

# NWRESD Strategic Plan Design Team



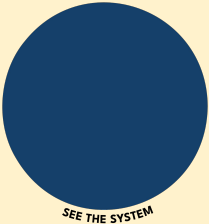
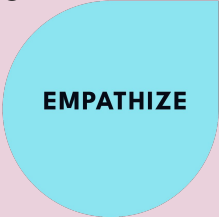
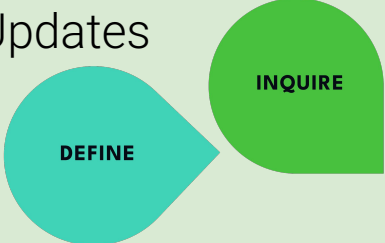
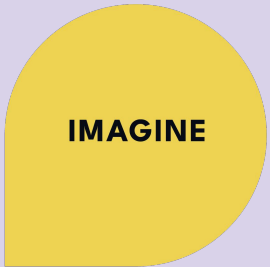
*Co-Designing a New Strategic Plan to Drive  
Regional Student Success*

Session #2: September 2025



# Our Process: Equity-Based Continuous Improvement



<b>Session 1: Data Review</b>	<b>Session 2: Planning Engagement</b>	<b>Session 3: Key Areas of Need</b>	<b>Session 4: Research-based</b>
<p>Intro</p> <p>See the System: Data Review</p> <p>Explore Key Areas of Need</p> 	<p>Review Areas of Need</p> <p>Determine and Plan Additional Engagements</p> 	<p>Refine Key Areas of Need based on feedback</p> <p>Plan Community Updates</p> 	<p>Describe Specific Research-Based Strategies</p> 

## Objectives for Today

1. Finish Identifying potential areas of focus for the ESD
2. Determine community perspective needs

# Feed FORWARD



What you said	Adjustments
Grounding in the laws and statutes of the ESD to set the foundation was useful.	Understanding our why is important. We'll also share this with Administrative Council, and please feel free to share that grounding with others.
Interactive elements and opportunities for small group discussion where a positive.	We've built in even more time to engage with content and each other.
Not enough time with the data!	You'll return to the data and sense making with your team in today's meeting.



# Community Agreements

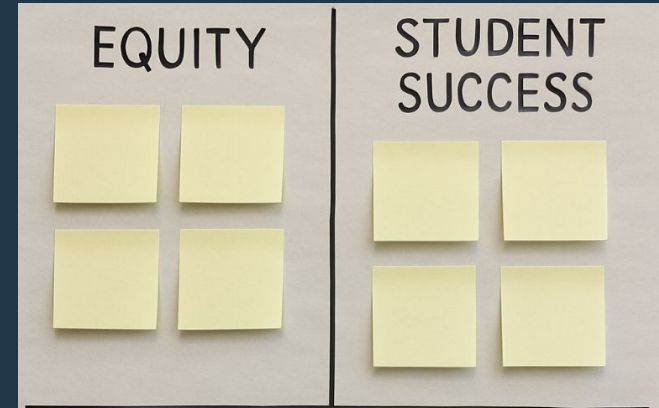
- Stay curious
- Accept productive struggle
- Consider multiple perspectives
- Accept compromise and potentially non-closure
- Work to keep the process authentic and sincere
- Assume positive intent
- Strive for clarity...and avoid acronyms
- Stay non-judgemental

# Colleague Feedback - Process

- Take a few minutes to review the feedback provided by our colleagues on pages 1 & 2.
- To ensure that these perspectives are included in the Strategic Plan Design Process, please complete the following activity-
  - For the prompt “**what’s important to you in a strategic planning process,**” go through the text and **underline** ideas and phrases that we’ve named as part of our planning process and values. **Circle** ideas and phrases that we have not called out and/or we need to be intentional about including.
  - At your table group, build a list of up to five “circled” ideas and be prepared to share out. You may need to paraphrase.

# Colleague Feedback - Products

- Take a few minutes to review the feedback provided by our colleagues on page 3 & 4.
- For the prompt “what do you want to get better at as a provider or as a team,” go through the text and underline ideas and phrases that call out Equity Centric Actions and circle Student Success Centric Actions.
- At your table group, build a list of up to 5 for each and move your sticky notes to the board. You may need to paraphrase. These will be part of our Gallery Walk this morning.





