



Hood River County SD 25-27 Integrated Programs Application

Needs Assessment Summary

Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

The Hood River County School District conducted a comprehensive needs assessment through superintendent-led listening sessions across all eight schools and departments, including early learning, transportation, maintenance, custodial, and technology. Community sessions were held in coordination with PTO meetings to encourage engagement, and student sessions focused on historically marginalized groups took place at the high school. Additional input came from a strategic plan survey and reviews of key performance indicators such as Longitudinal Performance Growth Targets and CTE graduation rates.

The assessment identified a need to expand support services to improve student engagement, academic success, and career readiness. Notable data trends include a 9% rise in attendance from 65% to 74% between 2022–23 and 2023–24, though progress is still needed to meet the 90% goal. Third-grade reading proficiency remains stagnant at 44–45%, highlighting the need for continued focus on science of reading strategies and MTSS processes. While graduation rates rose to 91% (on-time) and 94% (fifth-year), the 9th-grade on-track rate declined by 2%. Disparities persist among Hispanic/Latino, Native American, and SPED students. Encouragingly, the CTE concentrator graduation rate reached 100% in 2023–24.

Community Feedback Themes

Community members emphasized the importance of small class sizes, increased support for social-emotional learning (SEL), and enhanced special education services. Some parents suggested volunteer involvement to ease staffing challenges and increase engagement. Participants expressed the importance of financial transparency and the need to explore options for supporting schools, including potential local levies, PTO involvement, and business partnerships. There was strong interest in clear communication and access to financial and enrollment data, along with openness to collaborating on creative solutions.

Staff Listening Session Highlights

Staff valued professional development (PD) when it was practical and specific to their roles. They requested more practitioner-led sessions, collaboration time, and classroom observation opportunities. Staff also highlighted the need for training on new curricula prior to and during implementation.

Wellness concerns were prominent, with staff citing stress from behavioral challenges, paperwork, and insufficient classroom support. Suggestions included hiring more staff, offering flexible schedules, providing mental health resources, and improving communication from district leadership.

Partnerships and Budget Priorities

Staff felt respected when their feedback was considered and integrated into decision-making. They favored transparent, collaborative leadership and asked for more visibility from district leaders. Partnerships with families and community organizations were viewed as essential for student support.

Budget priorities included retaining high-quality staff through competitive pay and manageable workloads, supporting classroom teaching roles, and supporting students with disabilities. Suggestions to reallocate funds included reducing administrative roles, pausing curriculum adoptions, and reassessing 1:1 device programs. Improving food options and ensuring school safety were also highlighted. The future of Cascade Locks Elementary emerged as a specific budget concern.

Overall, the needs assessment reflects a deeply engaged process involving the entire school community, aimed at guiding strategic planning and setting priorities for growth, support, and resource allocation.

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Hood River County School District (HRCSD) uses an equity lens throughout our engagement and The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

planning processes to ensure our goals and objectives reflect the needs of all students and families. During our budgeting cycle, we hosted inclusive listening sessions with students, families, staff, and community members across the district—offering childcare, meals, and interpretation services to remove barriers to participation. Feedback gathered was reviewed through our district’s equity lens questions, helping us center the voices of historically underserved groups, including students of color, migrant families, students with disabilities, and English learners.

Input from these sessions directly informed goal-setting and resource allocation, with a focus on closing opportunity and access gaps. Our Equity Advisory Board provides ongoing guidance and plays a key role in identifying priorities for culturally responsive curriculum, mental health supports, and language access.

This equity-driven engagement process shaped key initiatives, including expanding AVID across all schools, enhancing MTSS to better identify and support student needs, and ensuring rigorous, relevant instruction for every learner. We are deepening STEAM, CTE, and dual credit opportunities, aligning college and career pathways to students' post-secondary goals, and implementing 9th Grade Success strategies.

We support staff with instructional coaching and training in culturally responsive practices, sheltered instruction, and AVID strategies. Our district fosters inclusive school cultures through PBIS, a K–12 SEL curriculum, and partnerships with families. We also prioritize developing a diverse, culturally proficient workforce and increasing access to local teacher certification programs—ensuring every student is known, supported, and prepared for success.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

We are committed to providing high-quality professional development that promotes academic rigor, culturally responsive teaching, and inclusive practices. This year, we have continued to invest in key instructional strategies, including the AVID program, sheltered instruction, integrated English Language Development (ELD), and supports for students with diverse learning needs.

At the start of the school year, district leadership developed a year-long professional development plan aligned with staff input and district strategic goals. One highlight is the creation of the “Pathways Program,” which allows staff to engage in professional learning based on their interests. Pathway topics include AVID, LETRS, Ellevation, and Tribal History/Shared History.

In addition to targeted PD, district committees will continue meeting throughout the year to refine our Multi-Tiered System of Supports (MTSS), improve attendance systems, and expand AVID implementation districtwide. Looking ahead, we are planning a more robust and systematic rollout of Sheltered Instruction training for all staff to strengthen instructional support for multilingual learners.

