



HOOD RIVER COUNTY SCHOOL DISTRICT

Excellence. Every student. Every day.

Welcome to this Public Meeting of the Hood River County School District Board of Directors
February 21, 2024 – 6:30 p.m. Nathaniel Coe Administration Center, 1011 Eugene St

6:30 PM I WORK SESSION

Chrissy Reitz

WELCOME & CALL TO ORDER

Board Chair: Chrissy Reitz, Vice-Chair: Brandi Sheppard; Board Members: Julia Garcia-Ramirez, Barb Hosford, Jen Kelly, David Stuben, and Corinda Hankins Elliott.

6:31 PM II REVIEW/REVISION OF AGENDA

Chrissy Reitz

6:32 PM III WORK SESSION - HRCSD DATA REVIEW

Bill Newton

Supporting Excellence for All Students

A. Building Background Knowledge

Amy McConnell

Justin Kameron

Mara Lynaugh

B. Gallery Walk (School Data Reviewed)

Amy McConnell

C. School & District Share Out

All Groups

D. Questions

Amy McConnell

8:30 PM IV EXECUTIVE SESSION

Chrissy Reitz

Superintendent Evaluation - ORS 192.660 (2)(i)

9:30 PM V ADJOURN

Chrissy Reitz



Data Dive Board Work Session

Sesión de Trabajo Sobre Datos

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Agenda

Time	Topic
6:30-6:40	Welcome and Review Agenda
6:40-6:50	Assessment Literacy
6:50-7:00	Building Background & District Data
7:00-7:40	Gallery Walk
7:40-8:00	School Share-out
8:00-8:10	Exit Ticket
8:10-8:30	Questions

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Agenda

Tiempo	Tema
6:30-6:40	Bienvenida y revisión de la agenda
6:40-6:50	Evaluación de alfabetización
6:50-7:00	Desarrollar conocimientos previos y datos del distrito
7:00-7:40	Paseo informativo
7:40-8:00	Las escuelas compartirán información
8:00-8:10	Actividad final
8:10-8:30	Preguntas

Learning Target



I can communicate my understanding of OSAS data with members of my community.

1-Getting Started	2-Progressing	3-Proficient	4-Advanced
I can define the purpose of OSAS in HRCSD.	I can identify patterns in school OSAS Data.	I can explain the OSAS data to community members	I can help others understand OSAS data

Objetivo de Aprendizaje



Puedo comunicar mi comprensión de los datos de OSAS con miembros de la comunidad.

1-Empezando	2-Progresando	3-Competente	4-Avanzado
Puedo definir el propósito de OSAS en HRCSD	Puedo identificar patrones en los datos escolares de OSAS	Puedo explicar los datos de OSAS a los miembros de la comunidad	Puedo ayudar a otros a comprender los datos de OSAS



Assessment Literacy

[HRCSD Assessment Literacy Support Document](#)

Universal Screener - Temperature Check

Diagnostic

Progress Monitoring

Formative

Summative - Systems not students

Growth vs. Proficiency Data: Growth data shows a student's growth over a given period of time. Growth data can be useful for goal setting, analyzing and closing achievement gaps, as well as progress monitoring.

Proficiency data communicates where students are in relationship to mastery or grade level expectations of a standard or skill. If a student is below grade level, proficiency data alone might not show us their progression of their learning over the course of instruction.

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Evaluación de alfabetización

[Documento de apoyo a la alfabetización para la evaluación del HRCSD](#)

Cribado Universal - Control de temperatura

Diagnostico

Monitoreo del progreso

Formativo

Sumativo - Sistemas no estudiantes

Datos de crecimiento versus competencia: los datos de crecimiento muestran el crecimiento de un estudiante durante un período de tiempo determinado. Los datos de crecimiento pueden ser útiles para establecer objetivos, analizar y cerrar brechas de logros, así como para monitorear el progreso.

Los datos de competencia comunican dónde se encuentran los estudiantes en relación con el dominio o las expectativas de nivel de grado de un estándar o habilidad. Si un estudiante está por debajo del nivel de grado, los datos de competencia por sí solos podrían no mostrarnos la progresión de su aprendizaje a lo largo del curso de instrucción.

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Building Background

The Oregon State Assessment System (OSAS)

“What the state assessment is: The primary purpose of this equity-centered assessment is to measure student group learning, so that meaningful assertions can be made about how well schools, districts and the state are fulfilling their responsibility to provide all students with high quality grade level educational opportunities.” -Oregon State Assessment System Design and Purpose

Results are used for:

Resource allocation

State Educational Priorities

Identify and Remedy inequities



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Construyendo Conocimiento

El Sistema de Evaluación del Estado de Oregon (OSAS)

“Qué es la evaluación estatal: el propósito principal de esta evaluación centrada en la equidad es medir el aprendizaje del grupo de estudiantes, de modo que se puedan hacer afirmaciones significativas sobre qué tan bien las escuelas, los distritos y el estado están cumpliendo con su responsabilidad de brindarles a todos los estudiantes educación de alta calidad. oportunidades educativas de nivel de grado”. -Diseño y propósito del sistema de evaluación del estado de Oregon

Los resultados se utilizan para:

Asignación de recursos

Prioridades educativas estatales

Identificar y remediar las desigualdades



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District Data Review

What are we looking at?



