



Performance Target Revision



NWRESD Strategic Plan Design Team



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

Session #4: December 2025

Agenda

9:30 - Welcome, Feedback, Revisit Community Agreements

- Reconnect
- Revisit where we've been and feedback
- Draft Plan
- Revise Performance Targets
- Wrap up

11:55 - Wrap Up

Feed FORWARD

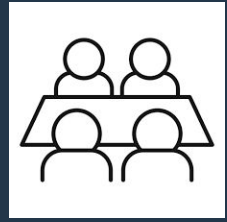


What you said	Adjustments
<p>Interactions were on topic, relevant, and informative.</p> <p>Activities helped get ideas and thoughts from others.</p>	<p>We'll keep similar processes throughout today.</p>
<p>...wanting to see our K-12 itinerants in here clearly, not seeing that yet</p>	<p>Absolutely—please keep an eye out for where our K–12 itinerants can be more clearly represented, and don't hesitate to surface those opportunities as they arise.</p>
<p>I was hoping for more snacks</p>	<p>Janet's got you!</p>

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

Intros, Activate Prior Knowledge & Table Talk



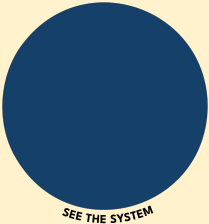
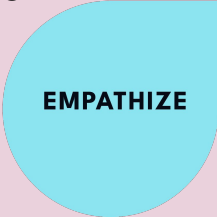
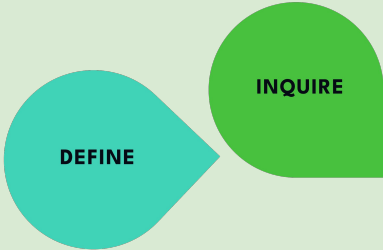
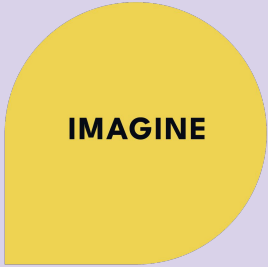
Strategic planning is the process of defining an organization's **direction, priorities, and actions** to achieve long-term success.

Start by sharing your name and role. Then discuss: *Why does this strategic planning work matter for the students and communities we serve?* Finally, share one way you hope this plan will make your work, or your team's work, more impactful for students in the region.



Our Process: Equity-Based Continuous Improvement



Session 1: Data Review	Session 2: Planning Engagement	Session 3: Key Areas of Need	Session 4: Research-based
<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>Describe Specific Research-Based Strategies</p> 

IMAGINE

- Have we invited multiple perspectives and created an environment that encourages everyone to share ideas without fear of judgment?
- Are we making our brainstorming process accessible to everyone?
- Are we giving ourselves permission to consider ideas that may not feel possible in order to move past status quo solutions?



IMAGINE

Creating the time to brainstorm and imagine “what if?!” can unlock and unleash the creative courage that will lead to innovative approaches and solutions to equity challenges.

What we've accomplished, up to this point...

- **August**- defined purpose & timelines, establish team function & agreements, grounded us in our organizational purpose, reviewed regional data & identified areas of need
- **September**- identified key areas of focus- Student Achievement & Operational, reviewed community feedback that we had (i.e.; district partners, colleague input) & determined what other community perspectives we needed to collect
- **October**-Revised focus areas and drafted some goals for where we would like to be in 5 years.

Good work!



Reconnect with the plan

Student Achievement

- **Early Literacy (ELA/Reading)** all with a focus on supports for multilingual learners and students with disabilities
- **Math** with a focus around multilingual learners, students with disabilities, and students of color

School Culture and Climate

- **Student Attendance**
- **Bullying** - All Students, focus on non-binary student experience
- **Social-Emotional and Mental Health Support (Tier 1)**
- **Student Belonging** with a focus on Student groups who have been historically underserved
- **Social Emotional Learning supports** in Preschool Environments

Operations

- **Anti Racist Multicultural Continuum**
- **Staff Retention**
- **Fiscal Reserves** to maintain and innovate

Special Education Support

- **Inclusive Environments** in Early childhood Special Education (ECSE) and K-12 Special Education
- **Adequate Service Levels** for Early Childhood Special Education (ECSE)

Teacher and System Support

- **Mentoring Teachers and Leaders**
- **Content Specific Training and Coaching**
- **Stronger Tier 1 Schoolwide Systems**

