



TO: BOARD OF DIRECTORS

FROM: STEVE LIDGARD, EXECUTIVE DIRECTOR OF BUSINESS SERVICES

SUBJECT: DISTRICT STRAGIC PLAN CONSULTANTS/FACILITATORS

DATE: SEPTEMBER 21, 2021

TYPE: ACTION REQUIRED

At the August 3, 2021 school board meeting, the board authorized a Request for Proposals (RFP) to engage with a consultant or agency to support the development and implementation of a District Strategic Plan. The district received proposals from two vendors.

After reviewing the proposals and checking references, it was decided to enter into an agreement with Performance Fact, Inc. Performance Fact has a wide range of experience partnering with districts to provide a community and student focused approach in the development of a comprehensive strategic plan.

Recommendation:

We recommend the board move to approve the **Attached Agreement with Performance Fact, Inc. to provide Consulting Services for the Development of the Stanwood Camano School District Strategic Plan.**



PERFORMANCE *fact*, INC.

*Developing leaders. Transforming Practices. Inspiring Results.*

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**Agreement between**  
**STANWOOD-CAMANO SCHOOL DISTRICT (Stanwood, WA)**  
**and PERFORMANCE FACT, Inc.**  
**regarding Equity-centered Strategic Planning Process**

**BACKGROUND**

This Agreement outlines the scope of professional services that Performance Fact, Inc. will provide to **STANWOOD-CAMANO 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 September 2021 between the Client and Performance Fact, Inc. The project manager for the Client is Dr. Deborah Rumbaugh, Superintendent of Schools. The project manager for Performance Fact, Inc. is Mutiu Fagbayi, President/CEO. This Agreement covers the period from October 2021 to May 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 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 appropriate.

**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:

December 1, 2021	\$13,250
January 1, 2022	\$13,250
February 1, 2022	\$13,250
March 1, 2022	\$13,250
April 1, 2022	\$13,250
May 1, 2022	\$13,250

**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 propriety 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**

**STANWOOD-CAMANO SIGNATORY**

**MUTIU O. FAGBAYI**

Name

Name (Please Print)



Signature

Signature

President/CEO

Title

Title

Date

September 14, 2021

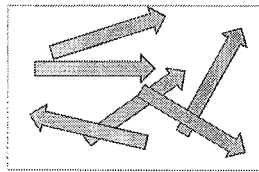


# MOVING FORWARD AS ONE™ Equity-centered Strategic Planning & Implementation

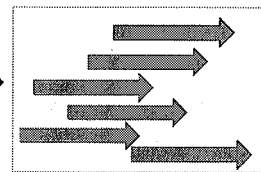
## Why Plan?

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.*

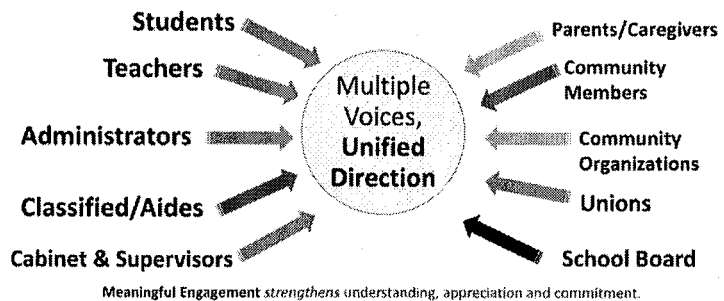
To be effective, the alignment process must proactively seek out and embrace the diverse voices of the organization's diverse stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the *implementation* of the plan, it is wise to involve each stakeholder in the *development*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