# Return to the Data



# Continue

## SEE THE SYSTEM

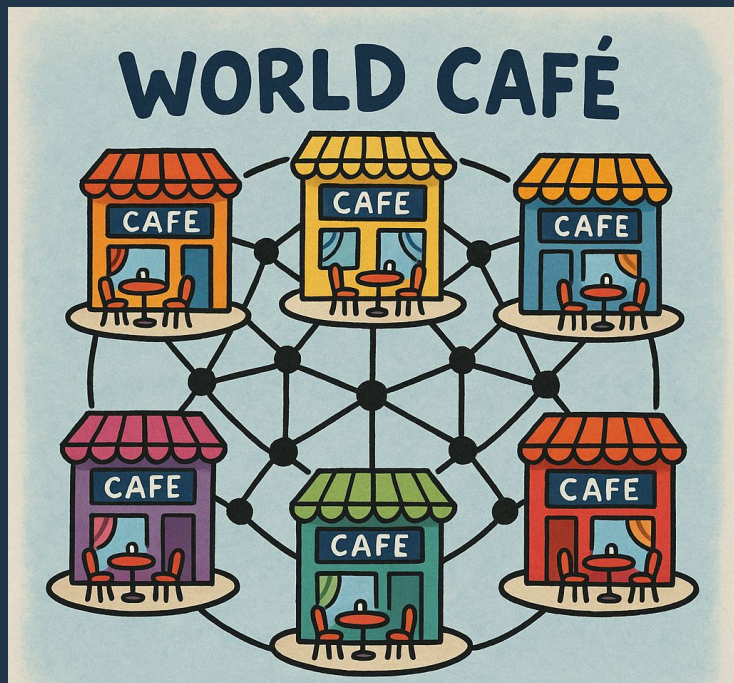
- What inequitable patterns of experience and outcomes are playing out in our system? How do we know?
- What structures and system dynamics are contributing to these inequitable patterns?
- What has been emerging in our system relative to these patterns?



## SEE THE SYSTEM

Seeing the System enables us to identify potential equity challenges, what about the system is producing these, and what we need to learn more about as we engage in empathy work.

# World Café



## Topic

District Priorities and Satisfaction

Cross-Region Student Performance

Career Technical Ed, Dual Credit, Outdoor School

Early Intervention/ Early Childhood Special Education

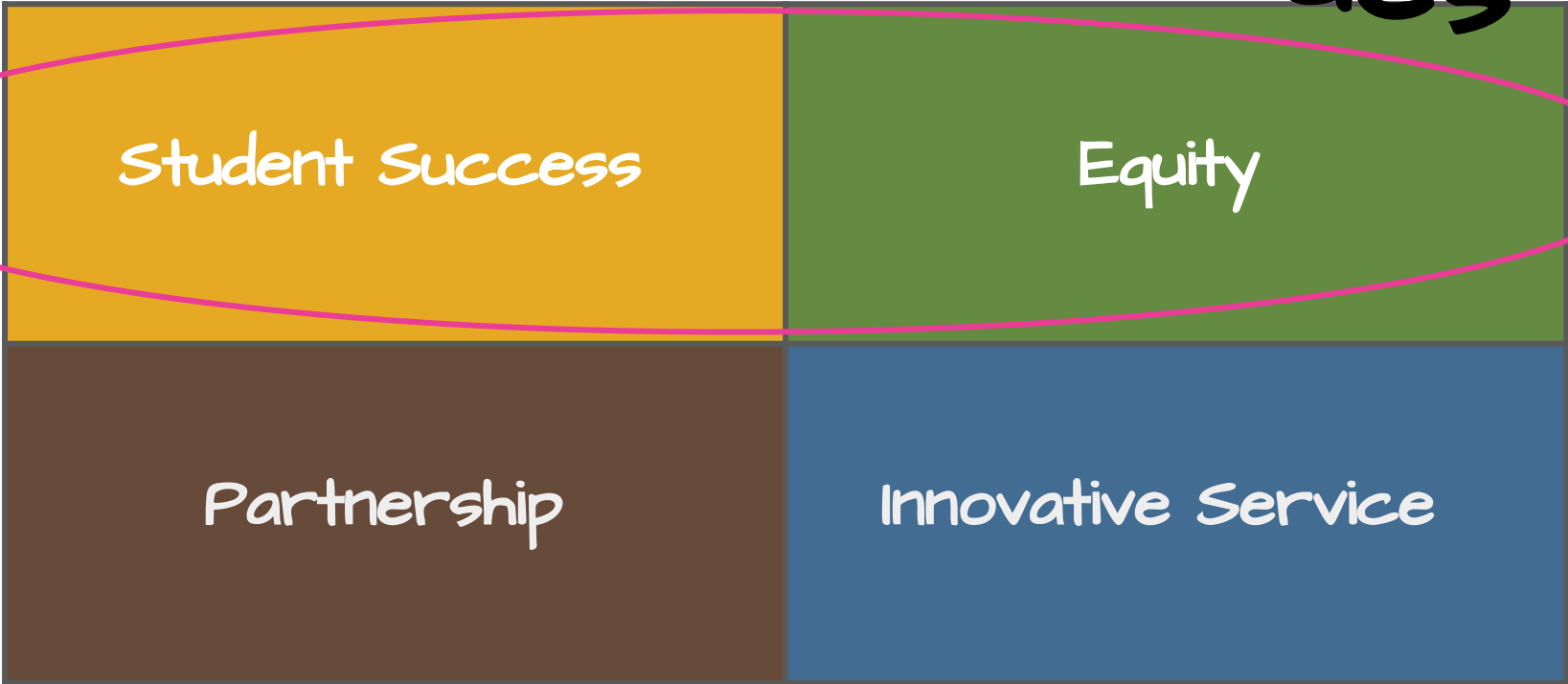
Regional Inclusive Services and SEL Schools