Graduation and Beyond

- **CTE Opportunities** for smaller districts and students of color
- **Artificial Intelligence in Instruction**
- **Graduation Rates**

Systemic Racial Disparities across all data sets

- **Expand Facilities**
- **IT Supports**
- **Fiscal Supports**
- **Continuous Improvement Processes**

Feedback Loops Since We Last Met

Administrative Council

- Worked with Strategies and Goals
- Suggestion to combine bullying, SEL, mental health into creating welcoming environments that value and support every student
- Ensure there is inclusion of strategies to support accessibility and rigorous instruction for students experiencing disabilities
- Adequate service levels should be changed to funding advocacy where we will have more influence
- Racial disparities within the system should be influenced and monitored across all strategies

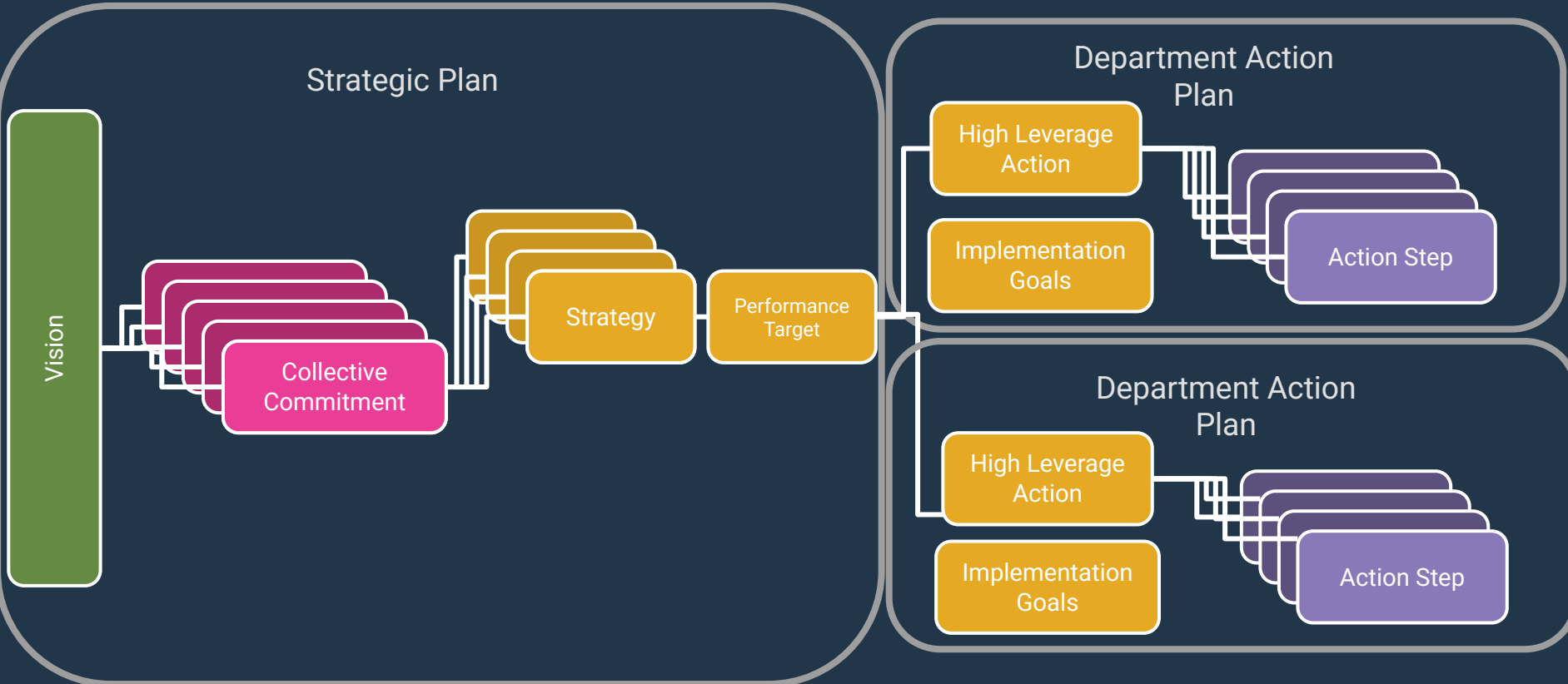
Department Meetings

- Suggested Strategies
- Putting AI into a large bucket of new technologies
- Expanding CTE opportunities to include all post-secondary work that we have influence over