- OSAS Participation Rate



- OSAS Performance (Percent Met)



- Regular Attenders (90%+ annual attendance rate)



- 9th Grade On-Track (6.5+ credits) & 4-Year Graduation Rate

[HRCSD Student Data Dashboard](#)



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Revisión de datos del distrito

Que estamos mirando?



- Tasa de participación de OSAS



- Desempeno de OSAS (porcentaje cumplido)



- Asistenetes habituales (90%+ tasa de asistencia anual)



- 9no grado en camino (6.5+ creditos) & tasa de graduación de 4 años

[Panel de datos de estudiantes de HRCSD](#)



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Gallery Walk - Paseo por la galería

Westside Elementary School: **Chrissy Reitz & Amy McConnell**

May Street Elementary School: **Corinda Hankins-Elliott & Justin Kameron**

MidValley Elementary School: **Julia Garcia-Ramirez & Anne Carlsson**

Cascade Locks Elementary School: **Jen Kelly & Gus Hedberg**

Parkdale Elementary School: **Dave Stuben & Bill Newton**

Hood River Middle School: **Brandi Sheppard & Anne Carlsson**

Wy'east Middle School: **Barb Hosford & Sarah Hayden**

Hood River Valley High School

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Gallery Walk

1st Rotation (7 minutes)

I notice...

2nd Rotation (5 minutes)

I wonder....

3rd Rotation (5 minute)

Areas of Strength...

4th Rotation (5 minutes)

Opportunities....

Summarize and Share out(10 minutes)

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Paseo por la galería

1ra Rotación (7 minutos)

2do Rotación (5 minutos)

3er Rotación (5 minutos)

4to Rotación (5 minutos)

Resumir y compartir (10 minutos)

Me doy cuenta...

I pregunto....

Áreas de fuerza...

Oportunidades....

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May Street Elementary School



AVID

- building relationships- work 1st trimester- Morning Meetings, SEL lessons, classroom communities
- persevering through obstacles- work 2nd trimester- each classroom set a goal, students working on goals
- SALT Dragons - (AVID ambassadors) 43 students will receive a day of training, and show leadership and offer support
 - classroom helpers, reading buddies, new student tours,
 - learn about conflict resolution, school climate, understanding differences

Data Driven Decision Making-

- Integrated ELD
 - GLAD strategies
 - intentional language support and practice
- Classroom Interventions and Small Groups
 - supporting teachers with strategies and curriculum
 - time to plan
 - using staff in different ways depending on data

PBIS-

- strengthening Tier 1
 - w/ reteaching expectations
 - using common language
 - data shows improvement

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Westside Elementary School



Based on the data, which steps could be taken next? Which strategies may be most effective? If students are not being successful in an area, what could we do differently as professionals to ensure that each student is successful and that our time is spent more effectively? (PLC, Core Review, Intervention Meeting, BEST Meeting, PBIS Meeting)

Common Prioritized Strategies

- Implement K-2 ECRI & Heggerty Science of Reading
- In conjunction with AVID strategies, implement explicit vocabulary routines and academic language into all subject areas
- Implement strategies for all students to respond and engage in learning
- In collaboration with instructional coach, monitor student progress and adjust instruction to improve equitable outcomes for students
- SEL Curriculum
- School-Wide Expectations
- Morning Meetings

Collective Educator Agency is educators on a campus take intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other.

Relational Capacity is the connection among individuals that develops over time when interactions are built on respect, trust, and authenticity.

Researcher John Hattie's list of most effective influences on student achievement places Collective Teacher Efficacy at the top. A recent meta-analysis of studies showed teachers that share the belief that they, collectively, can raise the achievement of students on their campus demonstrate higher student achievement scores than those that don't.

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Parkdale Elementary School



Problem of Practice:

Summative achievement data for Parkdale students indicate that we have significant gaps in outcomes between our ELL students and non-ELL students. We know that the acquisition of English, especially English language production, plays a significant role in student academic progress. **Our goal is to increase opportunities for scaffolded language practice (see CIP for specific strategies).**

Common Prioritized Strategies

- Integrated ELD (English Language Development)
- Explicit and Targeted Writing Instruction school-wide
- AVID and WICOR Strategies (Writing, Inquiry, Collaboration, Organization, Reading)
- MTSS and Individualize Student Interventions



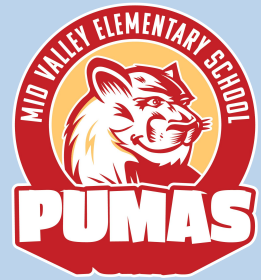
Student Learning and Growth

- Effective core literacy instruction
- Science of Reading training (K-2)
- Align PD offered with PLGs and CIP goals
- Equity Learning Team will implement the Equity Action Plan

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Mid Valley Elementary School



Family and Community Partnerships

- PTO Evening Activities
- School Assemblies and Awards connected to our SEL Curriculum
- “Recipe Cards” for families with the recipe for how to support their student academically at home

Equity and Cultural Responsiveness

- Dual Language/Biliteracy
- Integrated ELD
- Benchmark and iReady to support rigorous instruction
- AVID instructional strategies
- Staff representative of student population

Student Learning and Growth

- AVID Site Team
- Collective Educator Agency
- Focused Notes
- MTSS/RTII
- Direct Explicit Phonics Instruction Span/Eng

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Cascade Locks Elementary



Priority Strategies:

- Small group targeted instruction for all students
- Intervention Meetings MTSS to support student growth and progress
- Schoolwide Writing Focus vertical alignment
- Integrated ELD- integrated approach to meet language needs of EL students
- Full staff (classified & Licensed) AVID trainings
- Family/Caregiver Engagement- Linked to learning
- Collective Attendance Goal shared with staff and families

