

The North Wasco Way

Our Instructional Vision and Framework

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

Where This Framework Came From

This framework did not start in a district office. It started with listening.



Our Commitments

What adults do: we design the systems and conditions that allow these things to take place.



Belonging

We intentionally build relationships and inclusive environments where everyone feels seen, heard, valued, and connected.



Learning

We design engaging, rigorous learning experiences that spark curiosity and deepen understanding.



Support

We provide the right resources and supports at the right time so every learner can succeed.



Coherence

We align our structures, resources, and practices so teaching and learning are clear, connected, and purposeful.



Improvement

We use evidence, feedback, and reflection to continuously improve outcomes and refine our practice.

Our Foundation

What students experience, in this order, every year.



Known

Every student is known for who they are,
where they are, and where they are
going.



Challenged

Every student is challenged with
meaningful, rigorous learning that builds
knowledge, skills, and confidence.

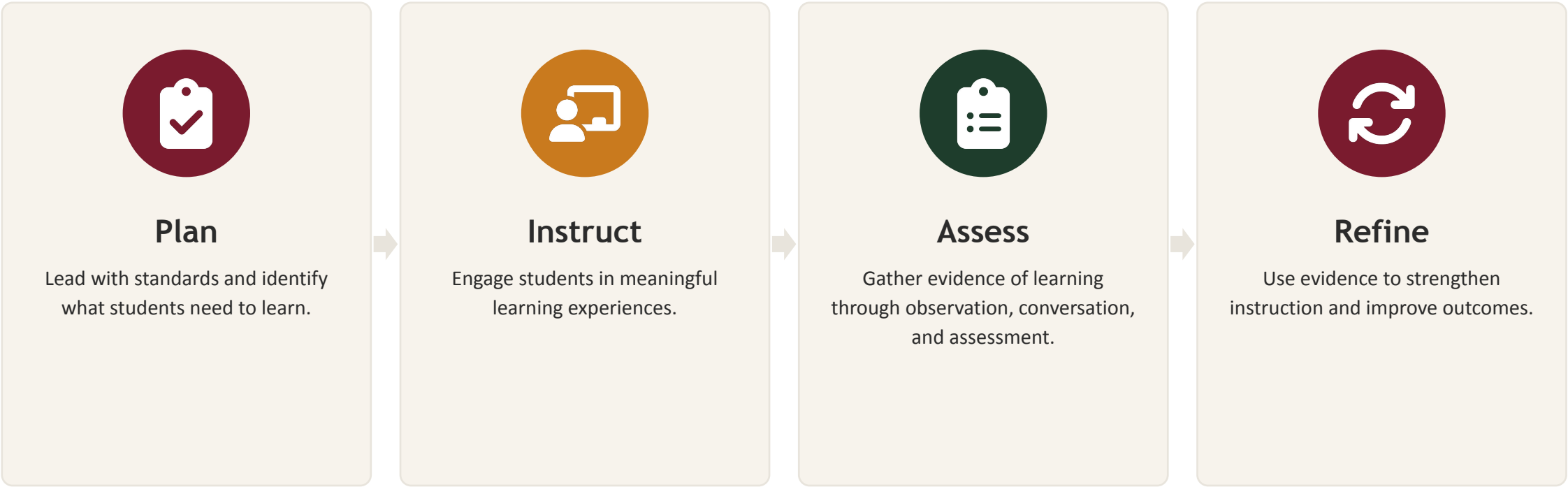


Thriving

Every student thrives academically,
socially, and emotionally, reaching their
full potential.

Our Learning Cycle

How we improve instruction, on repeat, all year.



Refine feeds back into Plan, and the cycle continues.

An Ongoing Feedback Loop

Feedback was not a one-time event. Lead teachers keep it open all year.

1

Lead Teachers Gather Input

Lead teachers continue creating opportunities for their colleagues to weigh in on how the framework is working in their building.



2

TLA Listens and Revises

That input goes back to TLA, where it shapes how the framework is applied, communicated, and supported.



3

The Framework Gets Stronger

Building goals, PD, and design work keep adjusting based on what staff are telling us, not just what was decided last year.

How It Shows Up: Building Goals

This framework is now the organizing structure for every building's goals this year.

Every school sets three goals this year, one for each:

- **Belonging goal**
- **Learning goal**
- **Support goal**

Buildings set specific, local targets, while every school is speaking the same language and working toward the same three outcomes for students.



Belonging Goal

Set locally by each building, tied to that building's own data and context.



Learning Goal

Set locally by each building, tied to that building's own data and context.

