

**Meeting Date: May 7, 2025**

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

**Today's Offerings:**

*"I love the idea of shifting from 'mile wide inch deep movements' to 'inch deep mile wide' movements."* - adrienne maree brown

*"Curiosity, for me, is a radical act. It means I believe there's more to know, more to feel, and more to change."* - Alice Wong

*"To be curious is to care. It means refusing to accept the world as it is, and imagining what it could be."* - Arundhati Roy

**Practical Outcomes:**

- ❖ Debrief and reflect on site visits and identify strengths and opportunities in order to prioritize focus areas for the 2025-26 school year.
- ❖ Engage in a progress monitoring process in order to reflect on North Wasco's progress toward meeting their outcomes and strategies aligned with SIA.
- ❖ Learn about North Wasco's 2025-27 integrated application and identify opportunities for support from the Intensive Program.
- ❖ Engage in Implementation planning for the New Recommendation Packages.
- ❖ Engage in collective sense-making to determine a path forward for systems-change efforts within North Wasco County School District.

**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
9:00 - 9:30	<b>Opening Circle</b> <ul style="list-style-type: none"><li>❖ What's one thing you are most proud of this year in our district or in the work we've done together?</li></ul>	❖

	<ul style="list-style-type: none"> <li>❖ What is something positive that stands out to you as a highlight or success?</li> <li>❖ How have our community agreements shaped or influenced the way we've worked together this year?</li> </ul> <p><b>Housekeeping and Check-In</b></p> <ul style="list-style-type: none"> <li>❖ VP at IA - recommendation idea brought forth by Seth</li> <li>❖ Transitions - beyond the MS transitions</li> </ul>	
<b>9:30 - 10:15</b>	<u><b>Site Visit Debrief Protocol</b></u>	<ul style="list-style-type: none"> <li>❖ Staff Development and Support <ul style="list-style-type: none"> <li>➤ Need for workshops and job-imbedded PL from leadership to instructional aids – need to inspire and engage the adults to support the students</li> <li>➤ Can't just check off training, there needs to be ongoing work, implementation, and continued support around PL</li> <li>➤ There needs to be a instructional coaching model so there is common language and understanding alongside a continuum of supports</li> <li>➤ Consistency is necessary – leads into the instructional framework</li> <li>➤ Generalized standard as a year long framework rather than a curriculum focused framework – PLCs <ul style="list-style-type: none"> <li>■ Can help teachers collaborate across subjects</li> </ul> </li> </ul> </li> <li>❖ Collaboration and Teamwork <ul style="list-style-type: none"> <li>➤ A lot of collaboration and teamwork happening that is getting things done, but how can we also work on moving things forward – needs to be a balance</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>➤ You have to be on a team with people who have the <b>skills</b> and commitment to do the work</li> <li>➤ There needs to be an understanding of why certain tasks and checkboxes are necessary – about mindsets</li> <li>❖ Student Engagement and Empowerment <ul style="list-style-type: none"> <li>➤ Shifting doing work and student learning difference <ul style="list-style-type: none"> <li>■ Better when students are encouraged to lead discussions and speak up rather than teacher led and call and response format</li> </ul> </li> <li>➤ There needs to be a high level of skill in classroom management and trust in students</li> <li>➤ Sometimes we move too fast from I Do to You Do – how are we giving structure, tension frames, and language acquisition</li> <li>➤ Too much emphasis on getting through curriculum – need to scaffold and build up to these frameworks</li> <li>➤ Need to be taking time to build We Do culture</li> <li>➤ Behavior has been over-scaffolded <ul style="list-style-type: none"> <li>■ Makes it hard for VPs and Principal to be instructional coaches when they are spending most time as behavioral coaches</li> </ul> </li> </ul> </li> <li>❖ Innovative Practices <ul style="list-style-type: none"> <li>➤ Lots of stuff going on and the opportunity to work collaboratively needs to be available</li> <li>➤ Picking a model to be innovative within</li> <li>➤ Being innovative based off of an anchor</li> <li>➤ Innovating for innovation's sake does not leave room for improvement of innovative practices</li> <li>➤ How are balancing bringing in innovation</li> </ul> </li> </ul>