AVID Strategies

W: Focused note taking, one pagers

I: Essential Questions, Costa's Levels of Thinking

C: Morning Meetings, Collective Commitments

O: Planners, Schedules, Interactive Notebooks

R: Close Reading, Marking the Text

Student Empowerment: AVID Ambassadors, Engage, Empower, Collaborate, student led assemblies

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Hood River Middle School



TEACHING & LEARNING ENVIRONMENT



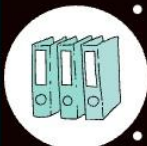
- Healthy Classroom
- Alignment of Shared High Expectations
- Establish a Positive Classroom Culture
- Engaging Learning

EVIDENCE-BASED DECISION MAKING



- Multi-Tiered System of Support
 - Response To Instruction & Intervention
 - Positive Behavioral Interventions & Supports
 - Professional Learning Communities
- Equitable Standards Based Grading Practices
- AVID-WICOR

ACCESSIBLE & INTENTIONAL INSTRUCTION



- Vertical Alignment
- Purposeful Planning
 - Academic and Content Vocabulary Alignment
 - Unit Planning
- Teacher Clarity
 - Learning Targets
 - Success Criteria
- Differentiation

Hood River Middle School Continuous Improvement Plan

This guide outlines professional learning at staff meetings and connects the major areas of our Continuous Improvement Plan.



ACCESSIBLE & INTENTIONAL INSTRUCTION

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- Equitable Standards Based Grading Practices
- AVID-WICOR

Staff & Student
Wellness & Health

2023-2024

Family &
Community Partnership

Staff Wellness
Advisory
Social Emotional Learning
Sunshine Committee

Engage
Support
Monitor
Link to Learning

EXCELLENCE. EVERY STUDENT. EVERY DAY.

Raising
the Bar

Family &
Community Partnership

Engage
Support
Monitor
Link to Learning

Staff & Student
Wellness & Health

Staff Wellness
Advisory
Social Emotional Learning
Sunshine Committee



Wy'east Middle School



Equity and Cultural Responsiveness

- [Coordinated Literacy](#)
 - Learning Targets
 - Opportunities to Respond
 - Explicit Vocabulary
- [AVID](#) (Advancement Via Individual Determination)
 - Planners
 - Schoolwide Binders
 - Costa's Levels for Rigor
- [WYMS Scoring Rubric](#)

Student Learning and Growth

MTSS (Multi-tiered System of Support)

Wellness, Health and Safety

Wy'east staff prioritizes safety, wellness and health everyday to help create an **inclusive environment** so that all may ***summit every day.***

Family and Community Partnerships

At Home Reading Expectation

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Hood River Valley High School



Student Learning and Growth

Actions:

- Provide staff PD that supports our school-wide instructional agreement of Commitment to High Standards (rigor)
- Enhance our 9-12 MTSS to identify students that are in need of additional supports
- Implement a Core Review Process
- Effectively implement 9th Grade Success best practices including staff training on root cause analysis
- Articulate clearly defined college and career pathways aligned to students' post-secondary goals.
- Seek opportunities to enhance STEAM, CTE, and Dual Credit programming opportunities.

Equity and Cultural Responsiveness

Actions:

- Support staff to implement a research-based, culturally responsive curriculum in congruence with our instructional agreement of Commitment to High Standards (rigor)
- Support staff to implement Sheltered Instruction and AVID strategies in congruence with our Commitment to High Standards
- Utilize PLCs and staff meetings to monitor student progress and adjust instruction to improve equitable outcomes for students.

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Hood River Options Academy



Core Value: Student Learning & Growth

Actions

- MTSS student performance data (reviewed each week) will be driven by ION under the guidance of HROA's Digital Tech/Student Achievement Specialist
- Instructional support staff and lead teachers meet regularly to review data and adjust learning to meet needs of students who are on track, struggling and those that need extension.
- Lead teachers differentiate core academics as well as SEL to meet individualized personal learning plans that focus on setting goals and developing learning behaviors that help students reach those goals.
- Utilize all digital platforms and off-screen learning opportunities to create a rigorous remote learning program.
- Implement STEAM and enrichment activities to extend learning and engagement
- Provide in-person learning opportunities to reinforce learning, provide intervention and develop community.
- implement interactive notebooks for all core classes.

Goal - "Blue Zone" Campus

Indicators

- Sense of belonging/purpose
- Healthy diet
- Active lifestyle

Actions

- Gardening and food preparation on site
- Art and plants in learning areas
- Physical activities and structured play
- Mentorship opportunities

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Exit Ticket



I can communicate my understanding of OSAS data with members of my community.

