

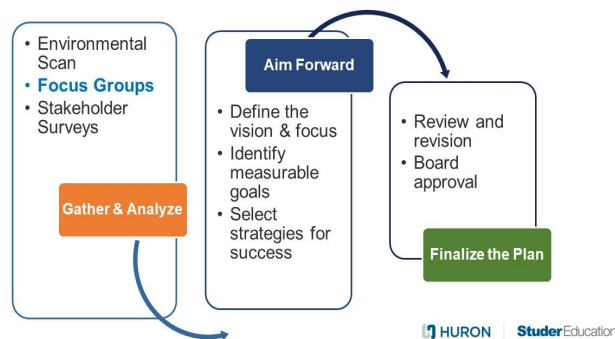


2.3.22 Executive Summary for the North Clackamas School Board on Strategic Planning

North Clackamas School District began the process of developing the strategic plan to guide the work of the organization and focus efforts on critical strategic priorities for the next 5 years. North Clackamas School District partnered with Studer Education to facilitate the organization’s creation of the inaugural strategic plan.

Part I: Overview of the Strategic Planning Process

THE STRATEGIC PLANNING PROCESS



Part II: Gather & Analyze Discovery Phase: Timeline and Participation

As part of the process for creating the strategic plan, Studer Education worked with North Clackamas School District to conduct an Environmental Scan, to engage stakeholders in a survey, and to conduct focus group sessions across multiple stakeholder groups. These efforts were aimed at: 1) providing stakeholder perceptions on the current performance of North Clackamas School District and suggestions for areas of growth, improvement, or challenges, and 2) understanding the current status of the school district. This critical information will help to inform the strategic priorities identified for the next five years.

- **Web-based Survey = 1257 respondents**

In fall 2021, a community wide web-based survey was administered. Respondents were asked to indicate all of the connections they had to North Clackamas Schools. The count of participants is greater than the number of respondents as some people identified one, two or more connections to the school district.

Connection to North Clackamas Schools (check all that apply)	Count of Participants
Business or Industry Representative	29
Community Organization, Civic Organization, or Faith Leader	21
Employee: Administrator	8
Employee: Certified	169
Employee: Classified, Confidential or Non-Represented	100*
Government Agency Representative or Elected Official	
Non-Profit Agency Representative	
Parent or Guardian (current)	1033
Parent or Guardian (of former student)	143
Resident in North Clackamas School District	384
Student (current)	24
Student (former)	52
Volunteer	113
Other	21

*Note: a data collection error resulted in these three groups merging

Respondents were asked to indicate their race/ethnicity.

Race/ethnicity	Count of Participants	% of Survey Respondents	District Student % for reference
Asian	60	4%	10%
Black or African-American	27	2%	2%
Hispanic or Latinx	77	6%	20%
Native American or Alaska Native	14	1%	1%
Native Hawaiian or Pacific Islander	8	1%	1%
White	722	57%	58%
Multiracial	79	6%	9%
Other	41	3%	N/A
Prefer not to say	229	18%	N/A

The survey was provided in multiple languages, with responses in English, Spanish, Russian, Vietnamese and Chinese (simplified).

- **Focus Group Discovery Sessions: 203 respondents**

From September 2021 to November 2021, 23 focus groups were conducted in multiple formats, such as video, face-to-face, and telephone appointments. With careful attention to ensuring racial, linguistic and ethnic alignment to the demographics of the school district, discovery sessions were held in multiple languages. Community Facilitators considered cultural appropriateness in establishing engagement times, communication methods and conversation formats. The count of participants is greater than the number of respondents as some people identified one, two or more connections to the school district.

Connection to North Clackamas Schools (check all that apply)	Count of Participants
Business or Industry Representative	1
Community Organization, Civic Organization, or Faith Leader	5
Employee: Administrator	43
Employee: Certified	17
Employee: Classified, Confidential or Non-Represented	6
Government Agency Representative or Elected Official	8
Non-Profit Agency Representative	5
Parent or Guardian (current)	26
Parent or Guardian (of former student)	9
Resident in North Clackamas School District	18
Student (current)	84
Student (former)	3
Volunteer	8

Respondents were asked to indicate their race/ethnicity.

Race/ethnicity demographic	Count of Participants	% of Survey Respondents	District Student % for reference
Asian	16	8%	10%
Black or African-American	15	7%	2%
Hispanic or Latinx	35	17%	20%
Native American or Alaska Native	2	1%	1%
Native Hawaiian or Pacific Islander	3	1%	1%
White	103	51%	58%
Multiracial	18	9%	9%
Other	5	2%	N/A
Prefer not to say	6	3%	N/A

In total, 1460 constituents from North Clackamas School District’s academic and local, residential communities contributed to the strategic planning process.