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To ensure strong leadership and consistent implementation of best practices, administrators will also receive comprehensive training in special education, equipping them to better support inclusive learning environments across all schools.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

We ensure the full inclusion of children and youth navigating houselessness in all programs and activities by implementing policies and procedures aligned with McKinney-Vento requirements and leveraging district and external funding sources for additional support. Our district homeless liaison provides direct assistance to families, ensuring they have access to transportation, meals, and academic resources. We are actively seeking additional funding through an ODE grant to enhance support services.

Beyond compliance with school of origin transportation and free meal requirements, we systematically review policies and procedures to identify and remove barriers to enrollment, attendance, and success—such as course fees or participation costs for extracurricular activities. We allocate Title IA set-aside funds and general fund dollars to provide necessary resources, ensuring that students experiencing houselessness have equitable access to academic programs, social-emotional support, and extracurricular opportunities.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

We are committed to ensuring equitable access to CTE programs by fostering early exposure, inclusive practices, and intentional outreach to students in fields traditionally dominated by one gender. Our elementary STEM program provides all kindergarten through 5th-grade students with one week of engineering, coding and robotics instruction per grade level through our district STEM teacher, helping to build foundational skills and interest. This student population includes female and hispanic students who are traditionally underrepresented students who receive early exposure to CTE instruction from kindergarten onward.

Additionally, we are piloting a 5th-grade STEM experience that connects students with middle school, high school, and post secondary STEM classrooms, as well as local field experiences in STEM-related industries. This initiative, currently being piloted at one elementary school, is designed to spark interest in STEM and STEM careers as well as reduce gender stereotypes in STEM fields, with plans for expansion next year.

To further increase exposure to CTE pathways, we host a "Touch and See" day for third-grade students, where they visit the high school to learn about our agriculture programs. This hands-on

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experience introduces students to career opportunities in agriculture and related fields at an early age, helping to broaden participation and challenge traditional gender roles in these programs. At the secondary level, we actively review CTE enrollment data to identify and address participation gaps. We also collaborate with counselors, CTE instructors, and industry partners to provide mentorship opportunities and highlight diverse role models in non-traditional career pathways. Through these efforts, we aim to create a more inclusive and accessible CTE experience for all students.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Our district is committed to fostering student belonging and literacy growth through a comprehensive, equity-centered approach. We have updated core curriculum materials to ensure cultural relevance and representation, helping students see themselves in what they learn. Social-emotional learning is embedded in daily instruction through our Tier 1 SEL curriculum, CharacterStrong, which supports identity development, empathy, and connection. Educators engage in structured committee work focused on equity and inclusion, with time dedicated to examining biases and analyzing student data—particularly in literacy—to identify gaps and guide responsive instruction. This process ensures that all students, especially those from historically underserved groups, are fully supported.

In early literacy, we provide research-based instruction with fidelity using the Heggerty program in K–2 classrooms. We also offer a LETRS pathway for educators and integrate ECRI strategies as part of our core instruction. Our curriculum is supported by a clear, detailed scope and sequence aligned with best practices from the science of reading.

To extend literacy beyond the classroom, we host family literacy nights at our elementary schools and maintain well-equipped libraries that students visit every three days. We also collaborate closely with EI/ECSE providers to support smooth transitions into kindergarten.

Together, these efforts create inclusive, engaging, and data-informed learning environments that promote both academic achievement and a strong sense of belonging for all students

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

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3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒

We follow the curriculum adoption cycle set by the Oregon Department of Education, ensuring all materials align with state and national standards. Once a curriculum is adopted, we provide comprehensive training for all educators to support effective implementation. To ensure clarity and accessibility, we develop supporting documents that outline standards alignment, scope, and sequence. Additionally, teachers receive ongoing professional development at the school level, aligned with Continuous Improvement Plan (CIP) goals, to reinforce instructional consistency and effectiveness across all content areas.

<https://docs.google.com/document/d/17nVr-rcqOwUOSlrYcD12xCmU930CmNx/edit>

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.. ☒

In HRCSD, we ensure well-rounded, intentional, engaging, and challenging instruction through a system focused on alignment, professional learning, and accountability. Instruction is standards-based and culturally responsive, supported by targeted professional development and instructional coaching. Data is reviewed regularly and ensures high expectations and continuous improvement at the district and school level. We leverage AVID districtwide to enhance engagement, differentiation, inquiry-based learning that promotes deep understanding. By fostering a culture of equity, collaboration, and instructional excellence, we ensure that all students receive high-quality, rigorous education.

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?☒

Hood River County School District (HRCSD) is committed to creating a safe, inclusive, and supportive environment for all students, families, and community members. We maintain clear policies and a comprehensive student code of conduct that addresses drug use, violence, harassment, and gang-related activity, aligned with Oregon state law. These policies emphasize both prevention and appropriate discipline.