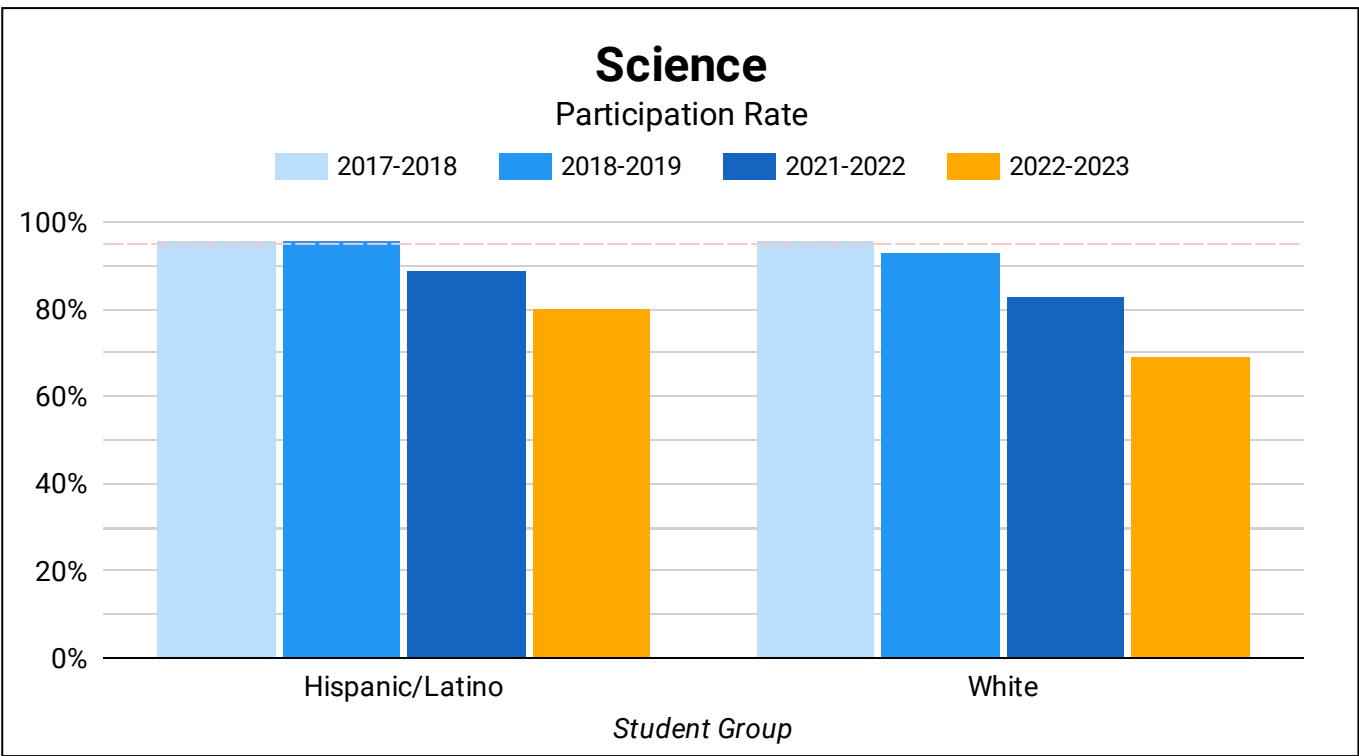
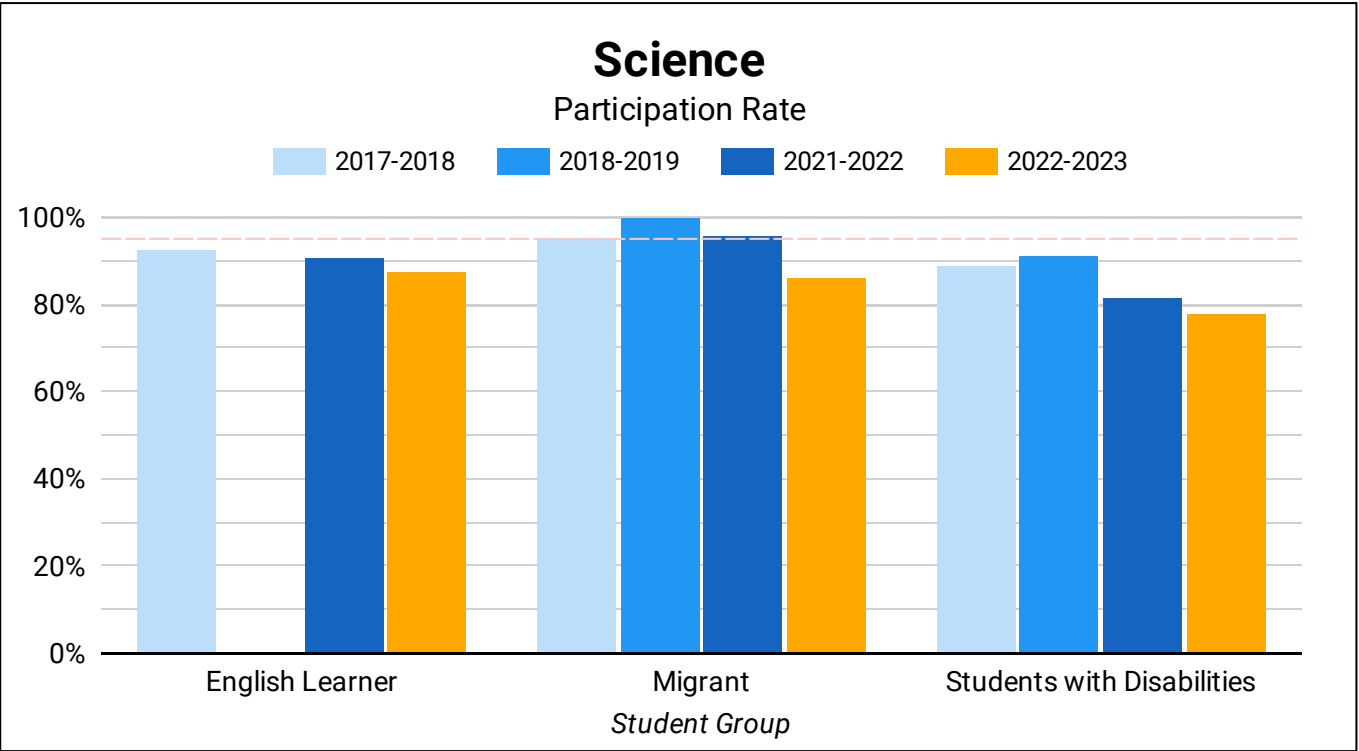
