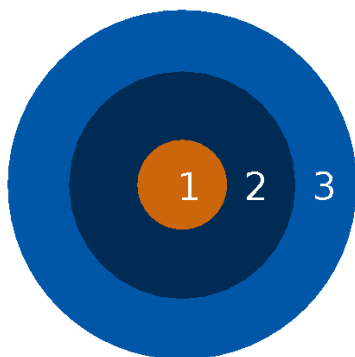
A Data-driven, Equity-focused Planning Process



What You Will Get: The Deliverables

Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."



1. Student Learning

- ▶ Equity Principles
- ▶ Portrait of a Graduate
- ▶ Vision, Mission, and Core Values
- ▶ Goals, Measures, and Equity Priorities
- ▶ Performance Targets/Benchmarks

2. Instructional Effectiveness

- ▶ "Four Pillars" (building blocks)
- ▶ Professional Practices
- ▶ Aligned Instructional System: Core Subjects
- ▶ Educational Strategies

3. Empowering Infrastructure

- ▶ Mission-focused Supports & Services
- ▶ Needs-based Resource Allocation
- ▶ Leadership for Results
- ▶ Implementation Roadmap

Levels of the Strategic Planning Process

Level 1: Foundation Level 2: Premier Level 3: Premium DYO: Design Your Own	1	2	3	DYO
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D A T A

What data do we have?

Student Data	<i>Compile multi-year student data from multiple sources.</i>				
Student Voice	<i>Administer online student survey <u>and</u> facilitate student focus group sessions.</i>				
Equity Indicators & Measures	<i>Compile comprehensive data on indicators of educational equity (based on the report of the National Academies of Science, Engineering & Medicine)</i>				
Practitioners' Voices	<i>Administer online survey of teachers, leaders, and staff.</i>				
Parent/Family Voice	<i>Administer online survey of parents and care-givers.</i>				
Community Voice	<i>Administer online survey of community stakeholders.</i>				

A N A L Y S I S

What does the data say?

4-Lens™ Analysis of Student Data	<i>Analyze qualitative and quantitative student data using the 4-Lens™ protocol [Lens 1 – Growth; Lens 2 – Consistency; Lens 3 – Equity; Lens 4 – Standards]; determine highest-priority Areas of Strength and Areas of Concern, based solely on student data.</i>				
Equity Audit: Student Experiences	<i>Analyze disparities in student outcomes and access to opportunities and resources (based on the indicators of educational equity of the National Academies of Sciences, Engineering, and Medicine); determine the “equity challenges.”</i>				

D I S C O V E R Y

Why does the data look that way?

Assessment of the Standards-aligned Instructional System	<i>Assess the effectiveness of core academic programs relative to the components of a standards-aligned system: A – Standards; B – Assessments; C – Curriculum; D – Instruction; E – Instructional Materials & Resources; F – Interventions & Acceleration.</i>				
Root-cause Analysis	<i>Determine the underlying causes of the current state of student learning, growth, and success.</i>				
Equity Audit: Professional Practices, Services, & Supports	<i>Conduct a rigorous evaluation of professional practices, services, and supports to clarify the causes of the disparities in outcomes and access among student-groups (i.e., the “equity challenges”).</i>				

continued

SOLUTION

What are we going to do about it all?