Social-emotional learning (SEL) is integrated into instruction to build empathy, decision-making, and conflict resolution skills. Health classes address the dangers of substance use and violence, while PBIS fosters respectful, inclusive school climates. HRCSD partners with local law enforcement, including a trained School Resource Officer, and collaborates with community organizations focused on mental health and youth safety.

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Students and families can report concerns anonymously through a district tip line. Staff are trained in trauma-informed practices, de-escalation, suicide prevention (including bilingual QPR training), and mental health awareness. School counselors, psychologists, and on-site mental health professionals provide direct support and referrals as needed.

HRCSD prioritizes family and community engagement through PTO meetings, advisory committees, and bilingual events like Families Unidas. These sessions offer year-long learning opportunities for families, with childcare and meals provided. All district communication is accessible in families' preferred languages and through various formats, ensuring meaningful connection.

To maintain physical safety, schools use secure entry systems, conduct regular safety drills, and coordinate with emergency responders. Through these layered supports, HRCSD works to ensure every student is safe, supported, and engaged.

6. ☒ How do you ensure students have access to strong school library programs?☒

We ensure students have access to strong school library programs by providing district-wide support, equitable resources, and data-driven decision-making. Our district librarian works closely with media specialists across all schools providing support and training. In addition, the district librarian attends annual trainings to stay current on best practices. We are aligning library budgets to reflect student population needs, ensuring all students have access to diverse, high-quality materials. Additionally, we analyze checkout data with school leaders to understand student interests and make informed decisions about book selections. By fostering engaging, inclusive library spaces, we support literacy development and cultivate a lifelong love of reading.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

We monitor the effectiveness of interventions for students experiencing depression, anxiety, stress, and challenges with dysregulation through systematic data review within our MTSS (Multi-Tiered System of Supports) framework. Each school has a team of educators who analyze disaggregated school-wide data to set goals, followed by smaller grade level teams that focus on individual student data. This process helps identify specific lagging skills, informing research-based interventions tailored to each student's needs. We track behavioral data through the SWIS (Schoolwide Information System), and regularly review behavioral and attendance data at the district level on a monthly basis. This comprehensive approach ensures that we provide targeted, effective support to students facing these challenges.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?☒

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We identify and support the academic needs of students who are not meeting or exceeding state and national standards through a comprehensive system that includes MTSS (Multi-Tiered System of Supports) at the elementary and middle school levels and EWS (Early Warning Systems) at the high school level. We review disaggregated data systematically with core review meetings three times per year and grade level data review meetings held three times annually. These meetings help us make data-informed decisions regarding intervention placements (maintain, exit, intensify) to ensure that every student receives the support they need.

For students who exceed state and national standards, we focus on differentiating instruction and providing enrichment opportunities that challenge them further. We are working towards an integrated ELD model, which supports our multilingual learners by providing more targeted and effective English language development. This initiative is supported by a high level of teacher training and a shift toward more culturally relevant teaching practices through our districtwide AVID initiative. These efforts empower teachers to meet the needs of all students, including our focal groups, through intentional, culturally responsive instruction.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

We are not developing any new CTE pathways. We currently have the following:
Health Sciences, Engineering and Computer Science, Business, Integrated Media, Education & Human Services, Agricultural Science and Technology

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

Students at our school engage in a variety of work-based learning experiences aligned with CTE pathways. These include internships across different sectors, providing hands-on exposure and real-world application of classroom learning. Additionally, students participate in career-connected student organizations such as HOSA, which further support career exploration and networking within health-related fields. Our Career and Connected Learning Coordinator plays an integral role in helping students explore career paths, connect with local industry partners, and identify relevant work-based learning opportunities.

We are continually working to expand these experiences by strengthening partnerships with local businesses, aligning internship opportunities more closely with our six established CTE pathways, and integrating career exploration activities into core and elective coursework. Our goal is to ensure that all students have meaningful, career-aligned learning experiences that prepare them for post-secondary success.

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11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

Yes. Within our six CTE pathways, students have access to 11 dual credit courses that allow them to earn college credit while still in high school.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, we have strengthened engagement with students, families, and staff by expanding feedback opportunities and fostering meaningful dialogue. We conducted two digital community surveys to gather input but recognized barriers, such as access issues and lower response rates from certain populations. To address this, we hosted in-person listening sessions with parent-teacher organizations at all schools, offering Spanish interpretation and childcare. These sessions saw better participation and resulted in actionable changes, including adjustments to technology use based on community concerns.

Additionally, we expanded our Familias Unidas meetings to include separate Spanish and English sessions, focusing on topics families prioritized, such as mental health, nutrition, and technology. To extend access, we launched a podcast summarizing these discussions for those unable to attend. We also engaged with specific student and parent groups, such as families of students with medical needs and migrant education families, ensuring diverse voices shaped our district's plans. Our Family Engagement specialists conducted empathy interviews with students and families to better understand their experiences.