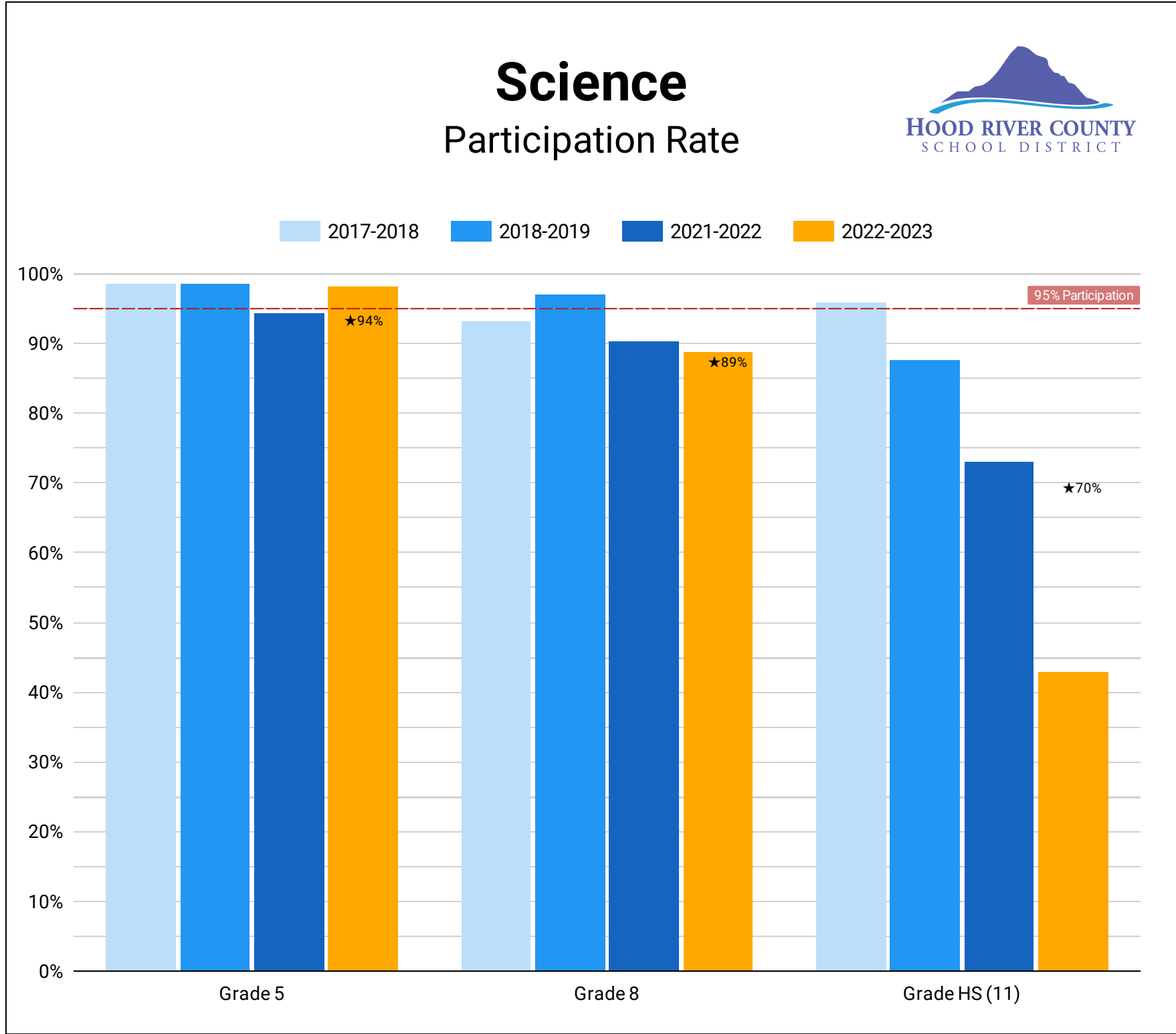