1. Student Learning**Portrait of a Graduate***Articulate the qualities and attributes of a high school graduate: the knowledge, skills, and disposition of a graduate equipped for success at the next level.***Core Purpose***Clarify the vision, mission, and core values of the organization.***Goals, Measures, Benchmarks***Set the goals for student success; define the measures of student progress towards the goals, and specify the performance benchmarks (i.e., "excellence targets").***Equity Principles and Equity Challenge***Articulate the organization's equity commitments and define specific targets for closing/eliminating the disparities in outcomes and access for identified student-groups (i.e., "equity challenge" populations).***2. Instructional Effectiveness****"Four Pillars"***Define the building blocks of a coherent, durable framework or theory of action; i.e., the capabilities that must be developed to realize the outcomes for students.***Professional Practices***Outline the foundational teaching practices, leadership practices, and organizational practices essential for continuous improvement of instruction at every level.***Instructional Priorities: Core Subjects***Outline the priorities for continuous improvement of each component of standards-aligned instructional system for the core subjects: A – Standards; B – Assessments; C – Curriculum; D – Instruction; E – Instructional Materials & Resources; F – Interventions & Acceleration.***Educational Strategies***Define equity-focused high-impact strategies, processes, and for each Goal or Pillar (as appropriate).***3. Empowering Infrastructure****Mission-focused Supports & Services***Define system-level services and supports to support students and schools, and to cultivate a high-trust, equitable, continuous learning, and accountable culture.***Leadership for Results***Outline recommendations for strengthening leadership competence, confidence, and courage at every level, and for championing a culture of equitable access and equal outcomes for all students.***Implementation Roadmap***Develop a detailed roadmap for disciplined implementation, including explicit milestones for Year 1 and a blueprint for Year 2 and Year 3.***Needs-based Resource Allocation***Develop guidelines for equitable allocation of resources, with particular attention to closing/eliminating disparities in outcomes and access among student-groups.*

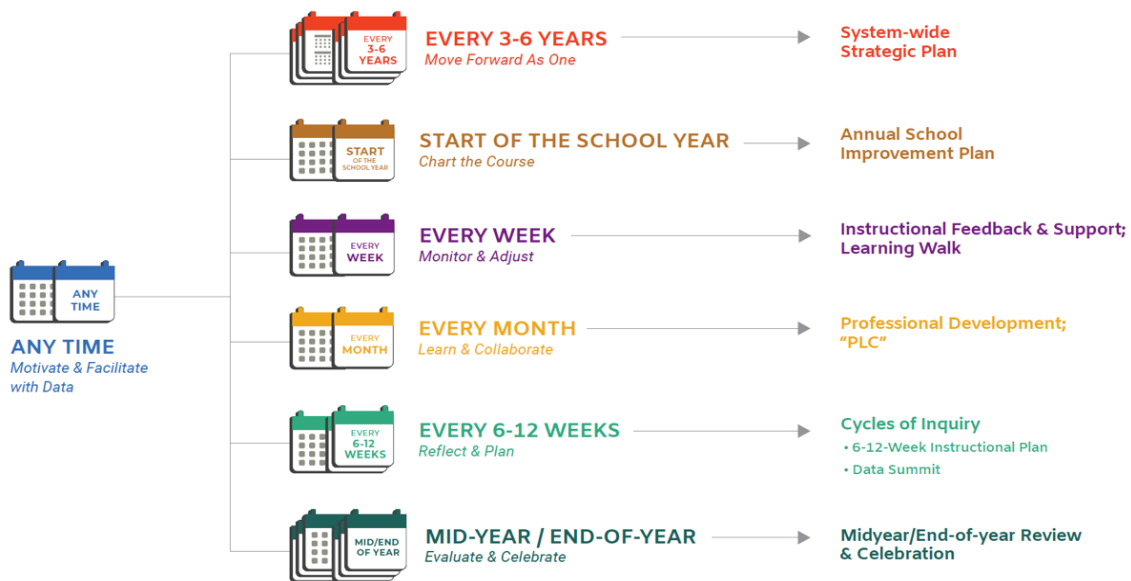
GETTING IT DONE!

Disciplined Implementation & Leadership for Results

A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” then, you must “work the plan” to achieve desired results.

Implementation Design

The **Roadmap for Disciplined Implementation** is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans. Performance Fact offers customizable tools, processes, and resources to assist the district in this regard.