While these efforts have strengthened engagement, challenges persist. Digital surveys may not fully capture the community's perspectives, and consistent participation across all groups remains a challenge. To address this, we continue planning districtwide family and community activities in collaboration with our family engagement team, incorporating feedback from teachers and parents, and partnering with PTOs and local organizations to create inclusive, accessible opportunities for connection.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

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Offered a digital survey
Held listening sessions
Student affinity groups

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Offered a digital survey
Held listening sessions

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Through our community engagement process, we learned that families, staff, and students recognize many successes in our district and appreciate the improvements being made. They value being asked for input and want to see how their feedback leads to action. Many also noted that communication between families and schools has strengthened, highlighting the importance of maintaining open and transparent communication.

We take all feedback seriously—common themes and individual concerns—and ensure it reaches the appropriate district leaders for consideration. For example, in response to community input, we expanded opportunities for direct communication with district leadership, including more in-person listening sessions and school-based engagement events. We also enhanced multilingual communication efforts to ensure all families, including non-English-speaking households, receive important information in accessible formats. Additionally, feedback from staff and families informed our approach to student support services, including mental health resources and after-school programming, to better align with the needs of our school community.

This process has reinforced the importance of listening and closing the loop—making sure families and staff understand how their input helps shape district decisions. Moving forward, we remain committed to refining our engagement strategies to reach more voices and foster a culture of collaboration and trust.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?☒

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components:

Active social media campaign

Promotion of word of mouth advertising for positions

Recent recipient of a Bilingual Educator Pathway Grant

Recent recipient of an OEA Choice Trust Wellness Grant for Staff Wellness

Attendance at recruiting and hiring fairs

Proactive training and onboarding for all staff that includes a robust training program

Active mentorship program through collaboration between our local ESD, and our HR and C and I departments

Active affinity groups focusing on retention including: BIPOC groups, Former District Alumni

Collaboration with our High School CTE program to foster early education and education pathways

2. ☒ What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

HRCSD seeks to hire effective and highly qualified teachers in all positions.

HRCSD prioritizes mentorships, professional development, and a system of feedback and evaluation that ensures we have effective and highly qualified teachers in all positions.

HRCSD considers the skills and experience of teachers when assigning them to teach classes, especially those containing focal students, to ensure they are being taught by effective and highly qualified teachers as frequently as other students.

Through our association with the Columbia Regional Educator Network, we have assigned mentors for each staff member that is within two years of service in public education. This support is paired with the support staff members get from the Professional Learning Communities and supervisors to help ensure staff are equipped and capable of meeting the demands of their students.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

Our system for analyzing discipline data is grounded in equity and continuous improvement. We regularly review, disaggregate, and monitor data related to disciplinary referrals, suspensions, and expulsions to ensure fair and supportive practices for all students.

Discipline data is compiled and analyzed at the District Office on a monthly basis.

The data is disaggregated by key focal groups, including but not limited to race/ethnicity, gender, English Learner (EL) status, students with disabilities, and socioeconomic status. This disaggregated

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data is provided to each school, enabling leadership teams to identify patterns, disproportionality, and areas of concern.

At the school level, grade-level teams review individual and group-level disciplinary data weekly during Multi-Tiered System of Supports (MTSS) meetings. These reviews focus on identifying students who may need additional support, as well as ensuring consistent and equitable application of disciplinary procedures. MTSS teams use this data to inform intervention planning, behavior support strategies, and communication with families. By disaggregating and analyzing discipline data consistently, we aim to reduce disproportionality, improve student outcomes, and strengthen trust between staff, students, and families.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

We are committed to ensuring smooth and supportive transitions for students returning from Long-Term Care and Treatment (LTCT) sites, Youth Corrections Education Programs (YCEPs), and Juvenile Detention Education Programs (JDEPs). These transitions are managed through coordinated efforts between school staff, families, and our contracted community partner. Transition supports are primarily provided by Next Door Inc., our contracted agency responsible for the LTCT site. They fulfill all required responsibilities for transition planning, coordination, and communication in accordance with state guidelines. For each student, a personalized transition plan is developed that addresses academic placement, credit recovery, behavioral supports, and any mental health or social service needs. Next Door Inc. works directly with school counselors, administrators, and student support staff to share relevant information and ensure that students have the appropriate academic and social-emotional supports in place prior to reentry. Families are engaged throughout the transition process to build trust, clarify expectations, and establish communication with school staff. This ensures that both the student and their caregivers feel supported during the return to school. Upon reentry, MTSS and counseling teams monitor student progress closely and adjust supports as needed to promote successful reintegration. These systems ensure that returning students are welcomed back into school communities with dignity, continuity, and the resources they need to succeed.