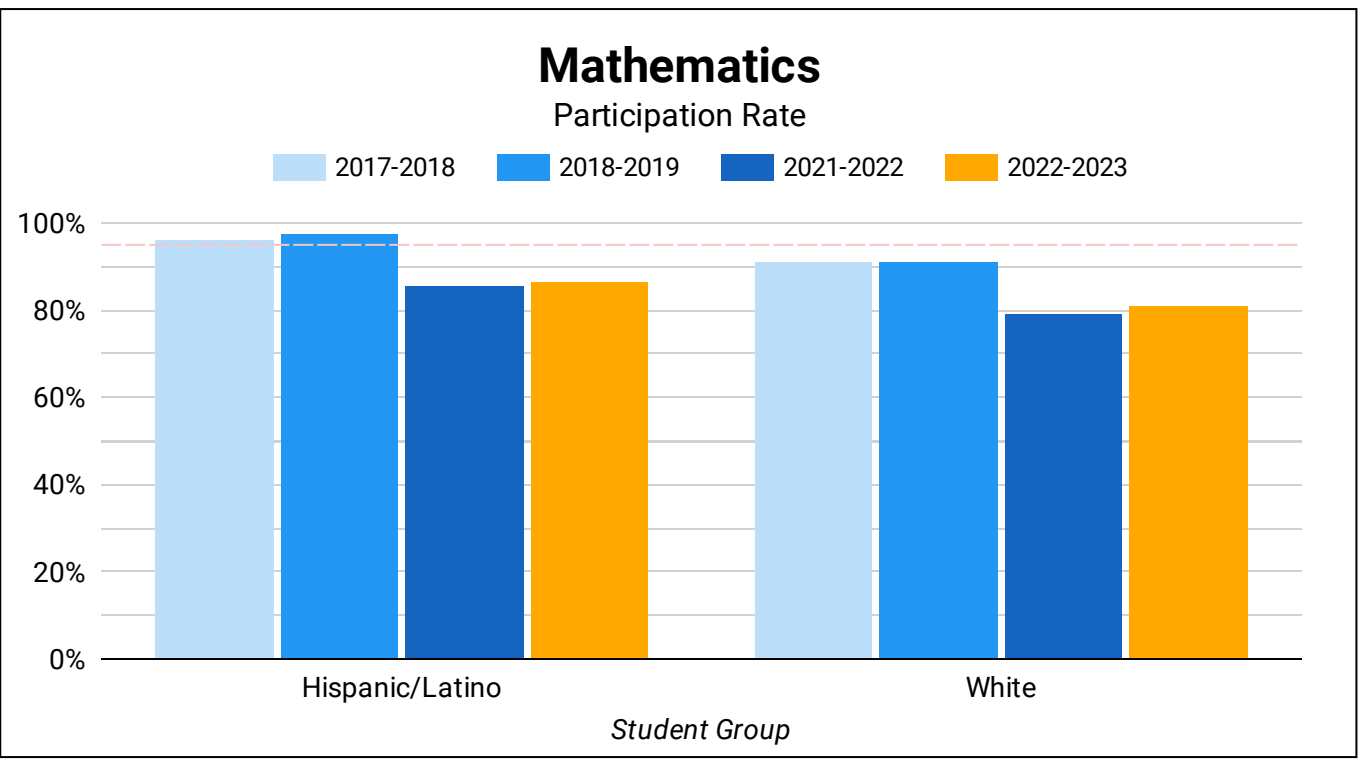
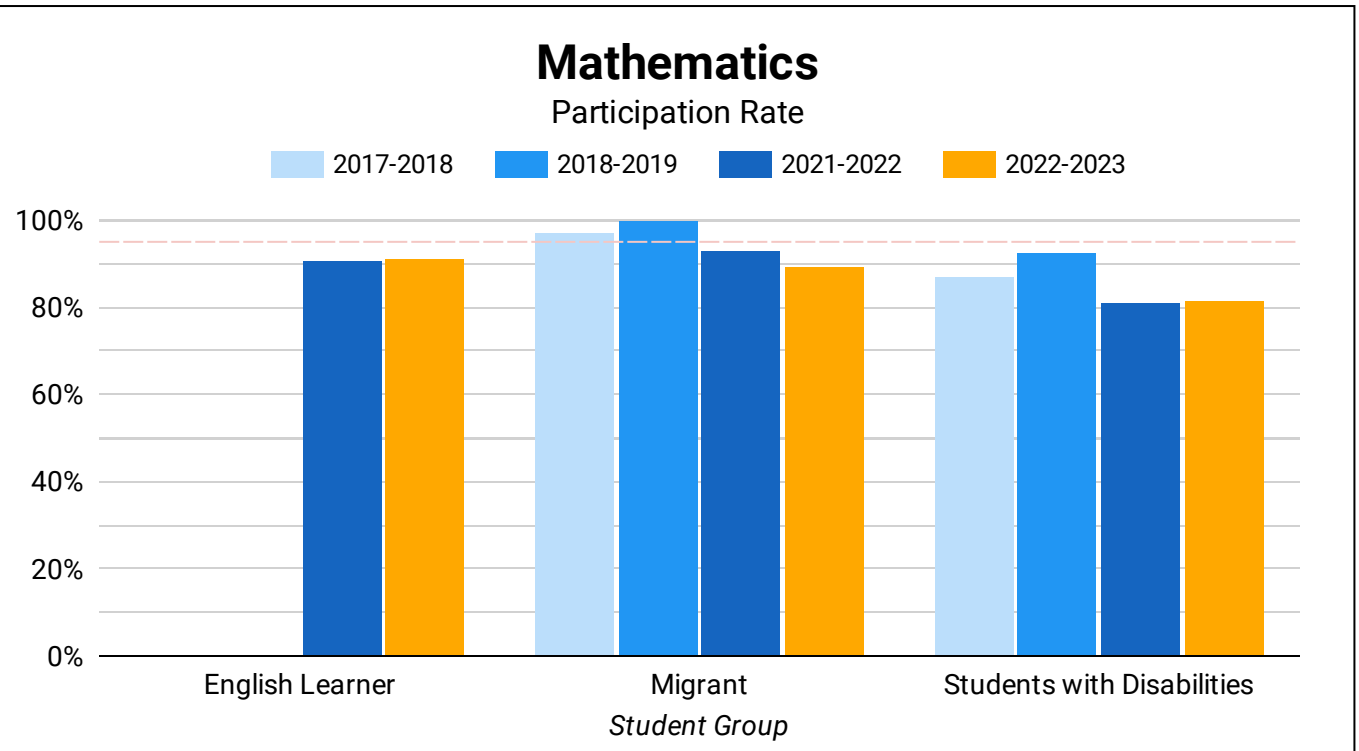