School Climate, Sense of Belonging

## Work Space and Notes

A Natural Focus so far

# Values



## What is the Focus?

We're looking to define ambitious long-term focus for the ESD, think 5 years or longer.

Some groupings that can be useful:

- Historically Underserved Races and Ethnicities = Indigenous, Black, Latino, Pacific Islander
- BIPOC = Historically Underserved plus Asian, Multi-Racial
- Students experiencing disabilities

# Implications

- Share with your table what data you looked at and what stood out to you
- As a table discuss: What are the implications of this data for NWRESD?
  - How is our system serving our students in our region?
  - What does this connect with our priorities?
  - What are the implications for equity?
- As a group, name the key areas of need you hear emerging from your conversation.
  - Write each area on its own sticky note.
  - Place your sticky notes into categories with your table.

At this point, we're not looking for solutions; just areas of focus



# Gallery Walk

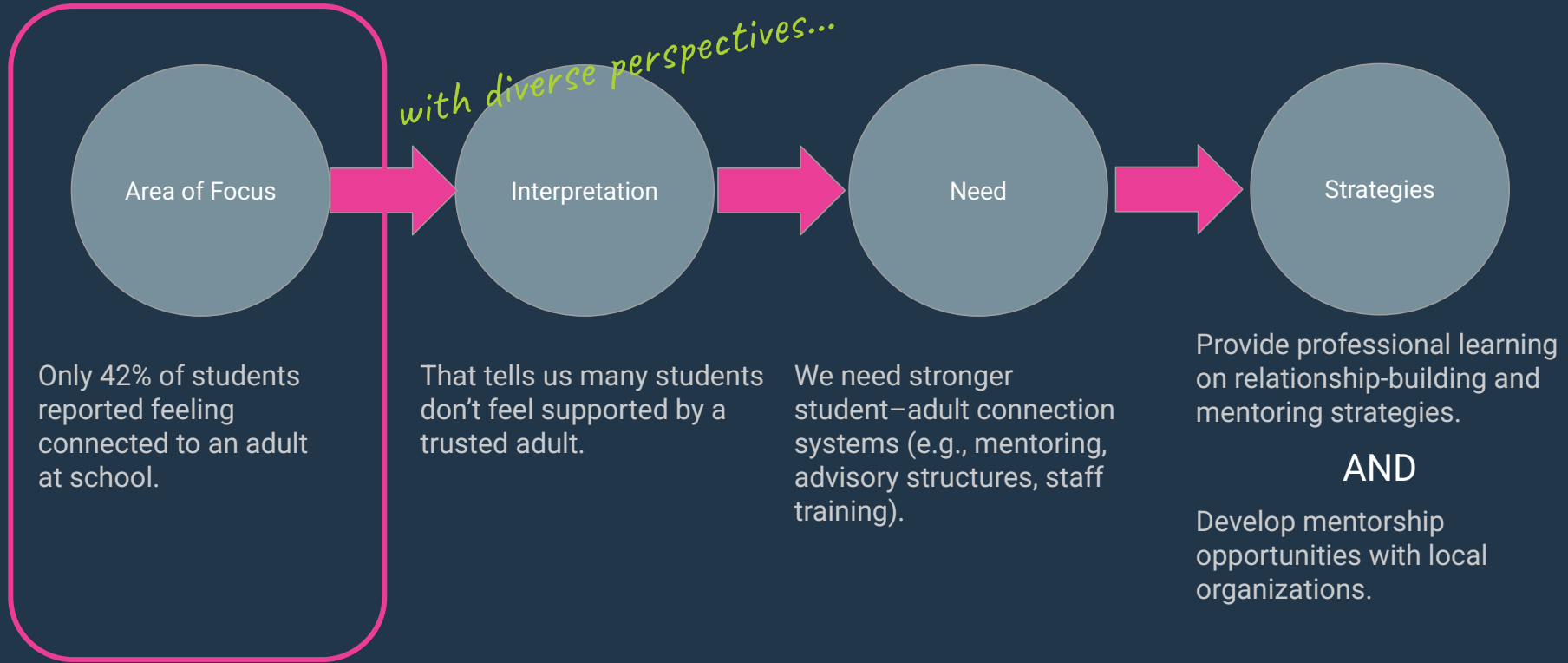
Move around the room and visit the posters from other tables. As your review them, look for:

- Ideas that spark curiosity or excitement
- Areas of focus you hadn't considered
- Questions or tensions that show up

You can add a star to other posters if you want to affirm or connect to something your table also noticed.



# Areas of Focus



# Where do we have impact on student performance?

- Regional School Districts & Classrooms
- Birth to 5 Programming
- Students in experiential learning environments (e.g., NOSS, CTE, Workforce Development, Summer Learning)
- SEL Schools
- Post-secondary

# Draft Areas of Focus

## In your group:

- Select up to 5 areas that feel most urgent for students that Northwest Regional ESD can impact.
  - e.g., “We noticed that 3rd grade literacy rates for LatinX students is disproportionately low.”
    - Be sure to think about all places where we have impact - not only the program you are most familiar or associated with.

After the group work time, we will go around and share each group’s areas of focus.

## Share Out

Pick one area of focus from your table's discussion and share out

If one of yours matches someone else's we'll add a +1 to it.

We'll go around until we're out of new areas of focus.

## Collective Areas of Focus



What else do we need to hear?

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## EMPATHIZE

- Who is closest to the pain?  
Furthest from power?
- How might we learn by building relationships instead of creating transactional experiences?
- How might we maintain the stance of a learner who is not trying to “solve” anything?

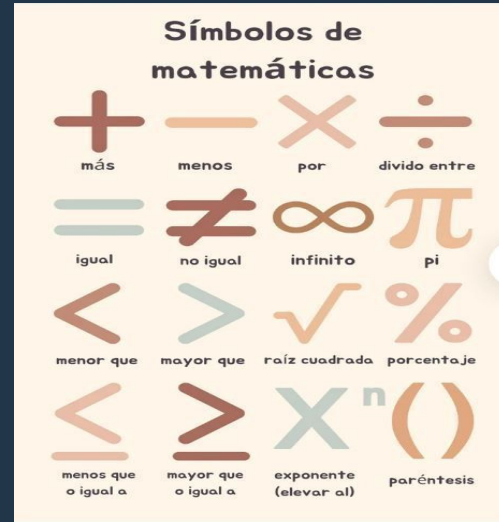


## EMPATHIZE

Design opportunities to understand the experiences, emotions, and motivations of the person or community you are designing with.  
Empathize from a place of love, respect, and curiosity.

Empathizing is about not making assumptions

We better understand the problem when we are seeking out multiple perspectives and the lived experiences of the users of the system.



## Next Steps...

- Think about areas of focus and build some shared understanding
- Consider perspectives we need and how to seek those out
- We will then ask our departments, via the Administrator Council group, to organize what info we have and seek out the voices we still need to hear

# NWRESD has been listening

We've Co-lead authentic engagement over the last couple years in all 20 districts

- Integrated Guidance
- District Leadership Job-Alikes
- Coaching Relationships with classroom teachers
- NWRESD Action Plan Process seeks out user feedback