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		<p>at a sustainable rate?</p> <ul style="list-style-type: none"> <li>➤ How to acknowledge good work and the need for innovation, refinement, and change</li> </ul> <ul style="list-style-type: none"> <li>❖ Priorities 2025 - 26 <ul style="list-style-type: none"> <li>➤ Student Engagement and well-being <ul style="list-style-type: none"> <li>■ Building classroom community as SEL (embedded in the instructional framework through practices <u>not</u> curriculum)</li> <li>■ Tier one instruction – the bulk of what you do as a teacher, social emotional, core learning, language instruction, foundational work</li> </ul> </li> <li>➤ Academic Excellence <ul style="list-style-type: none"> <li>■ Coaching model, instructional framework</li> </ul> </li> <li>➤ Educational Innovation <ul style="list-style-type: none"> <li>■ Assured experiences across grade levels compounded with deeper learning</li> <li>■ Consistent practices, communication</li> </ul> </li> </ul> </li> </ul>
<b>10:15 - 10:30</b>	<b>Break</b>	
<b>10:30 - 11:30</b>	<p><b><u>Progress Monitoring</u></b></p> <ul style="list-style-type: none"> <li>❖ Review Progress Monitoring Requirements and Process</li> <li>❖ Engage in <a href="#">Annual Spring Progress Monitoring</a></li> </ul>	
<b>11:30 - 12:15</b>	<p><b>Integrated Application 2025 - 2027</b></p> <ul style="list-style-type: none"> <li>❖ Overview of Outcomes and Strategies</li> <li>❖ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Notice <ul style="list-style-type: none"> <li>➤ How are we aligning with the work that is happening so that it is happening in the same buckets</li> <li>➤ There is a lot of alignment with the recommendations that are coming out of</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ What do you notice?</li> <li>➤ What do you wonder?</li> <li>➤ Where are there intersections with Intensive Program recommendation packages?</li> <li>➤ Where are there opportunities for the Intensive Program to support?</li> </ul>	<p>the Intensive Program</p> <ul style="list-style-type: none"> <li>➤ Building ongoing structures, systems, and practices is coming out of the 25-27 biennium</li> <li>➤ Feels targeted rather than broad</li> <li>➤ Feels very well-done refinement – the mission vision is clear and the reasoning for organization is clear</li> <li>➤ As we move into implementation plan this gives guidance – progress checks for the Intensive Program can serve as dual purpose for the progress markers for the district – meaningful for the district, especially in the sense that the Intensive Program will eventually end</li> </ul> <p>❖ Wonder</p> <ul style="list-style-type: none"> <li>➤ Teacher goals lead to overarching goals and work towards the district goals <ul style="list-style-type: none"> <li>■ PLCs, to schools, to district</li> </ul> </li> <li>➤ If teachers having access to this form of strategic planning can help teachers develop goals that serve the district <ul style="list-style-type: none"> <li>■ The Intensive Program section needs to be updated for teacher understanding</li> </ul> </li> <li>➤ Can we make this into a online tool (interactive) or a one+ pager</li> <li>➤ We center students to the point that we abandon the humanity of the adults – adults are well to be well not to serve others</li> </ul> <p>❖ Innovations:</p> <ul style="list-style-type: none"> <li>➤ Assistant Principal</li> <li>➤ Referral system</li> <li>➤ Self selection needs to be an in depth process <ul style="list-style-type: none"> <li>■ Is there a waiting period after decisions are made?</li> </ul> </li> <li>➤ Student exit interview</li> </ul>
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<b>12:15 - 1:00</b>	<b>Lunch</b>	
<b>1:00 - 2:45</b>	<b>Implementation Planning</b> <ul style="list-style-type: none"> <li>❖ Review <a href="#">Implementation Planning Template</a></li> <li>❖ <b>Whole Group Planning:</b> <a href="#">Collectively identify leads and members for each of the recommendation packages</a></li> <li>❖ <b>Small Group Work</b>  <b>Session:</b> Pairs/small groups working on each recommendation to engage in some initial planning               <ul style="list-style-type: none"> <li>➤ <a href="#">MS Matters</a></li> <li>➤ <a href="#">Building Capacity</a></li> <li>➤ <a href="#">Accountability and Support</a> <ul style="list-style-type: none"> <li>■ Leads to schedule kick-off meeting</li> <li>■ Draft implementation plans due by June 30, 2025</li> </ul> </li> </ul> </li> </ul>	
<b>2:45 - 3:00</b>	<b>Closing Circle</b> <ul style="list-style-type: none"> <li>❖ As you reflect on the year as a whole, what's one unexpected or surprising</li> </ul>	

	<p>takeaway that you'll carry with you?</p> <p>❖ As we think about next year, what's one intention or priority you want to carry with you as we continue our work together?</p>	
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