

**Meeting Date: April 10, 2025**

**Attendees:** Dayna, Julie, Sarah R, Sarah P, Dr. Bernal, Allie, Valerie, CJ, Samarra

**Today's Offerings:**

"Without new visions we don't know what to build, only what to knock down. We not only end up confused, rudderless, and cynical, but we forget that making a revolution is not a series of clever maneuvers and tactics but a process that can and must transform us."

— Robin D. G. Kelley

**Practical Outcomes:**

- ❖ Engage in collective sense-making to determine a path forward for systems-change efforts within North Wasco County School District.
- ❖ Engage in an initial approval process for comprehensive recommendation packages using a consensus process.
- ❖ Design listening sessions to get feedback on comprehensive recommendation packages from the Student Success Team.

**Experiential Outcomes:**

- ❖ Create opportunities for sense-making before decision-making.
- ❖ Develop more capacity to listen with open hearts and curious minds.

Time/ Facilitator	Topic	Notes/Tasks
Allie  9:00 - 9:15	<b>Grounding and Connection</b> <ul style="list-style-type: none"><li>❖ Overview of Agenda</li><li>❖ Community Agreements</li><li>❖ Journal Reflection</li><li>❖ Check-in:<ul style="list-style-type: none"><li>➤ What do you need to let go of to be fully present today?</li><li>➤ What do you need in this space to feel seen, heard, and valued?</li></ul></li></ul>	❖

	<ul style="list-style-type: none"> <li>➤ What is a 1 or 2 word intention you hold for today's meeting?</li> </ul>	
<p>Allie</p> <p><b>9:15 - 11:00</b></p>	<p><b><u>Recommendation Review Process</u></b></p> <ul style="list-style-type: none"> <li>❖ High level summary from leads</li> <li>❖ Independent Review of comprehensive package</li> <li>❖ Discussion               <ul style="list-style-type: none"> <li>➤ Warm or cool feedback</li> <li>➤ Probing questions</li> <li>➤ Clarifying questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Middle School Matters</u></b>: Improve the climate and culture at TDMS to support increased attendance, sense of belonging, and high school readiness.               <p><b>Middle School Matters Campaign:</b></p> <ul style="list-style-type: none"> <li>➤ Warm Feedback:</li> <li>➤ Cool Feedback:</li> <li>➤ Probing/Clarifying Questions:                   <ul style="list-style-type: none"> <li>■ Thinking about target audience (5th graders + families), targeting 5th grade events with comprehensive and unifying language.</li> <li>■ How will students and staff be selected for this committee? How do we make sure we are being thoughtful of our focal groups and demographics in selection</li> <li>■ Sources of Strength – we could at the very least look at their process for selection and we can look at their implementation and utilization of their program.</li> <li>■ Is there a cost associated with Sources of Strength?                       <ul style="list-style-type: none"> <li>● Not as of right now if we utilize the ESD</li> </ul> </li> <li>■ Will the only adults on the committee be teachers and certified staff members or could we reach beyond?</li> </ul> <p><b>Support for Incoming Middle Schoolers</b></p> <ul style="list-style-type: none"> <li>➤ Warm Feedback:                   <ul style="list-style-type: none"> <li>■ Love to see this kind of thinking because kids can be lost in transitions</li> <li>■ PLC wednesdays – connect with getting input</li> </ul> </li> </ul> </li> </ul> </li></ul>

- If we are going to have teachers use a form then should only have them use one
- Structured conversation is really important to implement this new strategy and adapt any form(s) through the years.
- Transition from 8th to HS is equally as important as the transition from 5th to MS
- It's helpful to have 6th graders hear from 9th graders before they get to 8th grade
- Cool Feedback:
- Probing/Clarifying Questions:
  - Does there need to be added funding for a workgroup or can the workgroup from Strategy A be used here as well?
  - MS teachers meet with elementary teachers in the spring to have vertical articulation/alignment meetings about where students are at and what skills they will need coming into MS to help bridge transitions.
  - To what extent do teachers know how to analyze iReady data and how to translate it into their classrooms?
  - Can there be PLCs with each school separately so there can a deep conversations about the needs of the students coming into MS – can we build in more funding for substitutes
  - If teachers know how to read and analyze then how do we make sure that students think through it and make it valuable for themselves?
  - Live in the systems capacity
  - Connection between this work and the Intervention Progress Team's work – a transitional database would be awesome!