Key Leadership Actions *(Illustrative sample)*

START OF THE SCHOOL YEAR	Chart the Course
School-level Annual Action Plan	Develop an annual continuous improvement plan, aligned to the long-term strategic plan <u>and</u> to applicable State guidelines. Outline student achievement targets, practices and strategies, and professional development and collaboration themes for the year.
District-level Annual Operational Plan	Define annual district-level priorities and milestones, aligned to the data-informed needs identified in the school-level improvement plans. Be explicit about how district-level departments – including but not limited to the teaching-&-learning team – will support school level implementation.
Vital Signs Scorecard™ (Baseline)	Develop the Vital Signs Scorecard, or a dashboard of key indicators of progress regarding student learning, teaching practices, leadership practices, and organizational practices, as outlined in the strategic plan. The Vital Signs Scorecard offers timely, evidence-based feedback about adult practices (i.e., cause) and student progress (i.e., effect). Review/update the Vital Signs Scorecard at least once each month.
CPR Card™ (Baseline)	Create the CPR Card (C ontinuous P rogress R eport C ard) to compile the milestones of progress (key tasks) across all improvement plans. Use the CPR Card to monitor the timeliness and quality of implementation of the day-to-day activities as well as long-term projects and priorities. Review the CPR Card as a team at least once each month.
EVERY WEEK	Monitor & Adjust
Learning Walk / Instructional Monitoring	Track the quality and effectiveness of day-to-day instruction, using instructional monitoring tools framed around the district’s foundational practices and strategies. Maintain a consistent log of the ratings and highlights of the observations to inform feedback, coaching and support for teachers and staff.
Instructional Feedback & Support	Track and analyze data about professional practices to identify individual, team, and school-wide trends, and to guide differentiated coaching, PLC deliberations, and professional development. Feedback is critical to continuous improvement. Effective feedback is specific, discrete, and actionable.
Team Learning & Collaboration (“PLC”)	<p>Strengthen effectiveness of day-to-day practices by providing timely and personalized support for individual teachers and teams based on teacher-identified needs, insights from classroom observations, etc. Timely support might include in-class coaching and modeling of instructional practices, peer observation, or targeted PD.</p> <p>Provide practitioners opportunities to align their focus, support each other's growth, and collaborate in ways that will lift the effectiveness of individual and collective practice. The time is best used for team or collaborative activities, not for individual priorities.</p>
Student Data Review: Academic & SEL	<p>Review student metrics, including attendance, discipline referral, formative assessments, insights from classroom observations, and intervention programs for students.</p> <p>Ensure that intervention programs for students are planned, implemented, monitored, evaluated and adjusted in a timely manner.</p>

EVERY MONTH	Learn & Collaborate
Leadership in Action Network™	Participate in proficiency-based continuous leadership learning through the Leadership-in-Action Network sessions each month, with participation by a team of administrators and teachers from each school, as well as district-level leaders and managers. The Leadership in Action Network serves as a cadre of facilitators who can guide dissemination and coherence across the entire school system.
Leading with Data	<p>Utilize a set of data tools to facilitate progress monitoring and data-informed decision-making regarding student learning and professional practices and strategies. Core data tools include:</p> <ul style="list-style-type: none"> • <u>4-Lens Data Analysis Protocol</u> to probe a variety of student data (including data from benchmark assessments, state tests, survey data, attendance and disciplinary referrals) across four perspectives: Growth – Consistency – Equity – Standards • <u>Vital Signs Scorecard™</u> to monitor key metrics of student learning, teaching practices, leadership practices, and organizational practices outlined in the strategic plan (or continuous improvement plan) • <u>CPR Card™</u> to track progress regarding implementation of milestones of progress • <u>Instructional Tracker</u> to track the quality and effectiveness of day-to-day instruction using instructional monitoring tools framed around the professional practices and educational strategies in the district’s strategic plan. Use data from the observations to inform feedback, coaching, and support for teachers and staff. • <u>Voice Surveys</u> to provide feedback from students, educators, and external stakeholders regarding their perception of and engagement with the school system
Executive Coaching / Coaching for High Performance	Provide job-embedded, targeted coaching and support for the Superintendent; serve as a “critical friend” and thought partner, and assist (as needed) in providing coaching and support for specified leaders.
Cabinet Capacity-building	<p>Facilitate capacity-building for the Superintendent’s Cabinet, including:</p> <ul style="list-style-type: none"> • Ongoing monitoring of progress regarding District-level Annual Operational Plan • Strengthening collaboration and collegial accountability across Department lines • Providing individualized coaching and support for Cabinet members, as needed • Assisting Cabinet members with development of their respective key indicators • Ensuring consistent cross-department alignment with the priorities in the Strategic Plan
EVERY 6-12-WEEKS	Reflect & Plan
6-12-Week Instructional Plan	Prepare 6-12-Week Instructional Plan at the start of each assessment cycle. Encourage instructional planning by team/subject, including in non-core areas. These cycle plans make the priorities explicit and public, and set the stage for an evidence-based Data Summit at the end of each cycle.
Data Summit™	<p>At the end of each 6-12-week cycle, compile data about student learning and professional practices, based on the priorities identified in the instructional plan for the cycle. Use the Data Summit protocol to:</p> <ul style="list-style-type: none"> • Analyze student learning • Examine professional practices and strategies • Draw conclusions and plan for the next cycle <p>Data sources for the Data Summit include instructional monitoring logs, formative/benchmark assessments, CPR Card and Vital Signs Scorecard.</p>
Parent Learning Forum	Facilitate at least one parent engagement event each quarter. Focus the event on continuous learning for the parents themselves; i.e., on topics/strategies that would enable parents to be more effective advocates for and partners in their child’s learning, growth, and success.