- **Environmental Scan: 13 artifacts**

Members of the North Clackamas School District Executive Team reviewed thirteen district documents over a series of eight hour-long meetings to identify data to contribute to their understanding of these questions: “What is Going Well at NCSD?” “What Needs Improvement at NCSD?” and “What is the Vision of the Future for NCSD?”

Documents reviewed include:

Environmental Scan Documents
<ul style="list-style-type: none"> • 2018-2022 NCSD Strategic Plan • 2019-2020 NCSD Performance Report • NCSD Equity Policy/Stance/Resources • NCSD Student Investment Account • Youth Truth: Elementary • Youth Truth: Middle School • Youth Truth: High School • NCSD Spring 2021 Community Survey • 2021-2022 NCSD Budget (focus: Superintendent’s Budget Message) • NCSD Culturally Relevant Pedagogy • Fall 2020 Superintendent Search Materials • Summer 2021 Executive Team DISC (Workplace teamwork assessment) Report • NCSD Awards and Staff Recognition List

In examining the data sets, Studer Education identified some early themes for consideration. Themes from parent/caregiver responses are highlighted in blue. Themes from the remainder of groups are highlighted in green.

Part III: Themes from Discovery Phase

WHAT DOES NORTH CLACKAMAS SCHOOL DISTRICT DO WELL?

- Parents/caregivers of North Clackamas School District students prefer in person learning. “Keeping students in the classrooms” is an important part of teaching and learning.
- North Clackamas School District is comprised of quality leaders, administrators, staff, and teachers that care about students.
- Good communication is a major positive element of North Clackamas School District.
- Covid safety measures have been/are impressive and effective across North Clackamas School District.
- Parents/caregivers of North Clackamas School District’s students would like to maintain options for students regarding modes of teaching and learning.
- Equity is championed at modeled across North Clackamas School District.
- North Clackamas School District should be recognized for its well-maintained campuses.
- Teachers are a tremendous asset for the students at North Clackamas School District.
- There is a sense of pride in the community by North Clackamas School District employees.
- North Clackamas School District has been extremely responsive and agile for employees, students, and parents/caregivers in adjusting to the work environment amid COVID-19.
- North Clackamas School District possesses a strong relationship and connections with community partners who provide education and career opportunities to students.
- The new Superintendent demonstrates deep care and good decision-making for all critical areas of focus for North Clackamas School District.
- North Clackamas School District has been successful in retaining instructors and staff. The focus on continuing this positive tradition is in place.

WHAT CAN NORTH CLACKAMAS SCHOOL DISTRICT DO BETTER?

- North Clackamas School District needs to provide better updates of learning, communication with parents (administration & school level) –streamline communication (too many forms—things get lost.)
- There is a major need for more student support systems across North Clackamas School District (students with disabilities, socio-emotional guidance/leadership, behavioral assistance, bullying, and equal balancing of resources).
- North Clackamas School District parents/caregivers expressed varied, polarizing perspectives about masks/ Covid-19 protocols, vaccination requirements, etc.
- Across North Clackamas School District, there is a shortage of quality leadership, teachers, staff, volunteers; teacher burnout, lack of teacher support/training, high turnover, etc.
- There are varied, polarizing responses to North Clackamas School District teaching and pedagogy, such as the impression that progressive agendas are being taught/allowed in schools (politics, Critical Race Theory, equity, sexuality, gender identity, sex education.)
- North Clackamas School District needs to offer a more challenging curriculum; there is an absence of quality education.
- North Clackamas School District classes are overcrowded.
- Parents/caregivers of North Clackamas School District want more engaging classes, more in-person classes, varied opportunities for students; more afterschool care programs, more vocational options, more extracurriculars, and more social events.
- The creation of a common vision and set of goals is necessary for laser focus and continued team cohesion and elevation of individual and collective leadership capacity.
- Communication across all levels of the organization (district, schools, students, parents, etc.) can be improved, particularly at the internal, department-to-department level of the district.
- There is a need to build academic programs in systematic ways that align curricula with most relevant and progressive needs of students and their families.
- An equity of facilities review is necessary for timeline and planning of upgrades to buildings, technology, and resources for all programs.
- There is a strong need to explore alternate opportunities of modes of delivery of instruction for students.

WHAT ARE THEMES THAT EMERGE ABOUT VISIONS FOR THE FUTURE OF NORTH CLACKAMAS SCHOOL DISTRICT?