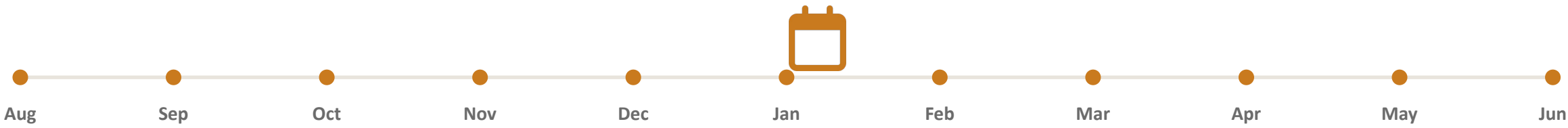


Support Goal

Set locally by each building, tied to that building's own data and context.

How It Shows Up: This Year's PD Calendar

The framework is the throughline connecting every professional development session this year.



Shared Language

Every session, from welcome-back PD to spring follow-ups, names which commitment it is building toward.



Building on Itself

Sessions connect to one another across the year instead of standing alone as isolated one-off trainings.



Visible to Staff

Staff can see how each PD day fits into the larger vision, not just what topic is on the agenda.

How It Shows Up: Lead Teacher Design Work

Five lead-teacher groups, each anchored to one commitment, working on a problem of practice this year.



Belonging

What do we believe about behavior, and what would it take to respond consistently and relationally across every classroom and building, K–12?



Learning

What would strong core literacy instruction look like so that every student has meaningful access to grade-level literacy learning before additional intervention is needed?



Support

As we strengthen our system of student support, what do teachers need to learn and practice to confidently deliver tiered intervention in their classrooms?



Coherence

What are the most important things for students to learn by the end of each grade level in this subject, and how can we build greater consistency in what students experience across classrooms?



Improvement

How might we use evidence of student learning to improve instruction, provide useful feedback, and communicate learning clearly and equitably?

What Students Across K-12 Are Telling Us

Grades K–12 • Spring 2026 • *“The adults who know us, treat us with respect, and apply rules fairly make school worth showing up to.”*

K–2

- Trusted, named adults create a strong foundation for safety and belonging
- Play and choice create joyful conditions for learning
- Students value lunch as an important time to connect, recharge, and be together

Grades 3–5

- Specific teachers are making a meaningful difference in students’ trajectories
- Students are attuned to fairness and consistency in adult responses
- Lunch and recess are valued spaces for connection, belonging, and recharge

Grades 6–8

- Connection with friends and hands-on learning are powerful drivers of engagement
- Students respond best to adults who preserve their dignity and sense of belonging
- Students want trusted adults to understand and respond to the anxiety and depression they are experiencing

Grades 9–12

- Relationships are a defining strength across both school communities
- IA’s relational culture has helped rebuild trust and connection
- TDHS students express deep pride in their school community and a strong desire for spaces that reflect that pride



Most repeated request across the ENTIRE dataset: Lunch is a highly valued part of the school day, and students consistently asked for more time to eat, connect, and recharge.

Across every group, students named caring, consistent, and respectful adults as the foundation of a great school experience — and those adults are already here.

The North Wasco Way, in Students’ Own Words

OUR COMMITMENTS — what students are telling us adults are doing (and where to sharpen it)



Belonging

Students across every age group can name caring adults who make them feel known and supported, with respectful tone, calm responses, and consistent expectations especially important in sustaining that trust in grades 6–12.



Learning

Students consistently expressed a desire for more hands-on, project-based, and real-world learning experiences that bring learning to life beyond packets and lectures.



Support

Students demonstrate strong awareness of what helps them learn, and want learning environments that are responsive to their individual needs, pacing, and ways of engaging.



Coherence

Students experience differences in how learning tools, time, and expectations are implemented across classrooms and schools, highlighting an opportunity for greater consistency.



Improvement

The data reflects both the successes already happening across our schools and the opportunities students have named for growth, giving us a ready-made feedback loop for our improvement science work.

OUR FOUNDATION — what students say they experience today



Known

Specific caring adults make a lasting difference for students at every age was the strongest theme across the entire dataset, highlighting the profound impact of relationships on students’ experiences and success.



Challenged

Students recognize when they are engaged and growing, and want learning that continues to challenge and stretch them, honors their pace toward mastery, and connects meaningfully to real life.



Thriving

Students see many strengths in their school communities while also naming barriers that can get in the way of feeling safe, supported, and included, including anxiety and depression, facilities and accessibility, safety, and equitable access to time and food at lunch.

How the Board Can Help

The most valuable thing the board can do right now is help this become shared language.



Use the Language

When you are talking with staff, families, or the community, use Known, Challenged, Thriving and the five commitments as shared vocabulary.



Visit and Notice It

When you are in schools, look for how belonging, learning, and support show up, and name what you see.



Reinforce It Publicly

Reference the framework at board meetings and in community-facing communication so staff see it as a shared priority, not just a TLA initiative.

OUR DESTINATION

North Wasco Graduates

Prepared to contribute to their communities and build lives of purpose, opportunity, and joy.

Questions and discussion