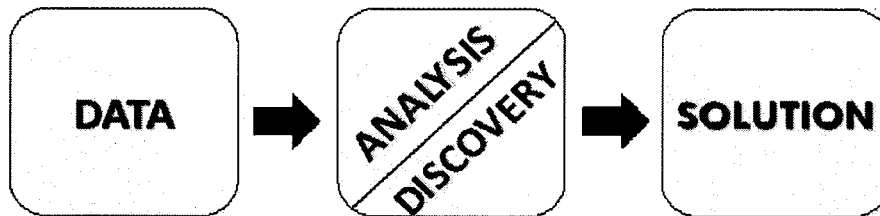
A Core Planning Team (CPT), comprised of representatives of all relevant stakeholder-groups works closely with the Performance Fact team to ensure that the process and outcomes of the strategic planning process are responsive to local needs and realities. The Core Planning Team serves as an "integrator" 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
<b>Phase 1: Is everyone ready to go?</b>	<i>Mobilization of the community</i> <ul style="list-style-type: none"> <li>• Finalize project scope and calendar with Superintendent/Board</li> <li>• Define planning teams, participants, and communication plan</li> <li>• Conduct orientation and listening sessions with selected stakeholders</li> </ul>
<b>Phase 2: Where are we now?</b>	<i>Assessment of the current state</i> <ul style="list-style-type: none"> <li>• Conduct focus groups or surveys to capture student voice and stakeholder voice</li> <li>• Analyze student data using the 4-Lens™ data analysis protocol</li> <li>• Conduct root-cause analysis of current state of student learning and professional practices</li> </ul>
<b>Phase 3: Where are we going next?</b>	<i>Purpose, student outcomes, and benchmarks</i> <ul style="list-style-type: none"> <li>• Reaffirm purpose: vision, mission, core values, equity statements</li> <li>• Clarify outcomes for students: goals and measures of success</li> <li>• Set performance benchmarks: achievement targets</li> </ul>
<b>Phase 4: Is everyone still with us?</b>	<i>Reality check</i> <ul style="list-style-type: none"> <li>○ Conduct reality check with students</li> <li>○ Conduct reality check with family/community stakeholders</li> <li>○ Conduct reality check with school-level and district-level staff</li> </ul>
<b>Phase 5: How are we going to get there?</b>	<i>Building blocks, practices, strategies</i> <ul style="list-style-type: none"> <li>• Articulate the Four Pillars (building blocks), or theory of action</li> <li>• Define Professional Practices for Instructional Effectiveness</li> <li>• Define Educational Strategies and Key Actions</li> </ul>
<b>Phase 6: Have we aligned resources to the plan?</b>	<i>Allocation of resources</i> <ul style="list-style-type: none"> <li>• Identify major resource implications (people, time, money)</li> <li>• Define guidelines for acquiring and allocating resources</li> <li>• Realign organizational structure, as appropriate</li> </ul>
<b>Phase 7: Do we have a clear pathway for follow-through?</b>	<i>Roadmap for Disciplined implementation</i> <ul style="list-style-type: none"> <li>• Secure formal approval of the plan (by the board)</li> <li>• Develop Roadmap for disciplined implementation</li> <li>• Define Year 1 priorities and develop implementation plan</li> </ul>

## What We Will Do: The Planning Model

### Equity-centered Strategic Planning Framework

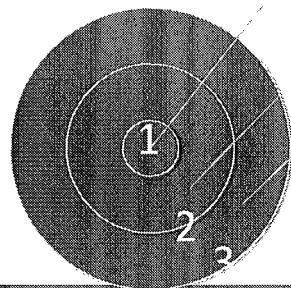


What data do we have?	What does the data say? and Why does the data look that way?	What are we going to do about it all?
Student Data from multiple sources	Student learning Areas of Strength and Areas of Concern  and "Root causes" (underlying causes) of the current state of student learning, growth, and success	<ul style="list-style-type: none"> <li>• Student Learning</li> <li>• Instructional Effectiveness</li> <li>• Empowering Infrastructure</li> </ul>

## What You Will Get: The Products

### Equity-centered Strategic Planning:

*"Ends and means in proper sequence."*



#### Student Learning

- Equity Principle
- Portrait of a Graduate
- Vision, Mission, Core Beliefs
- Goals & Measures of Student Success
- Performance Targets/Benchmarks