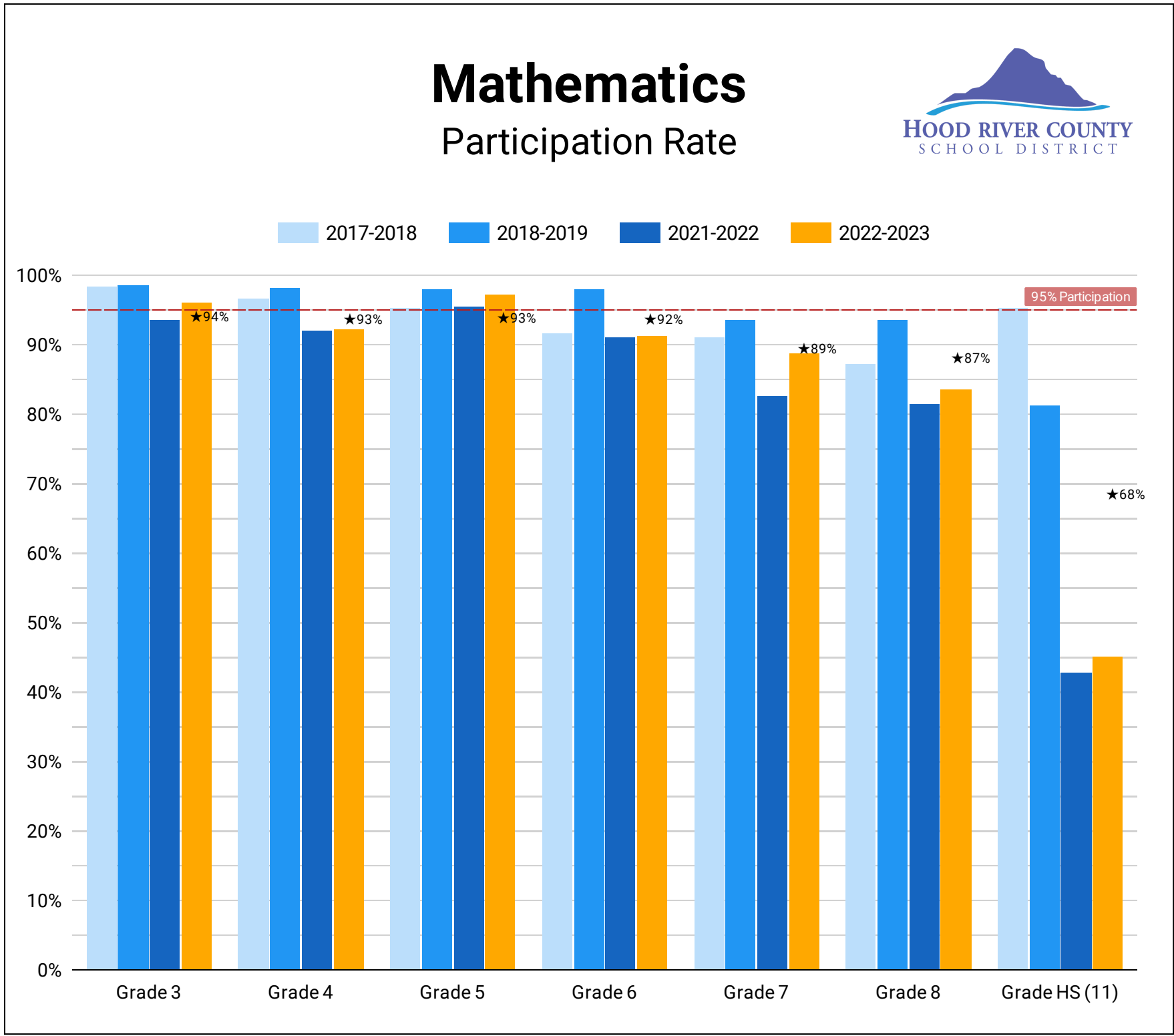
