

2026–27 Superintendent Goal 2: Learning & Tier I Instruction

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 strengthen Tier I instruction, in partnership with ORTII, so that more students successfully access grade-level learning before additional intervention is needed, through shared instructional expectations, stronger data-informed decision-making, and a coherent response when students are not yet learning.

WHY THIS MATTERS

Tier I instruction is where we have the greatest opportunity to ensure that every student experiences strong, engaging, grade-level learning.

When students are not learning, we need a shared answer to three questions:

- **What are we noticing?**
- **What do we think is getting in the way?**
- **What will we do next?**

This year, the district will work with **ORTII** to strengthen both sides of that equation: the quality of core instruction and the systems educators use to respond when students need something different or additional.

The goal is not to create another initiative or prescribe one way of teaching. It is to build greater clarity, shared practice, and collective responsibility for student learning.

CONNECTION TO THE NORTH WASCO WAY

KNOWN

Every student deserves access to strong, engaging, grade-level instruction. Strengthening Tier I means improving the learning experience students receive every day—not waiting until students struggle to provide support.

CHALLENGED

A clear response-to-intervention process helps educators determine what students need next and ensures additional support is connected to what has already been taught.

THRIVING

Shared expectations for Tier I instruction and a common process for responding when students are not learning create greater consistency across classrooms and schools while still allowing educators to exercise professional judgment.

KEY STRATEGIES

1. Define what strong Tier I instruction looks like in North Wasco

In partnership with educators and ORTII, the district will identify a small set of **high-leverage, observable practices** that describe strong Tier I instruction.

These expectations will be used to support, not evaluate, professional learning, coaching, collaborative inquiry, and instructional rounds.

By the end of the first semester, schools will have opportunities to examine current practice, identify strengths and areas for growth, and determine which instructional practices should be prioritized.

2. Build a shared response when students are not learning

The district will develop and implement a common RTI decision-making framework that helps teams move from data to action.

Teams will be able to answer:

- What evidence do we have that a student is not yet learning?
- What has the student experienced in Tier I?
- What might be contributing to the difficulty?
- What change in instruction or support will we try?
- How will we know whether it worked?
- When will we revisit the decision?

The framework will be developed and refined through the ORTII partnership and tested through school-based practice.

3. Strengthen collaborative data use

PLC and data-team cycles will focus on **student learning and instructional response**, rather than simply reviewing assessment results.

Teams will use multiple sources of evidence—including universal screening, formative assessment, classroom work, observation, and student experience—to identify patterns and determine instructional next steps.

Each cycle will include:

Notice → Interpret → Respond → Monitor → Adjust

4. Develop collective efficacy through learning alongside one another

Attendance teams will gather student and/or family feedback throughout the year to better understand the relationship between attendance, belonging, and school experience.

At minimum, schools will collect feedback in the fall and spring around:

- whether students feel known by adults at school;
- whether students feel they belong;
- whether students have an adult they can turn to;
- what makes them want to come to school;
- barriers that make attendance difficult; and

- what would make school more welcoming or engaging.

This information will be reviewed alongside attendance data rather than treated as a separate initiative.

5. Develop collective efficacy through learning alongside one another

Professional learning, coaching, instructional rounds, and ORTII support will give educators opportunities to examine student evidence, learn from one another, test changes in practice, and see the impact of their collective work.

The aim is to strengthen the belief that **we can improve outcomes for students through our collective actions.**

WAYS TO TRACK & MEASURE

The district will monitor both **student outcomes** and the **adult practices and systems that contribute to those outcomes.**

Measure	Baseline	2026-27 Target	Collection	Measure
Students meeting benchmark through Tier I only	Establish fall baseline (November)	Increase from baseline	Universal screener / local assessment	Fall/Winter/Spring
Students meeting grade-level expectations	Establish baseline (November)	Increase from baseline	iReady / OSAS / local assessment	Quarterly/Annual
Tier I instructional practice	Establish fall baseline (November)	Increase in identified high-leverage practices	Instructional rounds / learning walks	Fall/Winter/Spring
Students receiving grade-level core instruction	Establish baseline (November)	Increase/maintain ≥95%	Scheduling / instructional review	Quarterly
RTI decision-making framework	Not documented (November)	Implemented districtwide	ORTII/district documentation	Q2-Q4
Data/PLC cycles using Notice → Interpret → Respond → Monitor → Adjust	Establish baseline (November)	≥3 documented cycles/site	PLC/data team artifacts	Quarterly

Students receiving intervention with documented Tier I response	Establish baseline (November)	Increase from baseline	RTI documentation	Quarterly
Students whose instructional response results in improved learning	Establish baseline (November)	Increase from baseline	Assessment + intervention data	Quarterly
Staff collective efficacy	Fall baseline (November)	Increase by spring	Collective efficacy survey	Fall/Spring
Educator confidence using data to determine next steps	Fall baseline (November)	Increase by spring	Staff survey	Fall/Spring
ORTII coaching/learning cycles completed	Establish baseline (November)	Agreed-upon annual target	ORTII partnership logs	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:

- More students are successfully accessing grade-level learning through strong Tier I instruction.
- Tier I instructional expectations are clear, observable, and being used to support professional learning and improvement.
- Every school has a common process for determining what to do when students are not learning.
- PLCs and data teams are routinely using multiple sources of evidence to determine instructional next steps.
- Educators report increased confidence and collective efficacy around improving student learning.
- The district can identify which instructional and intervention practices are producing stronger outcomes for students.
- The ORTII partnership has strengthened district capacity to sustain this work beyond 2026–27.

The ultimate measure of success is not simply that we have stronger systems. It is that those systems result in more students experiencing strong instruction, getting the support they need, and successfully learning at high levels.