MID-YEAR & END-OF-YEAR	Evaluate & Celebrate
Progress Report to the Community	Evaluate progress and celebrate student, team and school progress at the mid-point of the school year, relative to the priorities in the annual school -level and district-level continuous improvement plans. Share a progress report with all stakeholders (including community groups) regarding the priorities in the annual improvement plans. Repeat at end-of-year, with identification of priorities to be considered in the annual improvement plan for the next school year.
Student Surveys	Conduct at least one survey of a representative sampling of students, focused on questions that would elicit students' opinion and satisfaction about their educational experiences. Survey questions should address academic, social-emotional, and extra-/co-curricular aspects of the students' experiences. Survey may also include questions to provide longitudinal feedback about "repeat" questions.
Data-informed Equity Audit	<p>Conduct a data-informed equity audit to assess extent to which student-groups and schools have access equitable access to opportunities and resources that guarantee fair, just, and affirming experiences and produce equal outcomes for every student, without exception.</p> <p>Identify the habits of mind and practices that will facilitate courageous equitable actions at every level.</p>

FEES FOR PROFESSIONAL SERVICES

Fees*

Baseline Professional fees & expenses	\$79,500
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<u>Contract Total</u>	<i>(includes Student Survey)</i>	<u>\$79,500</u>
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Optional Services: (not included in contract)

Parent Survey	\$ 4,000
All-Staff Survey	\$ 11,000
Community Survey	\$ 3,600

* Most sessions presumed to be virtual/remote, via zoom or equivalent. Selected sessions (e.g., full-day Core Planning Team kick-off or evening Community Forum) could be conducted in-person.



PERFORMANCE **FACT**

THINK. BELIEVE. MOVE MOUNTAINS.

Scope of Professional Services: 2023-2024 SY
Hillsboro School District
Hillsboro, OR

Travis Reiman
Assistant Superintendent of Academic Services

DISCIPLINED IMPLEMENTATION & LEADERSHIP FOR RESULTS

Submitted by:
Performance Fact, Inc.
Lauren Klaffky
Vice President/Chief Program Officer
May 2, 2023

Introduction

This Proposal outlines professional services that Performance Fact, Inc. will provide to the Hillsboro School District during the 2023/2024 school year. Its central aim is to support the HSD Team with tools, targeted assistance, and coaching to facilitate disciplined implementation of the [Hillsboro School District Strategic Plan](#).

2023/2024 Scope of Professional Services Hillsboro School District

Key Deliverables	
Every Month May 2023-May 2024 <i>Once a month, 60-minute virtual meeting</i>	<ul style="list-style-type: none"> Identify priorities with the team and develop/update action plans. Provide monthly coaching and support towards implementation of action plan. Provide Tools, Resources, and Coaching to support District Wide Data Summit. (No on-site facilitation or materials development – “Guide on the side”.) <p>Meeting Calendar TBD with Client (<i>Assumes 11 meetings – no meeting in July 2023, Dec 2023</i>)</p>
Survey Design and Analysis	<ul style="list-style-type: none"> (May 2023) Design and host District Student Survey to all students in Grades 3-12. Compile Disaggregated Data Reports for internal use. (May 2024) Design and host District Student Survey to all students in Grades 3-12. Compile Disaggregated Data Reports for internal use. (Winter TBD) Design and host District Community Survey. Compile Disaggregated Data Reports for internal use.
Sub-total	\$28,500
CONTRACT TOTAL	\$28,500