❖ **Accountability and Support Mechanisms:** Establish a highly efficient and equitable resource allocation system, ensure clear accountability for strategic initiatives, and

create a leadership structure aligned with district goals, driving continuous progress and measurable impact.

**Director of Prevention and Intervention**

- Warm Feedback:
- Cool Feedback:
- Probing/Clarifying Questions:
  - What happens after 2027? Does it go away? Who funds it moving forward?
    - Dr. Bernal – the intent is to sustain the position and imbed it into the budget if we are seeing the benefits of the work being done under that position – improved student achievement, improved LGPT, etc
    - 27- 28 there will be some shifts and will be in a new biennium and IG application that will allow for some flexibility
  - Overall budget – with the proposals that we have today and the ones that we have already approved/promised, are we still under our total funding amount? Or if we approve all of them will it put us over budget.
    - We might be in a position where we cannot approve all of the funded recommendations when we look at the final funding.
  - Does it change our progress markers?
    - We will be assuming the same progress markers
    - We could benefit from being more strategic about the buckets of work and we need to get more clear on what the progress check looks like.

**Coordinator for Intensive and Strategic Success**

- Warm Feedback:

- |  |  |  |
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|  |  | <ul style="list-style-type: none"> <li>■ Feels like a direct response from our progress checks and coming to the conclusion that having a part time position was not working for the program</li> <li>■ There is a coaching and capacity piece – look at all these pieces of what we are trying to do as a program and execute it – the more the point person is imbedded into the district, the easier it is to move through spaces and effect change <ul style="list-style-type: none"> <li>● They are able to look at the systems we are trying to set up and looking at it in a multidimensional way and make connections at all levels</li> <li>● Has the possibility to be powerful</li> </ul> </li> <li>■ Important to attend meetings in different spaces – working a principals schedule in order to be ready for the following school year and finishing annual reports</li> <li>■ 220 days feels important for the role.</li> </ul> <p>➤ Cool Feedback:</p> <ul style="list-style-type: none"> <li>■ Need to think of this as a short term role and recognize that the more this position takes on the more will need to be reassigned at the end of the program</li> <li>■ The district is working really hard to build systems between the schools and we are beginning to see the trickle down to teachers – LGPTs aren't looking at systems, they are looking at the kids – we need to find the balance between building systems "in the sky" and making change at the children level</li> <li>■ How are the systems affecting the teachers and their ability to teach?</li> <li>■ Are the changes helping teachers or hindering teachers? Is it giving them more time to teach? Is it allowing teachers to focus on reading, etc.</li> </ul> |
|--|--|--|

- We need to make sure we have money to address what comes back from the Sped audit
  - Feels very important to hold money for the audit
  - Likely won't have the time to implement a plan for the Sped audit result for the 25 -26 school year
  - Dollars might be available for Sped without having to go through the Intensive Program – this is not the only funding stream

➤ Probing/Clarifying Question/thoughts:

- Would this position be able to support looking at the SIA plan and take some initiatives off the Teaching and Learning plate
  - This role could help take on more of the SIA efforts
- What are the strategic initiatives? Do we want this person doing TLA or PEP work?
- What happens to the work when change comes at a legislative level?
  - It has the potential to disrupt the work that we are doing and what we can do is have strong enough systems in place to make sure the work keeps moving forward, and use our voice to share experience
- Where should the position live? VP, coordinator, etc?
  - The experience piece is an important part – classroom experience, being in a school day to day is more important than admin experience
  - Strategic systems lens is important
- The position having access to confidential information could allow for the

confidential team

### **Fiscal Stewardship Customized Coaching**

- Warm feedback:
- Cool feedback:
- Probing and Clarifying Questions/thoughts:
  - It would be nice to have the school board involved with potential new members