Action-Oriented Reframing

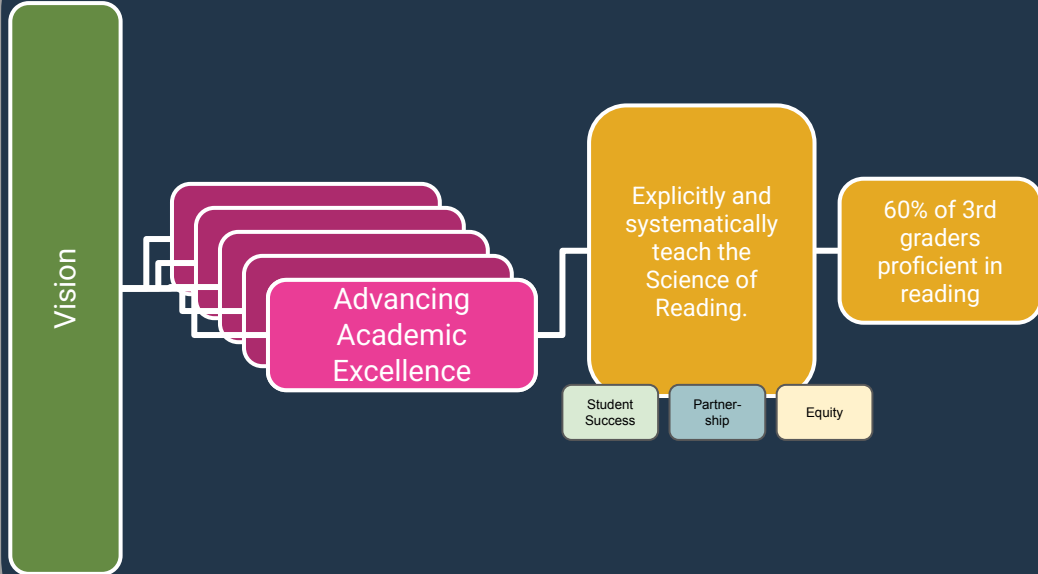


From Vision to Action - The structure of the plan



Example!