#### Instructional Effectiveness

- "Four Pillars" (building blocks)
- Professional Practices

#### Empowering

- Equity Commitments

#### Infrastructure

- Strategic Priorities & Key Actions
- Implementation Roadmap

# Level 2 Strategic Planning Process

Level 1: <b>Foundation</b>   Level 2: <b>Premier</b>   Level 3: <b>Premium</b>   DYO: <b>Design Your Own</b>	<u>1</u>	<b>2</b>	<b>3</b>	<u>DYO</u>
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## DATA

### What data do we have?

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

## ANALYSIS

### What does the data say?

<b>4-Lens™ Analysis of Student Data</b>	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.	○	○	○	
<b>Equity Audit: Student Experiences</b>	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.”		○	○	

## DISCOVERY

### Why does the data look that way?

<b>Assessment of the Standards-aligned Instructional System</b>	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.	○	○	○	
<b>Root-cause Analysis</b>	Determine the underlying causes of the current state of student learning, growth, and success.	○	○	○	
<b>Equity Audit: Professional Practices, Services, &amp; Supports</b>	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”).			○	

continued →

## SOLUTION

### What are we going to do about it all?

1. Student Learning					
<b>Portrait of a Graduate</b>	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.		○	○	
<b>Core Purpose</b>	Clarify the vision, mission, and core values of the organization.	○	○	○	
<b>Goals, Measures, Benchmarks</b>	Set the goals for student success; define the measures of student progress towards the goals, and specify the performance benchmarks (i.e., "excellence targets").	○	○	○	
<b>Equity Principles and Equity Challenge</b>	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					
<b>"Four Pillars"</b>	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.	○	○	○	
<b>Professional Practices</b>	Outline the foundational teaching practices, leadership practices, and organizational practices essential for continuous improvement of instruction at every level.	○	○	○	
<b>Instructional Priorities: Core Subjects</b>	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.		○	○	
<b>Educational Strategies</b>	Define equity-focused high-impact strategies, processes, and for each Goal or Pillar (as appropriate).	○	○	○	

3. Empowering Infrastructure					
<b>Mission-focused Supports &amp; Services</b>	Define system-level services and supports to support students and schools, and to cultivate a high-trust, equitable, continuous learning, and accountable culture.		○	○	
<b>Leadership for Results</b>	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.		○	○	
<b>Implementation Roadmap</b>	Develop a detailed roadmap for disciplined implementation, including explicit milestones for Year 1 and a blueprint for Year 2 and Year 3.		○	○	
<b>Needs-based Resource Allocation</b>	Develop guidelines for equitable allocation of resources, with particular attention to closing/eliminating disparities in outcomes and access among student-groups.			○	



## OUTLINE OF PROPOSED IMPLEMENTATION PHASE

### 2-Year Professional Services 2022-2024 School Years

School Year	Theme	Professional Fees*	Reference
2022-2023	<i>Getting It Done:</i> <b>Disciplined Implementation &amp; Leadership for Results</b>	\$50,000 - \$80,000	Exhibit B
2023-2024	<i>Getting It Done:</i> <b>Disciplined Implementation &amp; Leadership for Results</b>	\$50,000 - \$80,000	Exhibit B

\* Professional Fees for the two implementation-support years (i.e., 2022-2023 and 2023-2024) are estimates at this point. Actual fees will be based on agreed-upon priorities and level of engagement for each school year.