CONTRACT TERMS ACCEPTED:

PERFORMANCE FACT SIGNATORY

LAUREN KLAFFKY

Name

Signature

Vice President/Chief Program Officer

Title

Date

HILLSBORO SCHOOL DISTRICT SIGNATORY

Name (Please Print)

Signature

Title

Date



Our Premise

ALL STUDENTS WILL LEARN AT HIGH LEVELS WHEN INSTRUCTION MEETS THEIR NEEDS.

What a student has learned well *already* is something they have been taught well *already*. And what a student has not learned well yet is something they have not been taught well yet. Student learning, then, is an *effect* whose *cause* lies in the quality and effectiveness of educational practices and programs.

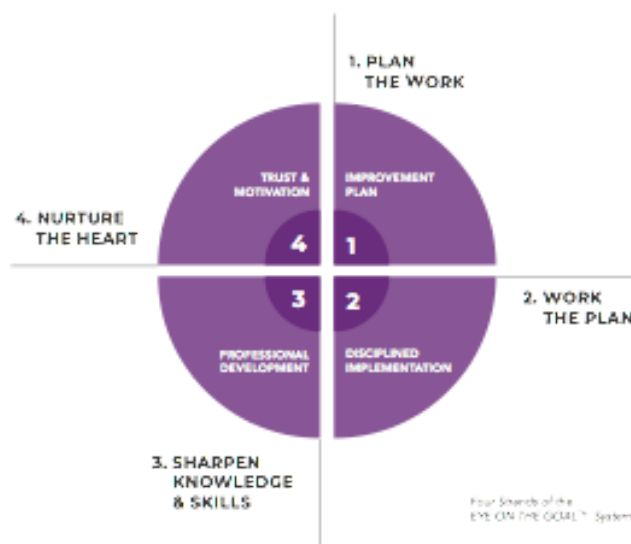
No lasting change can happen at the level of *effect*. Lasting change originates only from the level of *cause*. Therefore, if we want improved outcomes for students, we must start with continuous improvement of teaching practices, leadership practices, and organizational practices – because they are the precursors to student learning.

The Framework

EYE ON THE GOAL™ is Performance Fact's strategic planning and intensive school improvement system for accelerating student learning by continuously improving professional practices. The system emphasizes disciplined practices as the precondition for extraordinary results.

The **EYE ON THE GOAL™** system builds on four interrelated strands.

In addition to outlining a coherent design, **EYE ON THE GOAL™** offers practical tools, online resources, facilitation, technical assistance, and coaching. The system also provides partnerships in a network of schools and districts committed to disciplined practices that accelerate student outcomes.



The Roadmap

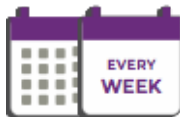
for Disciplined Implementation



Move Forward As One



Chart the Course



Monitor & Adjust



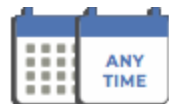
Learn & Collaborate



Reflect & Plan



Evaluate & Celebrate



Motivate & Facilitate
with Data

The Roadmap is the EYE ON THE GOAL™ system in practice – a disciplined, step-by-step process for implementing continuous improvement plans and priorities at the classroom, school, and system levels.

By dividing the work into discrete, calendar-driven chunks and providing targeted tools and resources to support practitioners, Performance Fact's Roadmap process significantly reduces the implementation gap often associated with improvement plans.

And by executing the customized Roadmap with fidelity, leaders and their teams can transform good intentions into effective professional practices and stronger results for their students.