### **Onboarding and Training for new CFO**

- Warm feedback:
  - Timing works well and sounds helpful
  - Great price tag!
- Cool feedback:
- Probing and Clarifying Questions/thoughts:
  - What if the CFO has all training done and is experienced in the role?
    - Added language to the recommendation to account for this possibility

### **Leadership for Continuous Improvement**

#### **Customized Coaching**

- Warm feedback:
- Cool feedback:
  - Not sure what to do with the proposal with its vague language
- Probing and Clarifying Questions/thoughts:
  - Is it volunteer or is it mandatory and what positions have been identified
    - Depends on the vendor
  - Helping to create structures and alignment rather than individual coaches

- ❖ **Building Capacity for Systemic Success:** Enhance the leadership capacity of building administrators, teachers, and families empowering them with the skills, tools, and knowledge needed to strengthen educational systems, drive sustainable improvements, and support student success at all levels.

#### ➤ **Elementary Vice Principals**

- Warm feedback:

➤ Cool feedback:

- Are the VPs in charge of teacher evals?
  - Yes, in conjunction with principals
  - Will this affect how teachers view VP presence in the classroom as instructional leaders
  - We also need to be aware of how much is on their plates
- Worried about building up too much of a funding cliff +1
- To the grant to fund it we need to guarantee that they will be fulfilling grant goals and not sure that is possible with how much is already on their plates
  - With transparent goals, specified data the VPs will be able to hold central to the goals of the program and achieve the vision
  - Holding true to the vision around data, to the long term goals of the building
  - Steering them towards a different view of the data and the goals of the buildings and district as a whole – how are they holding up the bigger system goals
- We have to get everyone on the same page so that the message being sent to teachers is cohesive and student-centered
  -

➤ Probing and clarifying questions:

- Will there be a change in job descriptions for the VPs
  - No.
- Progress checks can balance the duties of the role and the program needs
- Principal check ins and conversations with teachers who are not following conversations



are important and necessary

- Are VPs going to be going into conversations as administrators or as teacher leaders – is it evaluative or is it a teaching moment
- How do we create a clear and comprehensive vision?
  - VPs are apart of that game plan

### **Science of Reading Training**

- Teachers and principals alike

### **Leadership Coaching**

- Warm Feedback:
  - Knowledge of the mental health system alongside the education system is necessary and having a resource for this connection is an invaluable tool
- Cool Feedback:
  - If we are asking VPs to do more then principals will have to step up – how will they prioritize students and staff alongside the training they will have to participate in
- Questions/thoughts
  - What is the difference between this leadership coaching and the one that ODE is conducting? Is it redundant?
    - ODE is SEL and systems change focused and this one is more leadership and culture focused, navigating complexities of educational landscape
- **Feedback tool for Administrators**
- Warm Feedback
- Cool feedback:
  - How can we make sure that feedback is attuned to NWCSOs culture and goals
  - How is it building capacity for giving feedback
  - How do we make sure we are guinea pigs
  - What does the training look like to make sure that administrators can use this to give quality

feedback?

- There is a learning curve to this tool and do we have the capacity to implement another training?
- Is it really AI? We need more information about the program before implementing it.

➤ Questions/thoughts?

**Lead Teacher Stipends**

➤ Warm feedback

➤ Cool feedback:

- We had a hard time getting people to step up into a similar role and there were concerns about what they thought they were going to do and what they did in reality.

➤ Questions/thoughts?