Strategic Plan



Instructional Services Action Plan



Special Education Action Plan



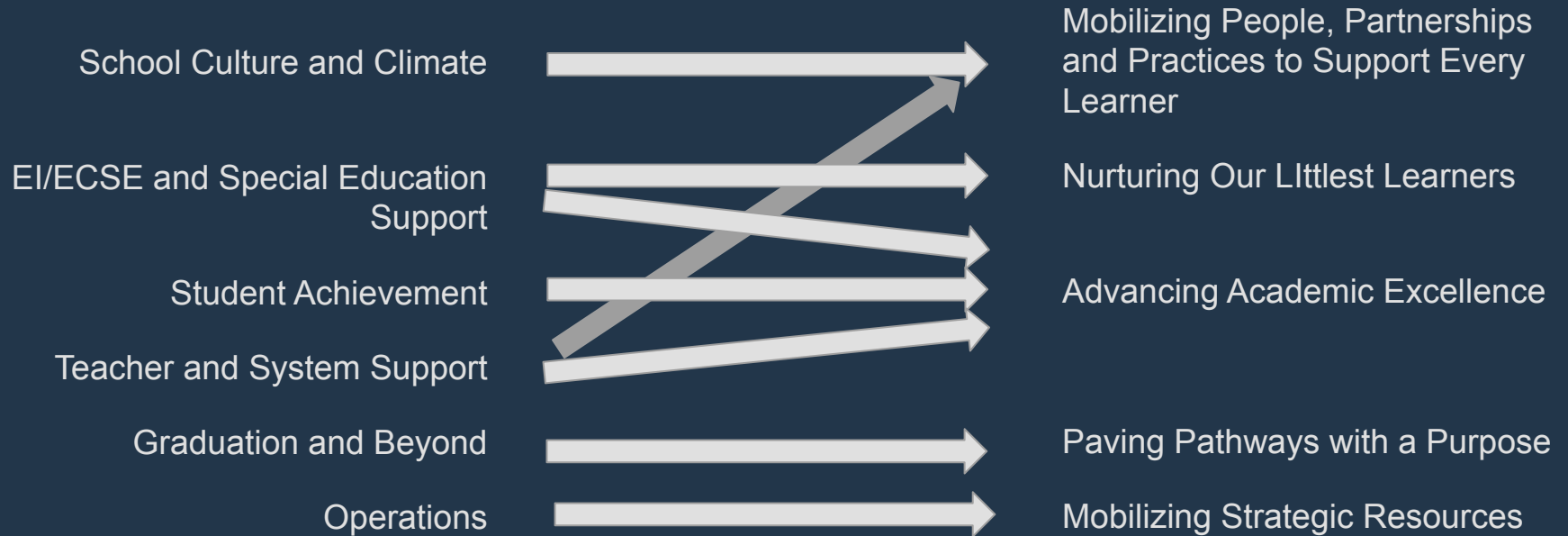
Early Learning Action Plan



Break



Action-Oriented Reframing



Strategy Guidelines

- Start with a strong action
- Impact students across our region

Create learning environments that welcome, value and support every single child.

Gallery walk

Review the draft language of the Collective Commitments and related Strategies

Write on the strategies (or use post-its):

- What feels strong or exciting?
- What feels unclear?
- Where do you see gaps between original intent and the current draft?

Table Discussion

Based on what you saw during the gallery walk...

- **Love**
 - What is strong or exciting? Specific about student or system impact.
- **Wonderings**
 - What is unclear or risky? What additional definition do you need?
- **1 or 2 suggestions if you have any**

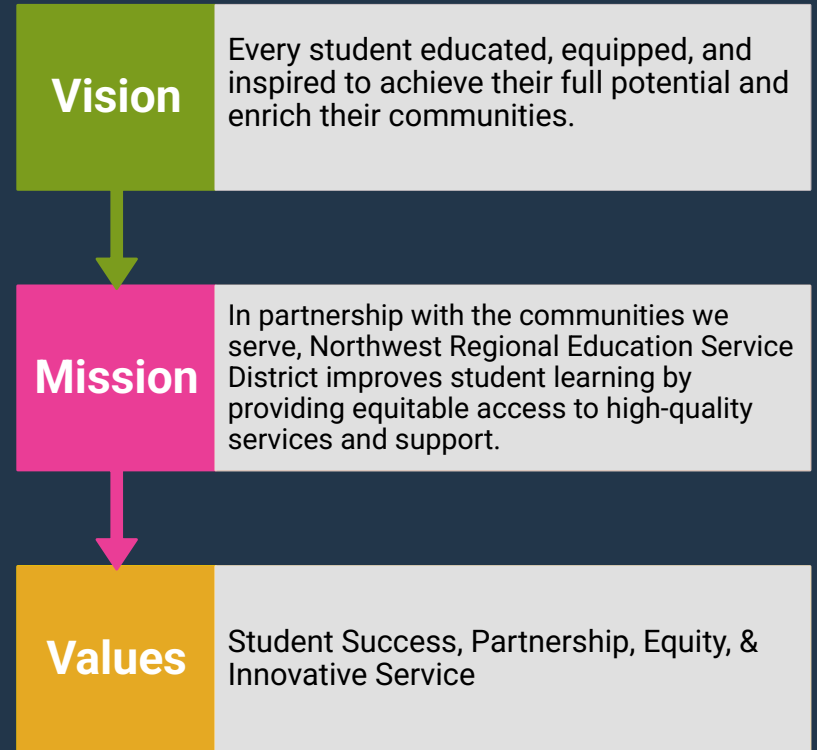
- **What do you need to be able to operationalize this work in your workspace?**

Break



Criteria:

- Outcome-focused: describes what will be different for students/systems
- Clear: easily understood by someone outside NWRESD
- Measurable: Ideally using annual public data
- Feasible within the next 5 years
- Aligned to NWRESD's mission, vision, and values



At your table

Review goals

Write a short explanation of the changes you would suggest and why

Strategy	2030 Performance Target	Baseline
A. Explicitly and systematically teach the Science of Reading.	60% of 3rd grade students read on grade level	42.9%. 2024-25: 43.3%
	30% of Multilingual students	6.8%. 2024-25: 9.2%
	40% of Students experiencing disabilities	19.3%. 2024-25: 24.6%
	40% of Underserved Races/Ethnicities	31.1%. 2024-25: 28.8%

Spread-Out and Review

Each person from your table visits a a different table.

You'll have about 3 minutes at each table to offer suggestions and clarifications.

Whole Group Synthesis

What patterns or themes do you see across goals?

What system implications do these drafts reveal (capacity, data, resources)?

What still needs shaping before it goes to the Board?



Wrap-Up!

Next Steps

