

# **WALLOWA SCHOOL DISTRICT**

## **Focus and Goals for the 2025-2026 School Year Enacting our Vision and Mission**

### **OUR VISION**

Students First – Ensuring High Levels of Learning and Growth for EACH Student.

### **OUR MISSION**

To Accomplish This Vision, the Wallowa School District Staff Create Welcoming and Engaging Environments Where:

- Students Come First
- People and Relationships Matter
- It's Never Too Late to Learn – Growth Mindset and High Expectations for Teaching and Learning Ensure Learning and Growth For EACH Student
- All Means All - Inclusivity and Equity are Prioritized for EACH Student
- Instructional Time is Prioritized and Protected, With Learning Relevant and Challenging
- “We,” Collectively as a Staff, Impact Student Learning, Ensure Consistency, Commit to Collective Agreements, and Use Common Language
- Effective Practices for Teaching and Learning are a Part of All Lessons, Ensuring That all Lessons Have Clarity: Students Know WHAT they are learning, WHY They Are Learning It, and HOW They Will Be Successful, With Explicit Success Criteria Provided
- Students Feel Safe, Supported, and Cared for; Physically and Emotionally
- Positive, Supportive, and Restorative Approaches to Behavior are Practiced and Social-Emotional Learning and Trauma-Informed Practices are Imbedded
- Language and Communication Build Agency and Identity
- Engagement with Community is Valued

## OUR GOALS

**Goal #1: *By June 2026, 100% of K-12 students in the district will demonstrate measurable growth in English Language Arts (ELA) and Mathematics, as measured by fall-to-spring progress on district benchmark assessments (e.g., i-Ready, IXL, Aleks), with at least 80% of students meeting or exceeding grade-level proficiency targets***

- Implementation of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) K-12, ensuring strong Tier 1/Core instruction for academics and social-emotional-behavioral skills, monitoring data on student learning, growth, and behavior, providing timely, targeted, and intentional Tier 2 Interventions, and providing Tier 3 Remediation for students performing significantly below grade level expectations.
- Implement Professional Learning Communities (PLCs) K-12
- Increase Student Active Engagement and Achievement Through a Focus on:
  - Clarity—All Lessons Will Ensure that Students Know:
    - What They are Learning—Clear Learning Targets/Essential Standards
    - Why They are Learning That—Relevance
    - How They Can Be Successful—Success Criteria
  - Challenge—Deepening student knowledge through balancing difficulty and complexity so that students experience a range of experiences which foster fluency, stamina, strategic thinking, and expertise.
- Maximizing Learning Time—"Bell to Bell" Teaching and Learning

**Goal #2: *By June 2026, 100% of students will demonstrate growth in social, emotional, and behavioral competencies as measured by participation in SEL curriculum, universal behavior screenings (e.g., Wayfinder, SWIS, SAEBRS, DESSA, etc.), and a reduction in major behavior incidents, with at least 80% of students meeting grade-level expectations for self-regulation, engagement, and positive behavior***

- Implementation of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) K-12, ensuring strong Tier 1/Core instruction for academics and social-emotional-behavioral skills, monitoring data on student learning, growth, and behavior, providing timely, targeted, and intentional Tier 2 Interventions, and providing Tier 3 Remediation for students performing significantly below grade level expectations.
- Implement prevention curriculum and intervention supports

**Goal #3: *By June 2026, 95% of Wallowa High School seniors will graduate, and at least 90% will demonstrate readiness for post-secondary education, the workforce, or independent living, as measured by completion of a Personalized Learning Plan (PLP), career-related learning experiences (CRLEs), and attainment of at least one of the following: college credit, industry certification, documented employability skills, or acceptance into a post-secondary program.***

- Implementation of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) K-12, ensuring strong Tier 1/Core instruction for academics and social-emotional-behavioral skills, monitoring data on student learning, growth, and behavior, providing timely, targeted, and intentional Tier 2 Interventions, and providing Tier 3 Remediation for students performing significantly below grade level expectations.

- Intentionally connect students to course offerings and career-connected learning opportunities through a personal education plan, at the secondary level.
- Utilize Career Connected Learning framework to create a K-12 pipeline, for career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.
- Maintain current partnerships with community agencies, organizations, businesses, and individuals to support student learning and growth, expanding as a need is identified.