- Parents/caregivers of North Clackamas School District's students want more options/ engagements for students: social engagements, sports, music, art, afterschool care, vocational (Career Technical Education) opportunities.
- Parents/caregivers of North Clackamas School District's students desire more student support services, such as better preparation for future, deeper learning support, and the constant search for providing more academic and community/familial resources.
- It is important to support teachers by increasing salaries, support, and supplies for classrooms.
- There is a need for reduced class sizes at all levels of North Clackamas School District.
- North Clackamas School District needs to dedicate funding to infrastructure improvements, such as transportation, buildings, sports complexes, parking, etc.
- North Clackamas School District continues to build a reputation for retaining high performing instructors and staff.
- Continuation of the commitment to cutting edge technology is highly valued and critical for employees and students to remain abreast of current developments and practices in work and education.
- Teachers and staff of North Clackamas School District should be provided with professional development and career advancement opportunities.
- Clear focus and goals to guide work and priorities need to be identified, developed, and implemented.

The following are brief summaries of disaggregated themes. The purpose of these summaries is to elevate voices that have not been historically heard in discussions, planning, and decision-making. Specifically, the information is presented in such a way for comparing themes that emerged from all discovery sessions and survey responses (greater representation of majority population) with responses from underrepresented communities:

Disaggregated Voice Highlights: Asian

- **Going well:** communication, support to families, easy access to translators, welcoming staff at schools
- **Needs improvement** Teachers need to learn about effective approaches to working with families of diverse cultural backgrounds and who speak different languages, education should reflect elements of my background/culture, critical need for advocacy for parents –especially parents who have children with IEPs, individualized communication is lacking
- **Vision for the future:** More integration of communication and co - negotiated work/involvement across parents and professionals of NCSD in the education of students

Disaggregated Voice Highlights: Black or African-American

- **Going well:** individualized instruction for students, good opportunities to interact with professionals who are also persons of color
- **Needs improvement** : more resources to students and families for academic and general support as needed by family/school, more work on anti- racism, deeper level of support for families who live at very different economic levels of society
- **Vision for the future** : More Black professionals and groups designated for support of Black/African - American students that connect school and community, better nutrition options

Disaggregated Voice Highlights: Hispanic or Latinx Population

- **Going well**: communication, support to families, individualized work with students
- **Needs improvement** : more resources to students and families for academic and general support, transportation, better communication of different cultures and languages
- **Vision for the future** : improvements of technology and support services, better nutrition options

Disaggregated Voice Highlights: Native American or Alaska Native

- **Going well**: communication, support to families, individualized work with students
- **Needs improvement** : more resources to students and families for academic and general support, transportation, better communication of different cultures and languages
- **Vision for the future** : improvements of technology and support services, better nutrition options

Disaggregated Voice Highlights: Native Hawaiian or Pacific Islander

- **Going well**: communication, after-school programs, including extracurricular
- **Needs improvement** : integrate culture in meaningful ways into the community, need to make it easier to integrate into culture of NCSD and community, cultural competency education for teachers and professionals of NCSD, facilities (portable classrooms and long-term construction.)
- **Vision for the future** : college prep opportunities, involvement in education at more holistic level, such as life skills and financial planning. Better nutrition and more after-school programs.

Part IV: Transitioning from Themes to a Strategic Plan Draft

At this point in the strategic planning process, the North Clackamas School District Executive Team is reviewing a first draft of strategic plan pillars and goals that emerged from the voices of participants of discovery sessions, survey responses, and the environmental scan. This work will transition from lists of themes and feedback items into a full draft of the next version of the district’s strategic plan over the next two months and will be informed by a stakeholder feedback loop that will occur in late February 2022.

Part V: Needed School Board Input: Values and Vision

At the February 10, 2022 North Clackamas School District Board Meeting, the Board will be invited to provide its feedback on values for future consideration:

Existing List of Values	Other Values for Consideration by the School Board
<ul style="list-style-type: none"> • Equity • Engagement • Care • Integrity • Excellence 	<ul style="list-style-type: none"> • Commitment • Safety • Resilience • Adaptability • Growth • Inspiration • Empower • Relationship • Responsive / Responsible • <i>Equity</i> • <i>Engagement</i> • <i>Care</i> • <i>Integrity</i> • <i>Excellence</i>

At the February 10, 2022 North Clackamas School District Board of Directors Meeting, the Board will be invited to share its feedback on the school district's current Vision for future consideration:

Current NCS D Vision
For each student, a joy of learning is fostered, a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, and social needs are supported.
Each student is actively engaged every day for success in life, college, and career.

Part VI: Next Steps for Finalization of 2022-2027 North Clackamas School District Strategic Plan

- Stakeholders' feedback and prioritization loop on emerging themes to occur during late February 2022.
- Editing of draft language of pillars and goals of strategic plan by members of North Clackamas School District Executive Team before recommending plan for final approval.
- Review of work by North Clackamas School Board, including contributions to evolving values and vision.
- Review and revision to mission of North Clackamas School District as part of strategic plan.
- Review and revision to vision of North Clackamas School District as part of strategic plan.
- Return with completed strategic plan document to North Clackamas School Board in April 2022.