## Exhibit B

# GETTING IT DONE!

## Disciplined Implementation & Leadership for Results

### 2022-2023 SY and 2023-2024 SY

### BACKGROUND

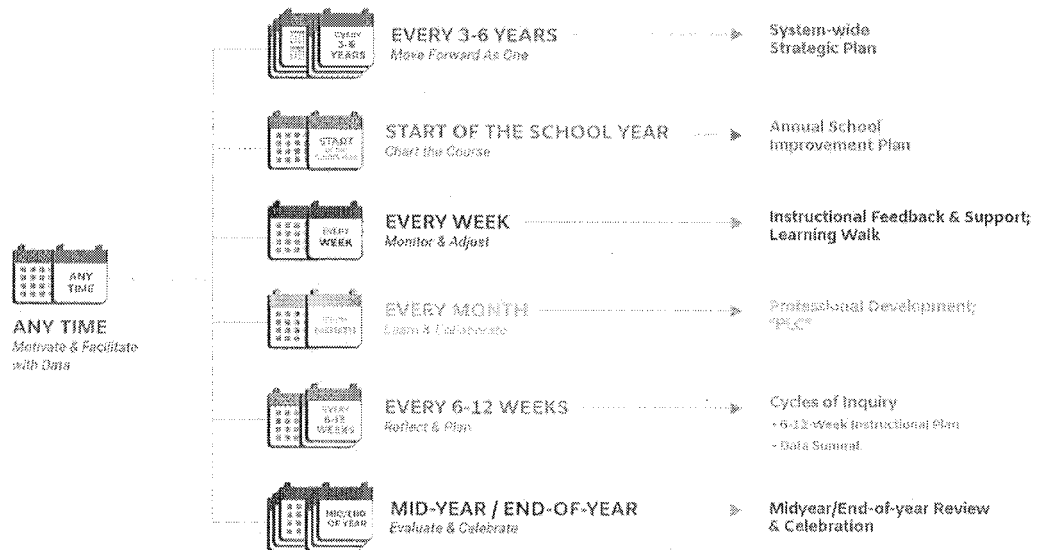
A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” then, you must “work the plan” to achieve desired results.

This Proposal outlines the professional services that Performance Fact, Inc. (“PFI”) will provide to **Stanwood-Camano School District** (“SCSD”), to support the implementation of the district’s strategic plan, which will be developed during the 2021-2022 SY.

Performance Fact will facilitate the planning process during the 2021-2022 SY. When the planning phase is completed, Performance Fact will provide tools, training, and technical assistance to support the *implementation* of the strategic plan for two school years: 2022-2023 and 2023-2024.

### 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 DELIVERABLES**

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 ( <u>C</u> ontinuous <u>P</u> rogress <u>R</u> eport <u>C</u> 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
NA	<i>No direct <u>weekly</u> activities led by Performance Fact at this time.</i>

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	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: <ul style="list-style-type: none"> <li>• <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</li> <li>• <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)</li> <li>• <u>CPR Card™</u> to track progress regarding implementation of milestones of progress</li> <li>• <u>Instructional Tracker</u> to track the quality and effectiveness of day-to-day instruction using instructional monitoring tools framed around</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• <u>Voice Surveys</u> to provide feedback from students, educators, and external stakeholders regarding their perception of and engagement with the school system</li> </ul>
Cabinet Capacity-building	<p>Facilitate capacity-building for the Superintendent's Cabinet, including:</p> <ul style="list-style-type: none"> <li>• Ongoing monitoring of progress regarding District-level Annual Operational Plan</li> <li>• Strengthening collaboration and collegial accountability across Department lines</li> <li>• Providing individualized coaching and support for Cabinet members, as needed</li> <li>• Assisting Cabinet members with development of their respective key indicators</li> <li>• Ensuring consistent cross-department alignment with the priorities in the Strategic Plan</li> </ul>

<b>EVERY 6-12-WEEKS</b>	<b>Reflect &amp; Plan</b>
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"> <li>• Analyze student learning</li> <li>• Examine professional practices and strategies</li> <li>• Draw conclusions and plan for the next cycle</li> </ul> <p>Data sources for the Data Summit include instructional monitoring logs, formative/benchmark assessments, CPR Card and Vital Signs Scorecard.</p>

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.
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>