5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

Early Childhood to Elementary School

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HRCSD collaborates with early childhood education providers, such as the Mid-Columbia Children's Council and the Oregon Child Development Coalition, to align academic and behavioral expectations. hoodriver.k12.or.us

To support this important transition, HRCSD hosts Kindergarten Open House events at each neighborhood elementary school. These events introduce incoming kindergarten families to the school community, provide essential information about the kindergarten experience, and create an early connection between families and the school. Home - Hood River Middle School+2hoodriver.k12.or.us+2hrvhs.hoodriver.k12.or.us+2

Elementary to Middle School

Transition activities for students moving from elementary to middle school include school visits, meet-and-greets with middle school staff, and student-led tours. Informational evenings are hosted for parents to meet administrators, learn about academic expectations, and ask questions. School counselors support students in understanding the structure and expectations of middle school, while also identifying students who may need extra support during the transition.

Middle to High School

For students transitioning from middle to high school, HRCSD implements orientation events, campus tours, and transition conferences focused on academic planning and extracurricular engagement. High schools provide a range of supports including college and career readiness programs, Individual Graduation and Education Plans (IGPs), and partnerships with community colleges and employers to facilitate dual credit, apprenticeships, and job placement opportunities. hrvhs.hoodriver.k12.or.us

High School to Postsecondary Education and/or Workforce

HRCSD offers college and career readiness support, including FAFSA workshops, college fairs, job shadowing, and resume-building sessions. Individual Graduation and Education Plans (IGPs) are regularly updated to reflect each student's evolving goals and to ensure they meet diploma requirements. The district maintains partnerships with community colleges and employers to facilitate dual credit, apprenticeships, and job placement opportunities. Families are included in planning meetings and receive guidance on postsecondary options, financial aid, and other key milestones.

These transition supports are designed to help students feel confident and prepared at each step, while ensuring that families are informed, welcomed, and involved throughout their child's educational journey.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

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The District offers robust career development programming. This includes comprehensive CTE offerings, career exploration, counseling support, and the HRV Summit Career Center.

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

HRCSD has prioritized the Tribal History/Shared History professional development for staff. This training equips staff to meet this end.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Title I

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are

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using your matching funds? (check all that apply)

High Dosage Tutoring

5. If you answered “Other” on #4, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district
Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (PL 114-95 129 Stat 1803) base in part on literacy score

7. If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school) (write N/A if you have only one elementary school)

Cascade Locks Elementary: 20%

Mid Valley Elementary: 12%

Parkdale Elementary: 36%

Westide: 12%

May St.: 12%

Feedback (250 words or less per question)

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How can ODE support your continuous improvement process?

Funding and professional development opportunities; Continuing to streamline these systems.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

The Hood River County School District's 2025–26 Integrated Plan is designed to create a system of support that ensures every student graduates prepared for postsecondary education, career pathways, and community engagement. Rooted in our needs assessment—which incorporated extensive community, student, and staff engagement, as well as analysis of key state and local metrics—this plan addresses both identified strengths and critical areas for growth, with a focused commitment to equity and career readiness.

Strengths identified include a four-year graduation rate increase to 91% and a five-year completion rate of 94%, exceeding the state average. Notably, students completing CTE programs of study achieved a 100% graduation rate in 2023–24, highlighting the success of career-connected learning. However, challenges persist: third-grade reading proficiency remains stagnant at 44–45%, ninth-grade on-track rates declined by 2%, and significant opportunity gaps remain for Hispanic/Latino, Native American, and SPED student populations. Attendance improvements (+9%) are encouraging but still fall short of our 90% goal.

To address these findings, our plan focuses on several interrelated priorities:

Student Support and Wellness: Expanding access to school counselors, student support specialists, and family engagement staff to foster emotional well-being, engagement, and academic resilience across all schools.

Academic Intervention and MTSS Strengthening: Investing in additional intervention specialists and MTSS leadership to address literacy and numeracy gaps, particularly through evidence-based reading practices aligned with the Science of Reading framework.

Career and Technical Education (CTE) Expansion: Sustaining and strengthening our six existing CTE pathways (Health Sciences, Engineering and Computer Science, Business, Integrated Media, Education and Human Services, and Agriculture). We will expand work-based learning opportunities, maintain dual-credit access, and provide intentional recruitment and support for underrepresented student groups.

The ☒ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Leadership, Instructional Excellence, and Early Warning Systems: Growing our capacity through curriculum coordinators, instructional coaches, AVID implementation districtwide, and the use of Early Warning Systems at the high school level to proactively identify and support at-risk students. Specialized Programs and Alternative Pathways: Supporting alternative education options through Hood River Options Academy, strengthening dropout prevention services, and offering expanded summer learning and kindergarten transition programs.

This plan directly aligns with and supports achievement of our Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics. We aim to increase regular attendance to over 90%, improve ninth-grade on-track rates, raise third-grade reading proficiency, and close opportunity gaps for focal student groups. CTE participation and concentrator completion rates will continue to serve as critical measures of student engagement and success.

Informed by a strong community voice and equity-centered decision-making, this plan reflects our district's ongoing commitment to personalized support, rigorous academics, and clear pathways to postsecondary success. By investing in targeted interventions, enhancing student supports, and expanding career-connected learning, Hood River County School District will empower every student to thrive academically, socially, and professionally.

Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Assurances

Assurance 1: You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

- **Guarantee of Assurance 1: True**

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).

- **Guarantee of Assurance 2: True**

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Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of Assurance 3: True**

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of Assurance 4: True**

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of Assurance 5: True**

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

- **Guarantee of Assurance 6: True**

Assurance 7: You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.

- **Guarantee of Assurance 7: True**

Assurance 8: Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

- **Guarantee of Assurance 8: True**

Assurance 9: You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

- **Guarantee of Assurance 9: True**

Assurance 10: You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

The ☑ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

- **Guarantee of Assurance 10: True**

Assurance 11: You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

- **Guarantee of Assurance 11: True**

Assurance 12: You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

- **Guarantee of Assurance 12: True**

Assurance 13: If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

- **Guarantee of Assurance 13: True**

Assurance 14: You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

- **Guarantee of Assurance 14: True**

Assurance 15: You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

- **Guarantee of Assurance 15: True**

Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

- **Guarantee of Assurance 16: True**

Website plan posted: <https://www.hoodriver.k12.or.us/our-district/student-success-act>

The ☐ symbol represents questions that will be pre-populated with the responses from applicants 23-25 Integrated Plan. Applicants will be able to update responses or accept the pre-populated response.

Hood River County - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response
1 Outcome Early Lit		New for 2025-27
2 Strategy Early Lit 1		New for 2025-27
3 Strategy Early Lit 2		New for 2025-27
4 Strategy Early Lit 3		New for 2025-27
5 Outcome A	Identify, target, and close opportunity and access gaps	Continue from 2023-25 through 2025-27
6 A1	Expand and implement AVID at all HRCSD schools	Continue from 2023-25 through 2025-27
7 A2	Elevate and deepen our commitment to equity to improve educational outcomes for all students.	Continue from 2023-25 through 2025-27
8 Outcome B	Graduate high school ready for college, career and community success.	Continue from 2023-25 through 2025-27
9 B1	Implement and enhance our K-12 multi-tiered system of support (MTSS) to identify students that are in need of additional supports	Continue from 2023-25 through 2025-27
10 B2	Expand and implement AVID at all HRCSD schools	Continue from 2023-25 through 2025-27
11 B3	Effectively implement 9th Grade Success best practices.	Continue from 2023-25 through 2025-27
12 B4	Identify and articulate clearly defined college and career pathways aligned to students post-secondary goals	Continue from 2023-25 through 2025-27
13 B5	Seek opportunities to enhance Science, Technology, Engineering, Arts and Math (STEAM), Career Technical Education (CTE) and Dual Credit programming opportunities.	Continue from 2023-25 through 2025-27
14 Outcome C	Implement relevant, rigorous and engaging learning opportunities.	Continue from 2023-25 through 2025-27
15 C1	Support our staff to implement a research-based, culturally responsive curriculum with fidelity.	Continue from 2023-25 through 2025-27
16 C2	Sheltered instruction and AVID strategies will be evident across all K-12 classrooms.	Continue from 2023-25 through 2025-27
17 C3	Develop and implement a framework for instructional coaching to support our staff to accomplish their goals and improve equitable outcomes for students.	Continue from 2023-25 through 2025-27
18 Outcome D	Establish high expectations for academic and personal growth for every student.	Continue from 2023-25 through 2025-27
19 D1	All schools will use the Continuous Improvement Process to set rigorous academic achievement and growth goals for students.	Continue from 2023-25 through 2025-27
20 Outcome E	Strengthen partnerships with families and our community.	Continue from 2023-25 through 2025-27
21 E1	Increase participation in family activities hosted by schools	Continue from 2023-25 through 2025-27
22 E2	Foster inclusiveness with families	Continue from 2023-25 through 2025-27
23 E3	Be intentional in our efforts to engage our diverse community when gathering feedback and making decisions.	Continue from 2023-25 through 2025-27
24 Outcome F	Prioritize health and safety as a critical component of school success	Continue from 2023-25 through 2025-27
25 F1	Establish and foster an inclusive school culture at each school to ensure all students are safe, known and welcome.	Continue from 2023-25 through 2025-27
26 F2	Adopt and implement a culturally relevant, K-12 Social Emotional Learning curriculum	Continue from 2023-25 through 2025-27
27 F3	Explicitly teach and reinforce behavior expectations with Positive Behavior Intervention and Supports	Continue from 2023-25 through 2025-27
28 F4	Increase access to and usage of physical and mental health services for students	Continue from 2023-25 through 2025-27
29 Outcome G	Develop a highly qualified, diverse and culturally proficient workforce.	Continue from 2023-25 through 2025-27
30 G1	Ensure ease of access to the local teacher certification program for candidates interested in pursuing a teaching license.	Continue from 2023-25 through 2025-27

