Northwest Regional Education Service District

February 11th, 2026

TO: NWRESD Board of Directors
FR: Brian Bain, Senior Director of Assessment & Evaluation

RE: Adoption: Northwest Regional ESD Strategic Plan

EXPLANATION:

The Northwest Regional ESD has completed the development of its updated Strategic Plan following an extensive, collaborative, and data-informed process. We thank the diverse staff of the Strategic Plan Design Team who brought perspectives from their departments, roles, and lived experiences to co-develop this plan for the benefit of our students. The voices of students, families, educators, district and school leaders, program partners, and NWRESD staff all helped shape the priorities and strategies so the plan is grounded in the real educational needs of our region and the role NWRESD plays in meeting them.

The Strategic Plan will serve as NWRESD's roadmap for the coming years, guiding where we focus our efforts, how we measure progress, and how we continue to support districts and students across the region. We ask the Board to adopt the plan and to support the next phase of implementation, which includes departmental action plans, regular reporting to the Board, and continued community engagement.

Strategic Plan Design Team:

Classified Staff	Licensed Staff	Administrator Staff	Cabinet Staff
Erick Arizpe Kevanna Doolittle Freya Lewis Carlos Tenorio-Hughes	Lori Ann Dyer Josh Coles Samya Matouk Jennifer South	Tracey Goldner Tina Meier-Nowell Rikkie Schley Tera VanDyke	Catherine Dalbey Cathy Jensen Sharif Liwaru
Facilitators/Planners:	Brian Bain, Ryan Blasquez, Jessica Culbertson, Dan Goldman, Megan Logan		

PRESENTER(S): Dan Goldman, Superintendent
Brian Bain, Senior Director of Assessment & Evaluation
Ryan Blasquez, Director of Teaching & Learning

SUPPLEMENTARY MATERIALS: NWRESD Strategic Plan
Change Log

RECOMMENDATION: To adopt the NWRESD Strategic Plan as presented.

PROPOSED MOTION: "I move that the NWRESD adopt the Strategic Plan as presented."

Northwest Regional Education Service District

Strategic Plan 2026 and beyond

Strengthen Systems Where Every Learner Belongs and Thrives

Every student in our region, particularly those historically marginalized or experiencing disability, will feel a sense of belonging, attend, and succeed when we:

A. Expand capacity for antiracist leadership and action.
B. Employ and retain a high-performing and diverse regional educator workforce.
C. Create equitable learning environments that welcome, value, and support every single child.
D. Build culturally responsive partnerships with students, families, and communities.

2030 Performance Target	Baseline
90% of Student Health Survey respondents have an adult at school that really cares about them	**78.6%**
95% of students experiencing disabilities	87.3%
90% of students of underserved races and ethnicities	75.1%
90% of students attend more than 90% of the school year	**69.5%**
80% of students experiencing disabilities	61.3%
80% of students of underserved races and ethnicities	60.1%
90% of educators retained in their district	**88.1%**
90% of educators of Special Education	86.2%
90% of educators of color	86.8%
90% of newly hired teachers	81.1%

Nurture Our Youngest Learners

Children under five in our region, particularly those historically marginalized or experiencing disability, will have a strong foundation when we:

A. Seek out and evaluate all children who may be eligible for early intervention or special education services.
B. Strengthen the capacity of families, partners, and early childhood educators to increase children's social-emotional and early academic growth.
C. Equip early childhood educators to create inclusive early learning environments where every child belongs and learns.
D. Facilitate seamless transitions to kindergarten, especially for students experiencing developmental delays.