- Are there currently lead teachers?
  - Not in the same sense as this proposal
- Is this something that teachers have asked for?
  - Not that we are aware of
- Is this something we need to take a year to build out?
  - Possibly – lead teachers are easier in content and that makes it more difficult for grade level to come together especially when it comes to HS and they are siloed within their grade level content
- There are systems in place like PLCs
- We have to try something to turn the data around
- We need to be very deliberate with our teacher leaders and their objective
- This cannot wait – it delays system alignment and a deeper understanding of teaching and learning and we need teachers at the table to do this work
  - There needs to be teacher voice

within this curriculum alignment

**K-5 Specialists Group**

- Warm Feedback
- Cool Feedback
- Questions/thoughts:
  - Do you seem them working alongside all k-5 teachers
    - They would be contracted to help build a framework and provide direct consulting to instructional coaches, admin, and lead teachers
- PLCs
- Warm feedback
- Cool feedback
- Questions/thoughts:
  - Would there need to be funding for training or the ESD coming in to help

❖ **Authentic Connections Points for Community and Family Engagement:** In order to move beyond communication and into multiple points of entry for families, each school will hold a minimum of 3 family workshops or discussions focused on addressing behavioral challenges, improving student safety, and improving social skills development among students. Topics could include things like: Doing math with your students, Reading at home, How to help your child with their anxiety, How success in middle school leads to high school success... This work will be overseen by the Coordinator for Intensive and Strategic Success.

- Warm feedback:
- Cool feedback:
- Probing and Clarifying Questions/thoughts:
  - Some of our elementary schools have well attended family events – they may not have the capacity to add more
    - Can take some of these nights and add elements of the proposal
    - Willing to look at each school and implement strategically

		<ul style="list-style-type: none"><li>■ Thinking through enhancing and supporting without piling more on</li><li>■ Soliciting more information from the community about what families are asking for and what needs to be done – some of the thinking and the time around how are we gathering what the community needs and serving what they are really needing</li><li>■ Bringing in guest speakers from the community to have focused meetings</li><li>■ Send out a needs assessment in the spring so schools can start preplanning</li><li>■ Make a list of some ideas and workshops that teachers can choose from.</li></ul>
<p>Allie</p> <p><b>11:00 - 12:00</b></p>	<p><b><u>Consensus Process</u></b></p> <ul style="list-style-type: none"><li>❖ <a href="#"><u>Dot Storming for funded recommendations</u></a></li><li>❖ Straw poll on all recommendation strategies</li></ul> <p>Reviewing strategies to determine best placement</p>	<p>Prioritization Considerations:</p> <ul style="list-style-type: none"><li>❖ What does the implementation timeline for each strategy look like?</li><li>❖ How will salaries be sustained beyond participation in the Intensive Program?</li></ul> <p>Budgetary Considerations:</p> <ul style="list-style-type: none"><li>❖ How much of the total investment should we hold back for contingencies, salaries, special education audit recommendations, community engagement assessment, etc.</li></ul> <p>Consensus:</p> <ul style="list-style-type: none"><li>❖ 5 = Love this! Move forward!: “It’s a great idea, and I will do all I can to promote it!”</li><li>❖ 4 = Solid Support : “I think it’s a good idea and will openly support it.”</li><li>❖ 3 = Not in total agreement: “... but feel comfortable to let this recommendation pass without further discussion.”</li><li>❖ 2 = Minimal support: “I am moderately comfortable with the recommendation as is, but would like to discuss some minor issues.”</li><li>❖ 1 = Don’t support but won’t block: “I still have strong reservations and want to discuss certain issues and suggest changes should be made, but I won’t block the</li></ul>

recommendation if approved as is.”

- ❖ Fist = Block: “I need to talk more and require changes for me to be comfortable with it.”