Hood River County S - Budget Integrated Prog 25-27

Prepopulation Response	Activity ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Early Literacy Success Allowable Use Code
1			Total Allocation				
2			Unbudgeted (Autocalculate)				
3			Total Budgeted Amounts (Autosum)				
4		1	Indirect/Administration				
5		2 F1, F3, F4	Middle School Counselors - Salary & Benefits			School Counselor/School Social Worker	
6		4 F1, F3, F4	Elementary Student Support Specialists - Salary & Benefits			School Counselor/School Social Worker	
7		10 F4	School Psychologist - Salary & Benefits			Special Education (all positions)	
8		12 A2, B1	RTII Intervention Specialist - Middle Level - Salary & Benefits			Supports: Intervention/ Graduation/	
9		14 A2	Elementary Math Intervention Support Staff - Licensed - Salary & Benefits			Supports: Intervention/ Graduation/	
10		15 A2	Elementary Math Intervention Support Staff - Classified - Salary & Benefits				
11		16 B5	Dual Credit and AP Testing Fee Waivers				
12		17 C1, C2, C3, B2,	Director of Curriculum and Instruction - Salary & Benefits			Other: Other staff position not listed	
13		19 A1, B2	AVID Program Investment (Tutoring, Training, Discretionary, Field Trips, etc...)				
14		20 A2, B1, C2, F1,	Summer School				
15		21 B1	ION Software				
16		23 B4, B5	Health Sciences Career and Technical Education Program of Study - Salary & Benefits			CTE: Approved/Start Up Program of Study (Applied Arts)	
17		25 B4, B5, G1	Early/Elementary Education Career and Technical Program of Study - Salary & Benefits			CTE: Approved/Start Up Program of Study (Applied Arts)	
18		27 B5	Expand Dual Credit Opportunities - Spanish for Spanish Speakers Teacher Salary and Benefits			Language Arts	
19		28 F4	Hood River Options Academy - Online and Alternative Learning Program - Licensed Staff Salary & Benefits			Other: Other staff position not listed (include staff title in activity line)	
20		30 F4	Hood River Options Academy - Online and Alternative Learning Program - Classified Staff Salary & Benefits			Other: Other staff position not listed (include staff title in activity line)	
21		32 F4	Hood River Options Academy - Online and Alternative Learning Program - Administrative Staff Salary & Benefits			Other: Other staff position not listed (include staff title in activity line)	
22		34 F2, B4	Community Works Drop-out Prevention Program Licensed Salary & Benefits			Supports: Intervention/ Graduation/ Student Success Specialist/ College &	
23		36 B3	9th Grade Success teacher that will teach executive function skills, progress monitor freshman grades and teach social-emotional development skills to identified at-risk 9th graders - Salary & Benefits			Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career	
24		38 B5	Career and Technical Education program coordinator - salary & Benefits			Career Exploration (Applied Arts)	
25		40 B4, B5	Computer Science Career and Technical Education - Salary & Benefits (under Engineering Technology POS)			Science/Technology/Social Science/ Computer Science (not CTE POS)	
26		42 B4, B5	Increase staffing level for Agriculture Career and Technical Education Program of Study from 2.67 to 3.0 - Salary & Benefits			Career Exploration (Applied Arts)	
27		44 A2	ELL Graduation Coach: Works directly with ELL students who at risk of graduating. Identifies student-specific barriers to graduation, works to help a student overcome these barriers and create measurable student-specific activities to support successfully graduating from high school. - Salary & Benefits			English Language Development	
28		46 B5	CTE Program of Study Discretionary Spending				
29			District Instructional Coach and Curriculum Coordinator -Licensed - Salary & Benefits				
30			Elementary STEM Coach - Licensed - Salary & Benefits				
31			Elementary Reading Specialists - Licensed - Salary & Benefits				
32			High School Counselor - Licensed - Salary & Benefits				
33			McKinney Vento - Classified - Salary & Benefits				
34			District Assessment Coordinator - Classified - Salary & Benefits				

EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
					\$272,439.89	\$11,234.19	\$1,254,407.68	\$4,057,885.27	\$5,595,967.03
					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
					\$272,439.89	\$11,234.19	\$1,254,407.68	\$4,057,885.27	\$5,595,967.03
			690		\$16,651.80		\$76,670.68	\$248,022.09	\$341,344.57
		H&S	111					\$271,933.68	\$271,933.68
		H&S	111					\$451,415.35	\$451,415.35
		H&S	111					\$142,640.45	\$142,640.45
		WRE	111					\$412,332.56	\$412,332.56
		WRE	112					\$160,014.07	\$160,014.07
		WRE	2XX					\$278,465.25	\$278,465.25
		WRE	31X					\$165,787.29	\$165,787.29
		WRE	113					\$122,397.18	\$122,397.18
	DP ESF	WRE	34X					\$100,000.00	\$100,000.00
		IIT	13X					\$100,000.00	\$100,000.00
ENG			8XX			\$11,234.19			\$11,234.19
	CTE STA *Start Up/Approved CTE POS*		111					\$111,688.38	\$111,688.38
		WRE	111				\$175,257.71		\$175,257.71
	CLO STA *Must lead to college credit*		111				\$172,456.18		\$172,456.18
	DP STA	RCS	111					\$541,778.80	\$541,778.80
	DP STA	RCS	112				\$192,097.78		\$192,097.78
	DP STA	RCS	113					\$169,097.56	\$169,097.56
	DP STA		111				\$97,650.30		\$97,650.30
	DP STA		111				\$153,667.89		\$153,667.89
	CTE STA *Start Up/Approved		112				\$133,040.95		\$133,040.95
	CTE STA *Start Up/Approved CTE POS*		111				\$134,057.56		\$134,057.56
	CTE STA *Start Up/Approved CTE POS*		111					\$53,547.17	\$53,547.17
	DP STA		112					\$92,161.66	\$92,161.66
	CTE ESF *Start Up/Approved	WRE	4XX				\$38,292.74	\$6,707.26	\$45,000.00
			111		\$79,641.21			\$77,494.79	\$157,136.00
			111					\$133,940.95	\$133,940.95
			111		\$88,032.71			\$399,610.77	\$487,643.48
			111				\$81,215.89		\$81,215.89
			112					\$18,850.01	\$18,850.01
			112		\$88,114.17				\$88,114.17

FTE 26-27	Early Literacy Success Activity Budget 26-27	ELIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget	Last Updated
	\$283,559.89	\$11,234.19	\$1,305,607.99	\$4,223,513.24	\$5,823,915.31	\$11,419,882.34	03/19/25 5:01 PM
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	05/08/25 4:06 PM
	\$283,559.89	\$11,234.19	\$1,305,607.99	\$4,223,513.24	\$5,823,915.31	\$11,419,882.34	05/08/25 4:06 PM
	\$17,331.47		\$79,800.09	\$258,145.44	\$355,277.00	\$696,621.57	05/08/25 4:04 PM
				\$283,936.65	\$283,936.65	\$555,870.33	05/20/25 4:22 PM
				\$470,596.96	\$470,596.96	\$922,012.31	05/20/25 4:22 PM
				\$149,471.07	\$149,471.07	\$292,111.52	05/08/25 4:04 PM
				\$429,950.86	\$429,950.86	\$842,283.42	05/20/25 4:22 PM
				\$167,539.63	\$167,539.63	\$327,553.70	05/20/25 4:22 PM
				\$290,728.86	\$290,728.86	\$569,194.11	05/08/25 4:04 PM
				\$165,787.29	\$165,787.29	\$331,574.58	05/08/25 4:04 PM
				\$128,418.07	\$128,418.07	\$250,815.25	05/20/25 4:22 PM
				\$100,000.00	\$100,000.00	\$200,000.00	05/08/25 4:04 PM
				\$100,000.00	\$100,000.00	\$200,000.00	05/08/25 4:04 PM
		\$11,234.19			\$11,234.19	\$22,468.38	05/21/25 6:25 PM
				\$117,280.92	\$117,280.92	\$228,969.30	05/20/25 4:22 PM
			\$182,268.02		\$182,268.02	\$357,525.73	05/20/25 4:22 PM
			\$179,354.43		\$179,354.43	\$351,810.61	05/20/25 4:22 PM
				\$564,574.95	\$564,574.95	\$1,106,353.75	05/20/25 4:22 PM
			\$199,781.69		\$199,781.69	\$391,879.47	05/20/25 4:22 PM
				\$176,986.46	\$176,986.46	\$346,084.02	05/20/25 4:22 PM
			\$101,556.31		\$101,556.31	\$199,206.61	05/20/25 4:22 PM
			\$159,814.61		\$159,814.61	\$313,482.50	05/20/25 4:33 PM
			\$138,362.59		\$138,362.59	\$271,403.54	05/20/25 4:33 PM
			\$139,419.86		\$139,419.86	\$273,477.42	05/21/25 6:58 PM
				\$56,814.06	\$56,814.06	\$110,361.23	05/20/25 4:33 PM
				\$96,973.13	\$96,973.13	\$189,134.79	05/20/25 4:33 PM
			\$40,785.86	\$6,707.26	\$47,493.12	\$92,493.12	05/08/25 4:04 PM
	\$82,826.86			\$81,719.58	\$164,546.44	\$321,682.44	05/20/25 5:04 PM
				\$140,423.59	\$140,423.59	\$274,364.54	05/20/25 4:38 PM
	\$91,762.82			\$416,720.20	\$508,483.02	\$996,126.50	05/20/25 4:38 PM
			\$84,464.53		\$84,464.53	\$165,680.42	05/20/25 4:38 PM
				\$20,738.26	\$20,738.26	\$39,588.27	05/20/25 4:38 PM
	\$91,638.74				\$91,638.74	\$179,752.91	05/20/25 4:38 PM