2030 Performance Target	Baseline
10% increase in children referred and evaluated for EI/ECSE services	**2134**
10% increase in children birth to 3 evaluated	1017
10% increase children 3 to 5 evaluated	1176
85% of ECSE students will substantially increase social and emotional skills before entering Kindergarten	**76.8%**
85% of students of underserved races and ethnicities	81.7%

Advance Academic Excellence

Every student in our region, particularly those historically marginalized or experiencing disability, will meet high expectations for academic achievement when we equip, train, and support educators to:

A. Implement data-driven multitiered systems of support (MTSS) with fidelity across all learning environments.
B. Learn, grow and improve in their first years of professional practice.
C. Explicitly and systematically teach the Science of Reading.
D. Effectively teach mathematics concepts, procedural fluency and application skills.
E. Implement effective practices to ensure all 9th graders are on track to graduate within four years.

2030 Performance Target	Baseline
55% of 3rd grade students read on grade level	**43.3%**
40% of students experiencing disabilities	24.6%
40% of students of underserved races and ethnicities	28.8%
45% of 8th grade students meet grade level math standards	**31.9%**
30% of students experiencing disabilities	11.3%
35% of students of underserved races and ethnicities	15.1%
95% of 9th graders are on track to graduate on time	**90.1%**
90% of students experiencing disabilities	85.7%
90% of students of underserved races and ethnicities	79.7%

Prepare Students for Fulfilling Careers

Every students in our region, particularly those historically marginalized or experiencing disability, will be prepared for career, college and lifelong learning when we:

A. Expand access to meaningful and relevant experiential learning opportunities.
B. Strengthen career exploration systems that help students understand the world of work and identify their future interests.
C. Increase opportunities for students to access high-wage, high-demand career learning and industry-recognized credentials.
D. Expand access to purposeful and highly transferrable college credits.

2030 Performance Target	Baseline
92% of high school students graduate within 4 years	**86.6%**
85% of students experiencing disabilities	75.1%
90% of students of underserved races and ethnicities	81.1%
10,000 hours of Career Connected Learning provided by NWRESD annually	**1,200**
40% of graduating seniors have 2 or more credits in a CTE Pathway	**30%**
45% of students are enrolled in at least one college credit eligible course while in high school	**28.1%**
30% of students experiencing disabilities	15.5%
40% of students of underserved races and ethnicities	24.5%

Mobilize Strategic Resources

We will be successful in our pursuit of this plan when we:

A. Co-design services in partnership with our region's school districts and partners.
B. Systematically measure the alignment, engagement and impact of ESD programs on component school district performance.
C. Strengthen and maintain secure and reliable internet connectivity across the region.
D. Take a human-centered approach to conducting operations and advancing new technologies.
E. Identify facility requirements for expanding career-based and social-emotional learning programs.
F. Responsibly expand and steward strategic fiscal resources to catalyze and sustain the commitments in this strategic plan.

2030 Performance Target	Baseline
95% of District Leaders are satisfied with district services	**91.4%**
90% of NWRESD departments use the Client Relationship Management software to ensure district services are relevant and effective	**30%**
100% of component School Districts have more than 1 internet connection	**25%**
Sustain 10% of projected general fund revenues in reserve for emerging or unanticipated needs.	**9.94%**

Strategic Plan Changes Since January Board Meeting

Document-wide

- Changed Collective Commitment language to “Every student…” to be the same across all collective commitments

Strengthen Systems Where Every Learner Belongs and Thrives

- Changed language around to Newly Hired teachers to mean teachers in their first 3 years of employment. “Probationary” has a specific, and recently changed definition.

Prepare Students for Fulfilling Careers

- Changed the CTE Goal from number of CTE programs to number of students achieving multiple credits in a pathway to focus on student impact and better align with the optional metric ODE will be preparing for districts this spring.
- Changed the Dual Credit goal to 40% to align with the State’s 40-40-20 plan.
- Included a goal to increase seat-time hours in Career Connected Learning Opportunities.

Mobilize Strategic Resources

- Changed to a district-leadership satisfaction goal from the LSP adoption goal.
- Adjusted general fund reserve goal amount.
- Added a goal to have ESD departments using the Client Relationship Management tool.
- Added an internet redundancy goal.