



Customized Coaching & Professional Learning Coaching Plan: Alsea School District

Coaching Focal Area: Leadership for General Continuous Improvement





Key Personnel

Coaching Provider	Inflexion
Primary Contact Information	Rachel Phillips, Project Manager Michelle Liebhardt, Project Manager Kyle Laier, Coach

Coaching Recipient	Alsea School District
Primary Contact Information	Stacy Knudson, Superintendent
Additional Contacts Information	

ODE Contacts	Shawna Moran, Barbora Buzinskaite
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Key Resources

-  Alsea Statement of Interest.docx
-  Bid Response Quote - Alsea School District.docx
-  AppendixI_DetailedGuidanceLPGTs.pdf
-  ProgressMarkers.pdf

Setting the Why for the Partnership

Please describe the intended outcome(s) to be gained through the coaching and professional learning services. This statement must align to the original Statement of Interest form and may also include any refined or updated outcomes.

Alsea School District is engaging in a coaching and professional learning partnership to address chronic absenteeism by strengthening student engagement, belonging, and academic rigor. In the context of declining enrollment, regular attendance has become increasingly critical to both student success and the long-term stability of the district. While graduation rates remain strong, patterns of inconsistent attendance suggest a disconnect between course completion and students' daily experience of learning. District leaders believe that increases in rigor, relevance, and student ownership must be reflected not only in academic outcomes, but in how often students attend, how connected they feel to school, and whether they see themselves as capable, engaged learners.

This partnership will focus on developing collective leadership practices grounded in transparent, consensus-based decision-making and inclusive engagement. District leaders will intentionally involve students, families, staff, and community members, particularly voices that are not always represented, to align expectations for learning with Alsea's shared values and community identity. Instructional practices, school culture, and family engagement efforts will be examined and strengthened to ensure they work together to support student engagement and consistent attendance.

The intended outcomes include increased student-reported engagement and sense of belonging, improved regular attendance, reductions in chronic absenteeism, and leadership practices that consistently prioritize students experiencing opportunity gaps while maintaining high expectations for learning across the district.

Performance Growth Targets/Progress Monitoring

Please identify PGTs, Progress Markers and other metrics that you will be supporting and reporting progress toward on Quarterly Coaching Summary Reports.

Progress Growth Targets

K–12 Regular Attendance

Leadership coaching will promote inclusive school culture and shared leadership practices that foster student engagement and reduce chronic absenteeism.

Progress Markers for Reporting

Student Belonging, Connection, & Engagement Data

Inflexion's Student Experience Survey will be administered three times during the school year to measure students' sense of belonging, connection, and engagement and can be used as a progress marker to assess the impact of leadership and instructional coherence efforts on student experience over time.

Active Coaching Participants

Please describe the coaching participants to be served during this contract period. Please include:

- *The name and point of contact at the ESD (if applicable)*
- *The names of participating district(s) and name(s) of the district point(s) of contact*
- *The name(s) of participating school(s) and school level point(s) of contact*

District(s)/Points of Contact: **Stacy Knudson**

Overview of the Coaching Plan

Please describe the planned coaching services to be provided as agreed between the vendor and the coaching recipient. Coaching services can include site visits, professional learning, data study, walk-throughs, etc. Provide a brief description of the planned service. Vendor reminder: Kick Off meetings, development of the coaching plan and creation/submission of coaching reports hours must be factored into the NTE when determining coaching activities/hours.

NTE: \$15,000

Virtual Work: \$250/hour

In Person Work: \$260/hour

Contract Dates: November 14, 2025 – December 31, 2026

Coaching Services & Activities			IP	V
A. Kickoff meeting	Coaching Recipient(s):	Stacy Knudson		
	Contractor Provider(s):	Rachel Phillips, Michelle Liebhardt		
	Service Dates:	Nov 20, 2025		
Expected Hours			0	1
B. Development of coaching plan	Coaching Recipient(s):	Stacy Knudson		
	Contractor Provider(s):	Kyle Laier, Michelle Liebhardt		
	Service Dates:	Nov – January 2025		
Expected Hours			0	6
C. Support administration, analysis, and interpretation of the Portico Student Experience Survey, which captures student perceptions of belonging, connection, and engagement. Work with the district to identify little things, key moves, and big plays to improve belonging, connection, and engagement based on analysis of survey results.	Coaching Recipient(s):	Stacy Knudson		
	Contractor Provider(s):	Mike Garling, Kyle Laier, Michelle Liebhardt		
	Service Dates:	Feb 2026, Apr – May 2026		
Expected Hours			0	16
D. Support development of maxims, short, powerful statements that reflect who the school is at its best and what it aspires to be. Maxims development is a collaborative process that distills the collective voice of a school community into	Coaching Recipient(s):	Stacy Knudson		
	Contractor Provider(s):	Mike Garling, Kyle Laier, Michelle Liebhardt		
	Service Dates:	Dec 2025 – May 2026		