LEVELS OF COMMUNITY ENGAGEMENT					
0	1	2	3	4	5
STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
EXAMPLE ENGAGEMENT METHODS					
<ul style="list-style-type: none"><li>• Closed door meeting</li><li>• Misinformation</li><li>• Systematic effort to avoid engagement</li></ul>	<ul style="list-style-type: none"><li>• Fact sheets</li><li>• Open houses</li><li>• Presentations</li><li>• Billboards or school electronic boards</li><li>• Video</li><li>• Social media posts</li></ul>	<ul style="list-style-type: none"><li>• Input sessions</li><li>• Focus groups</li><li>• Empathy interviews</li><li>• Surveys</li></ul>	<ul style="list-style-type: none"><li>• Collaboration or engagement with community organizing and community voices</li><li>• House meetings</li><li>• Interactive workshops &amp; forums with accessibility and safety considerations</li><li>• Student &amp; Parent/Family Advisory Committees</li></ul>	<ul style="list-style-type: none"><li>• MOUs with Community-based organizations</li><li>• Leadership Resources &amp; Funding allocated for community organizing</li><li>• Collaborative design and facilitation of community forums to ensure voice, safety &amp; accessibility</li></ul>	<ul style="list-style-type: none"><li>• Community-driven planning</li><li>• Student or Parent/Family led community forums to assess challenges and develop solutions</li><li>• Consensus building</li><li>• Participatory Action Research and community-driven initiatives</li><li>• Participatory budgeting</li><li>• Community schools</li></ul>

Engage your Community Around your Action Plan

Over the last couple Administrative Council meetings we've been working on including community the design of our action plans. In February we modeled story circles. In March we reviewed strategies and made plans for engagement. In April we discussed summarizing qualitative data. For the **May 28th** Administrative Council meeting **be prepared to share about how you've engaged community** and how what you've learned is shifting your action planning for next school year.



## Community Partnership Toolkit





Templates and resources to build partnerships with families and communities – a companion guide to the Oregon Department of Education's Community Engagement Toolkit



### Section 1: Empathy Interviews



# Possible Additional Strategies for Community Engagement

 <p><b><u>Story Circles</u></b> <b><u>(Resources)</u></b></p>	 <p><b><u>Empathy Interviews</u></b> <b><u>(Resources)</u></b></p>
<ul style="list-style-type: none"><li>● Understand the current system and its impacts. Build community and belonging within participants.</li><li>● Have a general topic, provide some basic background and allow participants to reflect on their own experiences</li></ul>	<ul style="list-style-type: none"><li>● Build deeper understanding of the current system and its impact on individuals.</li><li>● Have planned a few questions around your design challenge that invite deeper reflection.</li><li>● Practice asking probing questions (why did you make that choice?)</li></ul>
 <p><b>Focus Groups</b></p>	 <p><b>Surveys</b></p>
<ul style="list-style-type: none"><li>● Receive feedback from an identified focal group on your plan or ideas for your plan.</li><li>● Have planned a few clear questions to get feedback from the group</li></ul>	<ul style="list-style-type: none"><li>● Gather structured feedback from the community to explore ideas for your plan or monitor impact of your changes.</li><li>● Design focused questions with common rating scales and answer choices. Allow opportunities for participants to add “Other” or elaborate on their ratings in narrative form.</li></ul>

# Planning Engagement (Empathize)

- **Step 1: Question and Input Storming**
  - What do we need to ask to better understand issues or make progress?
  - Are there other ways to gather information/feedback that already exists?
- **Step 2: Stakeholder Mapping**
  - Who has knowledge, influence, or lived experience related to this focal area?

We're not asking for a solution, we're trying to better understand the problem.

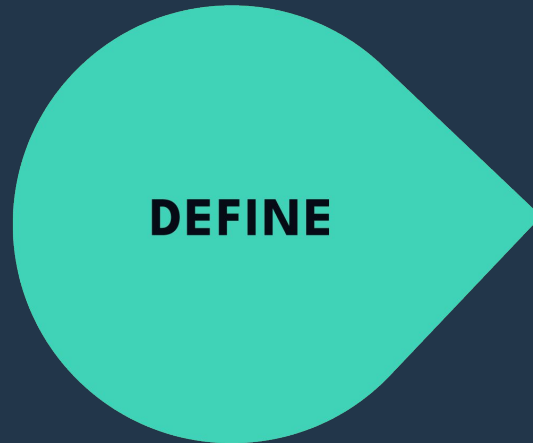


# Wrap-Up



# What's coming next meeting? (October 2025)

- ❑ Review Community Perspective Feedback
- ❑ Define Needs
- ❑ Begin discussing our Aims; where do we want to be in 5 years?



## Reflection: Optimistic Closure

Whip around and share:

- What is one insight or wondering that you are leaving with?