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<div data-bbox="188 472 650 548"><p>STUDENT EXPERIENCE</p></div> <p><b>Goals:</b></p> <ul style="list-style-type: none"><li>→ Create learning environments where students feel like they belong and staff know students by name, strength, and need.</li><li>→ Improve NWCS D cultural competency to develop empathy and understanding so students’ needs are met, and they have the support to achieve success.</li></ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"><li>→ Student Voice</li><li>→ Diversity, Equity, Inclusion, and Belonging</li><li>→ Counseling and Mental Health Services</li><li>→ Social Instruction and Engagement</li><li>→ Personalized Environments</li><li>→ Extracurriculars, including Clubs, Programs, and Athletics</li></ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"><li>→ Superintendent school visits</li><li>→ Increased response rates and positive analytics on student, family, and staff climate surveys</li><li>→ Diverse and equitable student representation on the Equity Committee</li><li>→ Improved student success data by sub-group (i.e. graduation rate, behavior, attendance, academic</li></ul>	<p><b>Outcome A: Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum</b></p> <p>Strategy A1: Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.</p> <p>Strategy A2: K-12 Clubs and afterschool activities align with student interests and reflect the diverse experiences of students.</p> <p>Strategy A3: Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for focal group students</p> <p>Strategy A4: Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs</p> <p><b>Outcome B: Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success.</b></p> <p>Strategy B1: Develop a continuum of supports that provide students with direct access to social emotional resources and mental health services</p> <p>Strategy B2: Develop a continuum of supports that provide staff with resources to support social and emotional well-being.</p> <p>Strategy B3: Provide ongoing professional development for staff that has a healing-centered approach.</p> <p>Strategy B4: Develop and implement a K-12 system of continuous improvement that measures students’ and staff’s sense of belonging.</p>	<ul style="list-style-type: none"><li>→ Director of Prevention and Intervention Recommendation</li><li>→ Elementary Site-Based Climate and Culture TOSAs</li><li>→ Colonel Wright &amp; Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation</li><li>→ Youth Truth Survey</li><li>→ Youth Advisory Council</li></ul>

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<div>TEACHING AND LEARNING</div> <p><b>Goals:</b></p> <ul style="list-style-type: none"><li>→ Develop a District-wide culture of high expectations and the belief that every child can succeed.</li><li>→ Align curriculum, instruction, and assessment strategies and practices to ensure consistency across schools.</li><li>→ Implement a District-wide approach to intervention and support using evidence-based frameworks.</li></ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"><li>→ Teaching and Curriculum</li><li>→ Consistency across School Buildings</li><li>→ Collaboration</li><li>→ Professional Learning</li><li>→ MTSS and High-Quality Tier 1 Interventions</li></ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"><li>→ Increased graduation rates</li><li>→ Participation in advanced coursework (AP courses, languages,</li><li>→ dual-enrollment programs), disaggregated by student group</li><li>→ Participation in CTE Pathways, disaggregated by student group</li><li>→ Decreased suspension/expulsion rates</li><li>→ Increase in students meeting or exceeding proficiency on state assessments</li><li>→ 3rd grade ELA proficiency rates</li><li>→ 9th grade Algebra passing rates</li><li>→ Decrease in unnecessary referrals for special education services</li></ul>	<p><b>Outcome C: Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve.</b></p> <p>Strategy C1: Develop and support a cadre of teacher leaders to align curriculum, instruction, assessment strategies, and practices.</p> <p>Strategy C2: Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students.</p> <p>Strategy C3: Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks</p> <p>Strategy C4: Provide instructional coaching for all educators.</p> <p><b>Outcome Early Lit: Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade level proficiency by grade 3.</b></p> <p>Strategy Early Lit 1 Develop and implement K-3 systems to effectively purchase and implement high quality instructional materials and curricular resources rooted in the Science of Reading.</p> <p>Strategy Early Lit 2 Develop a comprehensive continuum of professional development and support (instructional coaching) for K-3 educators that emphasizes effective pedagogy instruction rooted in the Science of Reading.</p> <p>Strategy Early Lit 3 Develop and implement a system to provide extended learning opportunities for students who have the lowest rates of proficiency in literacy throughout the district.</p>	<ul style="list-style-type: none"><li>→ Special Education Process Review Recommendation</li><li>→ Colonel Wright &amp; Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation</li></ul>

<div data-bbox="107 191 690 272"><b>COMMUNITY ENGAGEMENT</b></div> <p><b>Goals:</b></p> <ul style="list-style-type: none"><li>→ Position North Wasco schools as the heart and hub of The Dalles community.</li><li>→ Ensure each cultural group feels welcomed, valued, and included.</li><li>→ Deepen ties with the community, so the North Wasco County School District is the most trusted and transparent public entity in The Dalles.</li></ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"><li>→ Communication and Transparency</li><li>→ Targeted Outreach</li><li>→ Trust</li><li>→ Connection with Community Partners</li></ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"><li>→ Increased community partnerships and participation in community events, functions, and meetings</li><li>→ Increased culturally representative educational programs offered in the District</li><li>→ Creation of new and effective website/parent communication tools</li><li>→ Increased community attendance in District functions/meetings</li><li>→ Increased student participation in career readiness/internship opportunities</li><li>→ provided by local businesses, organizations, and community partners</li></ul>	<p><b>Outcome D: Increase student and family engagement for school events and programming for all students.</b></p> <p>Strategy D1: Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community.</p> <p>Strategy D2: Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities.</p> <p>Strategy D3: Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community.</p>	<ul style="list-style-type: none"><li>→ Community Engagement Assessment Recommendation</li><li>→ Youth Truth Survey</li><li>→ Youth Advisory Council</li><li>→ Student Success Team Participation Support</li></ul>
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STAFFING

- Goals:**
- Receive multiple highly qualified, diverse applicants for every job opening.
  - Recruit and retain staff whose demographics reflect the diversity of our student population.
  - Ensure each staff member, regardless of location or department, feels supported and proud to work for NWCSO.
- Levers for Success:**
- Recruitment
  - Retention
  - Salaries
  - Diversity and Representation
- Benchmarks for Success:**
- Applicant demographics
  - Staff retention rate
  - Staff demographics
  - Staff climate survey
  - Attendance at community building events for staff
  - Participation in mentorship programs by new and long-time staff

**Outcome E: Recruit and Retain high quality educators who reflect the demographics of the community.**

- Strategy E1: Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization.
- Strategy E2: Develop and sustain a "grow your own" pathway to becoming a teacher that supports students, staff, and community members interested in teaching.
- Strategy E3: Support mentoring for novice educators.
- Strategy E4: Develop and sustain a welcoming and supportive working environment for BIPOC staff