

## 2026–27 Superintendent Goal 3: Support & Student Connectedness

*Every student known. Every student challenged. Every student thriving.*

### THE GOAL

By the end of the 2026–27 school year, North Wasco County School District will increase student-reported connectedness and support, as measured by YouthTruth, with growth from 2025–26 baseline results in students' access to trusted adults, perceptions of fair and equitable treatment, and experiences of engaging, challenging, and joyful learning.

### WHY THIS MATTERS

Students are more likely to engage in learning when they feel known, supported, and connected to the adults and community around them.

Creating that experience is not the responsibility of one program or department. It is the result of everyday interactions, classroom experiences, relationships, discipline practices, and the systems we create to notice and respond when students need support.

This year, the district will use student voice to better understand those experiences and will use that information to identify where we can make meaningful changes in practice.

### CONNECTION TO THE NORTH WASCO WAY

#### KNOWN

Every student should have an adult at school who knows them, notices them, and cares about their experience. We will intentionally strengthen opportunities for students to build meaningful relationships with trusted adults.

#### CHALLENGED

Students should experience school as a place where expectations are clear, discipline is fair and equitable, and adults respond to their needs with care and consistency.

#### THRIVING

Students should experience classrooms as places where learning is engaging, appropriately challenging, and joyful. Belonging is not separate from learning—it is part of the conditions that allow students to thrive.

### KEY STRATEGIES

#### 1. Use student voice to identify where connection and support are strongest—and where they are not

YouthTruth will provide the districtwide baseline and outcome measure for student experience.

Schools and district leaders will examine results by:

- school;
- grade level;
- student group;
- survey item;
- and other available student experience indicators.

Rather than focusing only on the overall score, teams will identify **specific experience gaps** and select one or two areas where adult practice can make a meaningful difference.

## **2. Strengthen trusted-adult connections**

Each school will develop intentional opportunities for students to build and maintain relationships with adults who know them well.

Schools may use existing structures such as:

- advisory;
- mentoring;
- check-ins;
- student success teams;
- homeroom;
- extracurricular activities; and
- relationship-centered attendance and support practices.

The district will focus on whether these structures result in students actually experiencing a stronger connection, not simply whether a program exists.

## **3. Examine discipline through a belonging and equity lens**

Schools will use discipline data and student voice together to examine:

- who is being referred for discipline;
- who is receiving exclusionary consequences;
- patterns across student groups;
- the reasons students are being referred;
- whether responses are consistent and proportional; and
- whether students experience discipline as fair and respectful.

Schools will identify opportunities to strengthen restorative, instructional, and relationship-centered responses while maintaining clear expectations for student behavior.

## **4. Strengthen classroom experiences**

Student experience data will be used alongside instructional data to examine whether students experience classrooms as:

- engaging;
- appropriately challenging;
- joyful;

- respectful; and
- places where they feel safe taking intellectual risks.

This work will connect directly to the district's **Learning & Tier I Instruction** goal so that student connectedness is not treated as separate from instructional quality.

### 5. Create short-cycle opportunities to listen and respond

YouthTruth provides valuable annual data, but the district should not wait a year to learn whether students are experiencing change.

During the year, schools will use brief student voice strategies, such as pulse surveys, listening sessions, student focus groups, or classroom feedback, to answer focused questions connected to their identified area of improvement.

Teams will use this information to test, adjust, and refine their strategies.

## WAYS TO TRACK & MEASURE

The district will use student experience, implementation, and outcome data to monitor progress.

| Measure                                                             | Baseline                           | 2026–27 Target                | Data Source                    | Collection  |
|---------------------------------------------------------------------|------------------------------------|-------------------------------|--------------------------------|-------------|
| <b>Students reporting access to a trusted adult at school</b>       | 53% Elementary<br>41% Secondary    | <b>Increase from baseline</b> | YouthTruth                     | Annual      |
| <b>Students reporting that discipline is fair and equitable</b>     | 60% Elementary<br>33% Secondary    | <b>Increase from baseline</b> | YouthTruth                     | Annual      |
| <b>Students reporting that classes are engaging and challenging</b> | 45% Elementary<br>50% Secondary    | <b>Increase from baseline</b> | YouthTruth                     | Annual      |
| <b>Students reporting that school is a joyful place to be</b>       | 33% Elementary<br>40% Secondary    | <b>Increase from baseline</b> | YouthTruth                     | Annual      |
| <b>YouthTruth student participation rate</b>                        | 78% Districtwide                   | <b>Maintain or increase</b>   | YouthTruth administration data | Annual      |
| <b>Student Voice/Perception Groups</b>                              | Establish fall baseline (November) | <b>Maintain or increase</b>   | Student voice groups data      | Bi-Annually |

|                                                           |                           |                                            |                     |                   |
|-----------------------------------------------------------|---------------------------|--------------------------------------------|---------------------|-------------------|
| <b>Discipline referrals and exclusionary consequences</b> | 25–26 baseline (November) | <b>Decrease disproportionate patterns</b>  | SIS/discipline data | Monthly/Quarterly |
| <b>Student group discipline disparities</b>               | 25–26 baseline (November) | <b>Reduction in identified disparities</b> | SIS/discipline data | Quarterly         |

North Wasco County School District 21 | *Our Destination: North Wasco Graduates prepared to contribute to their communities and build lives of purpose, opportunity, and joy.*

## END OF YEAR SUCCESS

By June 2027, success will mean:

- Students report stronger access to trusted adults and greater connection to school.
- YouthTruth results show growth from the 2025–26 baseline in the identified connectedness and support measures.
- Schools have established meaningful, ongoing structures for students to build relationships with trusted adults.
- Schools are using student voice, not just adult perception, to understand belonging and connectedness.
- Discipline data show stronger consistency and progress toward reducing identified disparities.
- Schools are using student experience data to identify and respond to specific areas of need.
- Student connectedness work is connected to, rather than separate from, learning, attendance, and instructional improvement.

**The ultimate measure of success is that students experience North Wasco as a place where they are known by adults, treated fairly, supported when they need it, and engaged in learning that challenges and brings them joy.**