Every 3-6 Years *Moving Forward as One*

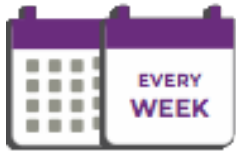
Tool	Description	Focus this year? (Y/N)
Develop Strategic Plan / Instructional Focus	Mobilizing diverse voices enables the organization to move forward as one. It facilitates alignment of people, process, structures, and resources. (a) Student learning: clarify educational vision and outcomes for students; (b) Instructional effectiveness: articulate the instructional roadmap; (c) Empowering infrastructure: define a system of aligned processes and structures.	(Completed 22/23)
Develop Resource Utilization Plan	Develop a plan that connects equitable resource allocation to the educational mission, goals, and strategies. (a) Reaffirm educational objectives (e.g., in the strategic plan); (b) Prioritize objectives, with attention to access, opportunity, and achievement gaps; (c) Allocate people, time, and money to address identified inequities	
Develop an Equity Plan	Equity of access and opportunity is a doorway to fair and just outcomes for all students. Equality is "leveling the playing field," while Equity is "more for those who need it." (a) Identify school and classroom practices; (b) Define leadership essentials for equity; (c) Outline organizational shifts for equity	
Create Talent Development & HR Plan	Every organization is only as good as the knowledge, skills, and disposition of its personnel. Create a strategic framework to ensure a steady pool of high-quality, effective staff at every level. (a) Recruit diverse talent; (b) Develop all staff, because "good enough never is"; (c) Advance and retain high-performers	
Create Strategic Technology Plan	In alignment with your long-term strategic plan, create a student-focused technology plan that ensures equitable access to digital tools and resources for students and staff. (a) Assess and identify current technology use and needs; (b) Outline instructional technology and curriculum integration; (c) Support effective and efficient processes across the district	
Develop Facilities Master Plan	Create a great physical environment for learning! Develop a facilities plan that will meet current and future needs of schools, existing facilities, renovations and expansions that are aligned with the long-term strategic plan. (a) Evaluate current facility utilization and capacity; (b) Complete enrollment and demographics projections; (c) Identify facility requirements	



Chart the Course

Start of the School Year *Chart the Course*

Tool	Description	Focus this year? (Y/N)
Develop your School Improvement Plan	Effective school improvement planning is a collaborative effort. Embracing diverse stakeholder perspectives leads to better ideas and stronger commitment. (a) <i>Where are we now? _ Current state of student learning and professional practices;</i> (b) <i>Where do we go next? _ Purpose and achievement targets;</i> (c) <i>How do we get there? _ Strategies, PD, resources, and milestones</i>	
Design Classroom Observation/Learning Walk Tool(s)	Effective instruction is the strongest level for student learning and achievement. Good teaching thrives when professional practice expectations are clearly defined collaboratively, are monitored and reinforced regularly, and teachers and staff are provided timely feedback and support so that they continuously improve their practice. Classroom observation and learning walk tools are key components of an evidence-based approach to a culture of effective instructional delivery.	
Create PD/Collaboration Plan	Professional development emphasizes that “good enough never is.” It aims at strengthening the effectiveness of practitioners so that, ultimately, they achieve mastery of their craft. (a) Align with the standards for the profession; (b) Differentiate PD and focus on growth; (d) Promote practice-focused collaborative learning	
Administer Baseline Student Voice Surveys	Administer a baseline Student Voice Survey to gather data about the student experience, such as school culture, safety, skill development, and connectedness. Use the baseline data to set targets for the Vital Signs Scorecard.	Y - May 2023
Build the Roadmap Calendar	Reduce the “implementation gap” often associated with improvement plans by breaking your work into discrete, calendar-driven chunks and providing targeted tools and resources for each stage. The process turns “good intentions” into effective professional practices and stronger results for students.	
Design the Vital Signs Scorecard™	What gets measured and rewarded, gets done! Vital Signs are key performance indicators that provide transparent reporting, accountability and celebration of our progress. (a) Define vital signs of student learning <u>and</u> professional practices; (b) Focus on the vital few, not trivial many; (c) Monitor the scorecard, or dashboard, consistently.	