**Coordinator for Intensive and Strategic Success**

Vote: 4,5,5,4,5,4,4

**Middle School Matters Campaign**

Vote: 5,5,5,5,5,4,4

**Lead Teacher Stipends**

Vote: 4,3,5,3,4,5,3

**Support for Incoming Middle Schoolers**

Vote: 4,4,4,5,5,5,5

**Elementary Vice Principals**

Vote: 3,3,3,4,4,3,4

**Director of Prevention and Intervention**

Vote: 4,3,4,3,4,3,4

**Authentic Connection Points for Community and Family Engagement**

Vote: 4,4,4,4,4,4,4

**Leadership Coaching**

Vote: 4,3,3,3,3,3,3

**Feedback Tool for Administrators**

Vote: 2,2,2,2,1,3,3

- ❖ Feedback
  - Not proven to be effective and not interested in being a guinea pig while paying for it
  - The feedback is likely to be generic and not NWCSO specific
  - As a teacher, AI feedback feels uncomfortable

**Fiscal Stewardship Customized Coaching**

Vote: 5,5,5,4,4,4,4

**Leadership for Continuous Improvement Customized Coaching**

Vote: 5,4,4,4,4,4,4



**Onboarding and Training CFO as needed**

Vote: 5,5,4,4,5,4,5

**Science of Reading Training**

Vote: 4,5,5,5,5,4,5

- ❖ Feedback

		<div>➤ Why are we progress making this when it is being held somewhere else and we are not the funding source?</div> <div>■ Crucial piece of the recommendation</div> <div><b>K-5 Language, Literacy, SEL Specialists</b></div> <div>Vote: 4,4,4,4,4,5,4</div> <div><b>PLCs</b></div> <div>Vote: 4,5,4,4,4,4,4</div>
Lunch		
<div>Allie</div> <div>1:00 - 2:15</div>	<div><b>Student Success Team Listening Session</b></div> <div>❖ Objective: Share comprehensive packages and get feedback from the Advisory</div>	<div>❖ Keep the warm/cool feedback with clarifying and probing questions</div> <div>➤ Keep a familiar feedback with all the newness of the recommendation framework</div> <div>❖ Options:</div> <div>➤ two shorter sessions where SST members give feedback on two package</div> <div>➤ One shorter session where SST members give feedback on one package with a google sheets</div> <div>➤ follow up</div> <div>➤ Spend the entire time explaining the recommendation packages and then give them the feedback forms to do asynchronously</div>
<div>Allie</div> <div>2:15 - 2:30</div>	<div><b>Quick Updates</b></div> <div> N. Wasco 2025 Intensi...</div> <div> Establishing Improvem...</div> <div><a href="#">HB2009/SB141</a>:</div> <div><ul style="list-style-type: none"><li>• Passed both chambers - moving to ways and means</li><li>• Makes the Intensive Coaching Program mandatory after 3 years of not meeting growth targets</li><li>• Makes the Intensive</li></ul></div>	

	<p>Coaching Program + directed spending mandatory after 4 years of not meeting growth targets (with support from a vendor specializing in school budgets</p> <ul style="list-style-type: none"><li>•</li></ul> <p>Additional GIA will be available in EGMS asap</p>	
<p>Julie</p> <p><b>2:30 - 2:45</b></p>	<p><b>Reminder re: Site Visits on May 6th</b></p> <ul style="list-style-type: none"><li>• Leadership: Dr. Bernal and Sarah P. (CJ?)<ul style="list-style-type: none"><li>◦ <i>Vice Principals</i></li></ul></li><li>• Teaching and Learning: Sarah R. and Val (Allie?)<ul style="list-style-type: none"><li>◦ <i>Special Education Classroom Observations</i></li></ul></li><li>• Community Engagement: Kim and Dayna (Julie?)<ul style="list-style-type: none"><li>◦ <i>Community Partners</i></li><li>◦ <i>Site Councils</i></li></ul></li></ul> <p><b>May Retreat location</b></p> <ul style="list-style-type: none"><li>• Should we meet at the College?</li><li>• Catered lunch?</li></ul>	<p><input type="checkbox"/> Please RSVP to the calendar invitation</p> <p><input type="checkbox"/> Please let Julie know ideas of where you would like to go/see</p>
<p>Allie</p> <p><b>2:45 - 3:00</b></p>	<p><b>Closing and Next Steps</b></p>	