Coaching Services & Activities			IP	V
clear, values-based statements of identity. Through structured engagement such as listening sessions, surveys, and facilitated reflection, we gather qualitative feedback from students, staff, families, and community partners. This raw input is then analyzed for recurring themes, language patterns, and deeply held beliefs. These maxims serve as a foundation for strategic planning, helping schools align decisions, culture, and systems with the community's shared values.				
Expected Hours			0	18
E. In-person workshops bring together school and district leaders for collaborative sessions focused on building coherence and capacity around the four pillars of the Community Schools Model: Collaborative Leadership, Integrated Student Supports, Active Family and Community Partnerships, and Expanded Learning Opportunities. Through guided reflection, data analysis, and structured planning, leaders will align on shared priorities, assess current practices, and co-develop strategies that strengthen inclusive leadership and support whole-child success across their schools.	Coaching Recipient(s):	Stacy Knudson		
	Contractor Provider(s):	Mike Garling, Matt Coleman, Kyle Laier, Michelle Liebhardt		
	Service Dates:	Feb and May 2026		
Expected Hours			12	0
F. Progress monitoring and preparation of quarterly coaching reports.	Coaching Recipient(s):	Stacy Knudson		
	Contractor Provider(s):	Kyle Laier, Michelle Liebhardt, Rachel Phillips		
	Service Dates:	Jan 2025, Apr 2026, Jun 2026, Sep 2026, Dec 2026		
Expected Hours			0	4

Coaching Services & Activities	IP	V
TOTAL	12	47
Additional notes regarding coaching services:		

Communication Planning

How will the coaching recipient (ESD, District, School) communicate the initial coaching plan with their staff? How can the coaching provider support this work?

The superintendent will introduce the coaching plan to building leaders during a leadership meeting and the board during monthly meetings, outlining the purpose of the work, priority focus areas, and expectations related to improving student engagement and attendance. Building leaders will then share the plan with staff through staff meetings and collaborative planning time, clearly identifying how the work will be implemented at both the schoolwide and classroom levels and how it connects to instructional rigor, student belonging, and attendance.

The coaching provider will support this process by partnering with district and building leaders to co-develop the coaching plan, clarify key messages, and identify practical strategies staff can implement. The coach will assist leaders in preparing for clear and consistent communication, supporting alignment across the district, and ensuring the plan is translated into actionable practices that support student engagement and regular attendance.

How will the coaching recipient (ESD, District, School) communicate progress with their staff? How can the coaching provider support this work?

Alsea School District will communicate progress on the coaching work through regular superintendent updates to building leaders, using leadership meetings to review attendance data, student engagement indicators, and implementation progress. Building leaders will share these updates with staff during staff meetings and collaborative team time, highlighting trends, celebrating progress, and identifying adjustments needed to strengthen outcomes. Additionally, the district will communicate out regularly to the school board.

The coaching provider will support this work by helping leaders identify meaningful indicators of progress, use data as a tool for reflection and improvement, and facilitate focused conversations about what is working and where additional support is needed. The coach will also support consistent messaging across the district, help leaders stay anchored to shared goals, and incorporate feedback from staff and students to refine practices and sustain momentum.

How will the coaching provider and coaching recipient engage in ongoing regular communications to plan, adjust and confirm the planned coaching activities?

The coaching provider and district leadership will engage in regularly scheduled check-ins to plan, review, and adjust coaching activities based on current data and emerging needs. These meetings will include the

superintendent and will focus on progress toward goals related to attendance, engagement, and instructional rigor, upcoming coaching supports, and any necessary refinements to the plan.

Between meetings, the coaching provider will maintain communication through shared planning documents and written summaries that confirm decisions, next steps, and responsibilities. This approach ensures clarity and alignment while allowing the coaching work to remain responsive to district and school-level needs.

Who (names of people), besides ODE, will receive the coaching reports submitted by the coaching vendor to the coaching recipient:

Stacy Knudson.

Post Coaching Scaling & Sustaining

Please describe how the coaching recipient will build capacity to scale systems across their district (region) and sustain the coaching efforts.

Alsea School District will use the leadership practices and structures developed through this coaching partnership to build internal capacity and sustain improvement beyond the coaching period. District and building leaders will integrate shared tools, collaborative decision-making processes, and reflective leadership practices into routine work focused on reviewing attendance, student engagement, and instructional expectations. Over time, these practices will become embedded in regular leadership systems rather than dependent on external coaching support.

As leadership capacity strengthens, the district will apply the collaborative coaching framework to improve related systems, including instructional alignment, family engagement efforts, and student support structures. By embedding shared ownership, inclusive decision-making, and data-informed reflection into existing processes, Alsea School District will expand effective practices across schools and sustain long-term improvements in attendance, engagement, and student learning.