Monitor & Adjust

Every Week *Monitor and Adjust*

Tool	Description	Focus this year? (Y/N)
Facilitate Team Learning & Collaboration	Provide practitioners an opportunity to align their focus, support each other's growth, and collaborate in ways that will lift the effectiveness of individual and collective practice. The time is best used for team or collaborative activities, not for individual priorities.	
Conduct Classroom Observation / Learning Walk	Track the quality and effectiveness of day-to-day instruction, using instructional monitoring tools framed around the district's focal strategies. Maintain a consistent log of the ratings and highlights of the observations to inform feedback, coaching and support for teachers and staff.	
Provide Instructional Feedback / Support	Track and analyze the professional practices data to identify individual, team, and school-wide trends, and to guide differentiated coaching, PLC deliberations, and professional development. Feedback is critical to continuous improvement. Effective feedback is specific, discrete, and actionable.	



Learn & Collaborate

Every Month *Learn and Collaborate*

Tool	Description	Focus this year? (Y/N)
Provide Coaching for High Performance	Coaching aims at boosting effectiveness and performance. It builds on existing strengths and addresses habits of mind and behaviors that inhibit higher levels of performance. (a) Clear performance objectives, based on a needs assessment; (b) Customized job-related application and professional guidance; (c) Reflection and timely, evidence-based feedback.	Y - 2024 Provide "Guide on the Side" Services Virtual to Travis's Team
Participate in Leadership-in-Action Network™	Only leadership proficiency guarantees lasting achievement! So, continuous professional learning is key to maintaining a "leadership edge." The Leadership-in-Action Network professional learning process enhances leader's competence, confidence, and commitment by focusing on: (a) Personal mastery; (b) Collaborative team learning; (c) Leadership for results.	



Reflect & Plan

Every 6-12-Weeks *Reflect and Plan*

Tool	Description	Focus this year? (Y/N)
Conduct a Data Summit™	Evidence-based, collegial conversations among practitioners regarding the results for students (i.e., effect) and the professional practices that produced the student outcomes (i.e., cause). It is an exercise to improve ourselves, not to "prove ourselves." (a) Analyze student data; (b) Examine professional practices; (c) Identify implications for next cycle.	Y 2024- Provide "Guide on the Side" Services - Virtual to HSD Team
Administer Student Voice Surveys	Conduct student surveys to gather feedback on the level of student belonging/engagement, school climate and student services. (a) Plan your survey message and questions; (b) Administer your survey; (c) Collect and analyze results of survey; plan next steps.	
Engage in Superintendent's Quarterly Review	Prepare quarterly status reports to be reviewed with the Superintendent and district leaders. Each review will be held in the Superintendent's office, following protocols established by the Superintendent.	



Evaluate & Celebrate

Mid/End of Year *Reflect and Plan*

Tool	Description	Focus this year? (Y/N)
Conduct Mid-Year Review & Celebration	Evaluate progress and celebrate student, team and school progress at the midpoint of the school year, relative to the priorities in your school improvement plan. Share a progress report with all stakeholders regarding the priorities in the school improvement plan. Repeat for end-of-year, with inclusion of priorities to be considered in the improvement plan for the next school year.	
Hold End-of-Year Review & Celebration	Evaluate progress and celebrate student, team and school progress at the end of the school year, relative to the priorities in your school improvement plan. Share a progress report with all stakeholders regarding the priorities in the school improvement plan. Define priorities for the next school year.	
Administer Mid-Year/End-of-Year Surveys	Conduct at least one survey of a representative sampling of students, families, community and staff to determine levels of satisfaction, engagement and belonging. (a) Plan your survey message and questions; (b) Administer your survey; (c) Collect and analyze results of survey; plan next steps.	Y - 2024
Complete School Quality Review Process	Every school/organization can benefit from participating in a "critical friends" process! A comprehensive evaluation or quality review visit by experienced practitioners (and, often, stakeholders) provides feedback about the effectiveness of professional practices and insights into how well the school supports its students.	



Motivate & Facilitate
with Data

Anytime *Facilitate and Motivate with Data*

Tool	Description	Focus this year? (Y/N)
Conduct 4-Lens™ Analysis of Student Data	Use the 4-Lens process to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through “four lenses,” (Lens 1: Growth; Lens 2: Consistency; Lens 3: Equity; Lens 4: Standards) practitioners will acquire a richer understanding of “what the data says.”	
Track outcomes with Vital Signs Scorecard™	What gets measured and rewarded, gets done! Vital Signs are key performance indicators that provide transparent reporting, accountability and celebration of our progress. (a) Define vital signs of student learning <u>and</u> professional practices; (b) Focus on the vital few, not trivial many; (c) Monitor the scorecard, or dashboard, consistently	
Monitor tasks / milestones with CPR Card™	Getting things done well demands discipline! Use the web-based CPR Card™ to monitor the timeliness and quality of implementation of your day-to-day activities as well as long-term priorities. (a) Sequence your work and monitor continuously; (b) Motivate team collaboration, communication and accountability; (c) Maintain transparent records and documentation.	
Assess practices using Self-Reflection Log	Use the Self-Reflection Log to assess effectiveness of your own practice, and a tool to facilitate metacognition and self-efficacy. Other potential applications of the Self-Reflection Log include: (a) Voluntary collegial monitoring and reflection by a group of teachers at a single point in time or across chosen time-periods; (b) Voluntary sharing of ratings across multiple practitioners or teams to facilitate evidence-based dialog and sharing-&-learning among practitioners.	
Analyze trends with Instructional Tracker	Improve educator effectiveness in the classroom! Use an Instructional Tracker when you observe classroom implementation of professional practices. (a) Gather data about the implementation of professional practices; (b) Provide actionable, discrete next steps to every teacher based on this data; (c) Analyze trends to identify schoolwide strengths and opportunities.	
Track Teacher Growth & Effectiveness	Continuous professional growth is vital to each teacher’s instructional effectiveness. Enable practitioners to reflect thoughtfully on day-to-day teaching practices and their effect on students. (a) Collaboratively monitor professional practices; (b) Engage in evidence-based constructive conversations; (c) Provide continuous support and professional learning.	
Track Leadership Growth & Effectiveness	Continuous professional growth is vital to each leader’s effectiveness. Enable practitioners to reflect thoughtfully on day-to-day leadership practices and their effect on faculty and students. (a) Collaboratively monitor professional practices; (b) Engage in evidence-based constructive conversations; (c) Provide continuous support and professional learning.	



PERFORMANCE **FACT**

THINK. BELIEVE. MOVE MOUNTAINS.

Scope of Professional Services: 2024-2025 SY
Hillsboro School District
Hillsboro, OR

Brooke Nova
Assistant Superintendent of Academic Services

DISCIPLINED IMPLEMENTATION & LEADERSHIP FOR RESULTS

Submitted by:
Performance Fact, Inc.
Lauren Klaffky
Vice President/Chief Program Officer
August 5, 2024

Introduction

This Proposal outlines professional services that Performance Fact, Inc. will provide to the Hillsboro School District during the 2024/2025 school year. Its central aim is to support the HSD Team with tools, targeted assistance, and coaching to facilitate disciplined implementation of the [Hillsboro School District Strategic Plan](#).

2024/2025 Scope of Professional Services Hillsboro School District

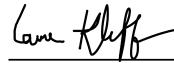
	Key Deliverables
Every Quarter August 2024-June 2025 <i>Quarterly, 60-minute virtual meeting</i>	<ul style="list-style-type: none">Identify priorities with the team and develop/update action plans.Provide quarterly coaching and support towards implementation of strategic plan. Meeting Calendar TBD with Client (<i>Assumes 4 meetings</i>)
Survey Design and Analysis	<ul style="list-style-type: none"><i>Spring 2025</i> Design and host District Student Survey to all students in Grades 3-12. Compile Disaggregated Data Reports for internal use.<i>Spring 2025</i> Design and host District Student Survey to all students in Grades 3-12. Compile Disaggregated Data Reports for internal use.<i>(Winter TBD)</i> Design and host District Community Survey. Compile Disaggregated Data Reports for internal use.
Sub-total	\$20,000
CONTRACT TOTAL	\$20,000

CONTRACT TERMS ACCEPTED:

PERFORMANCE FACT SIGNATORY

LAUREN KLAFFKY

Name



Signature

Vice President/Chief Program Officer

Title

9/1/2024

Date

HILLSBORO SCHOOL DISTRICT SIGNATORY

Name (Please Print)

Signature

Title

Date