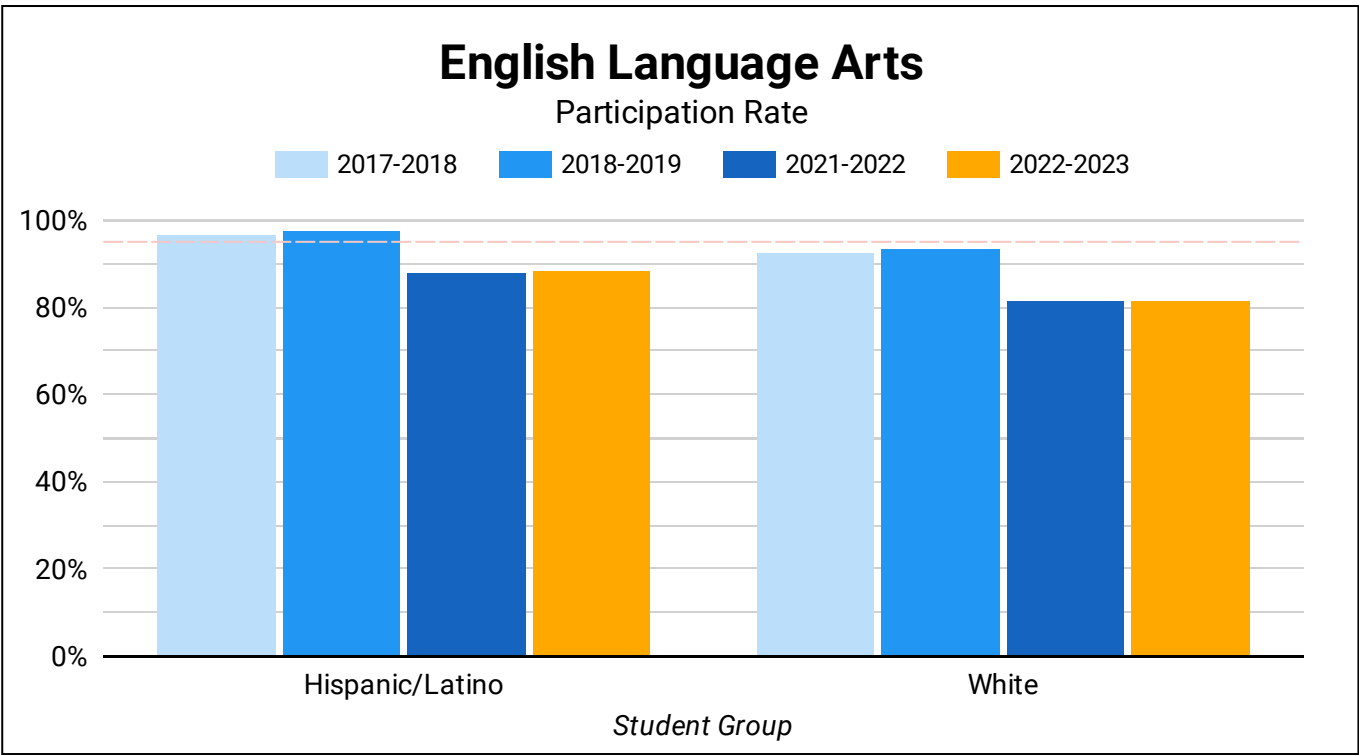
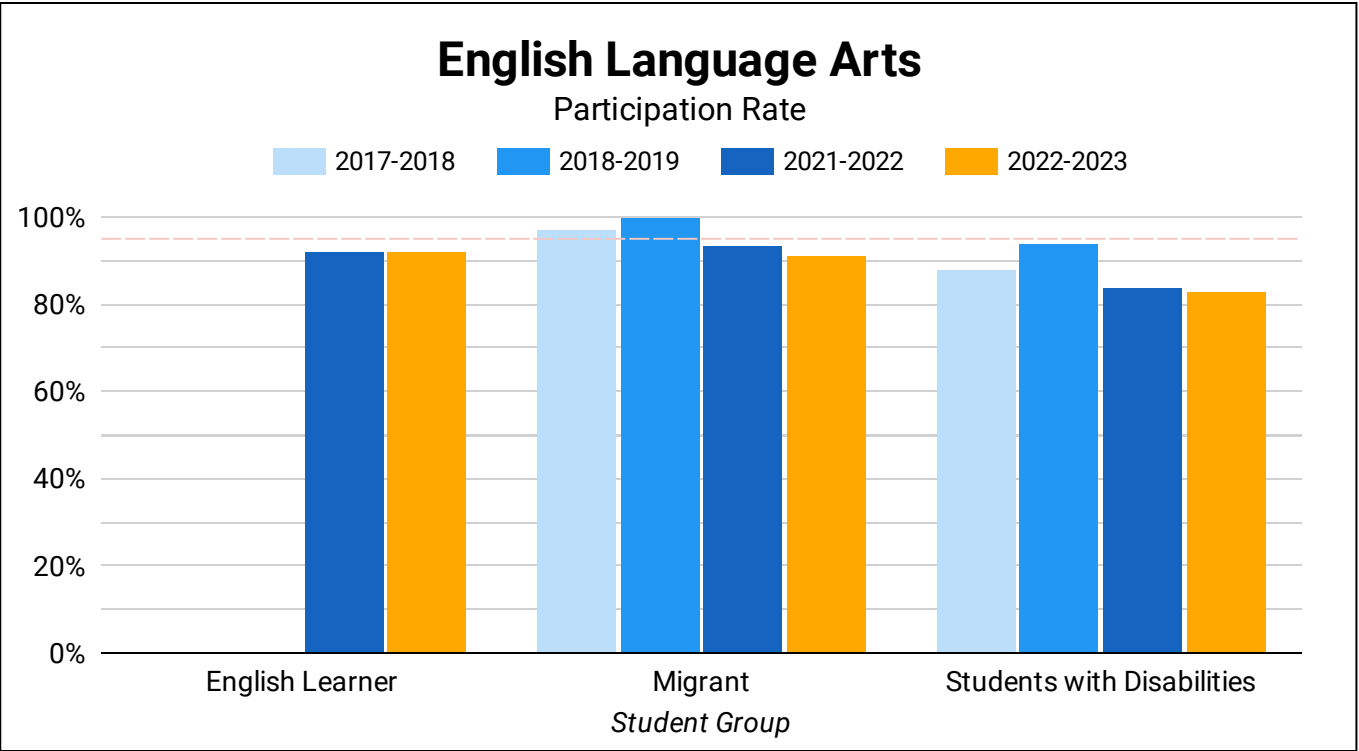
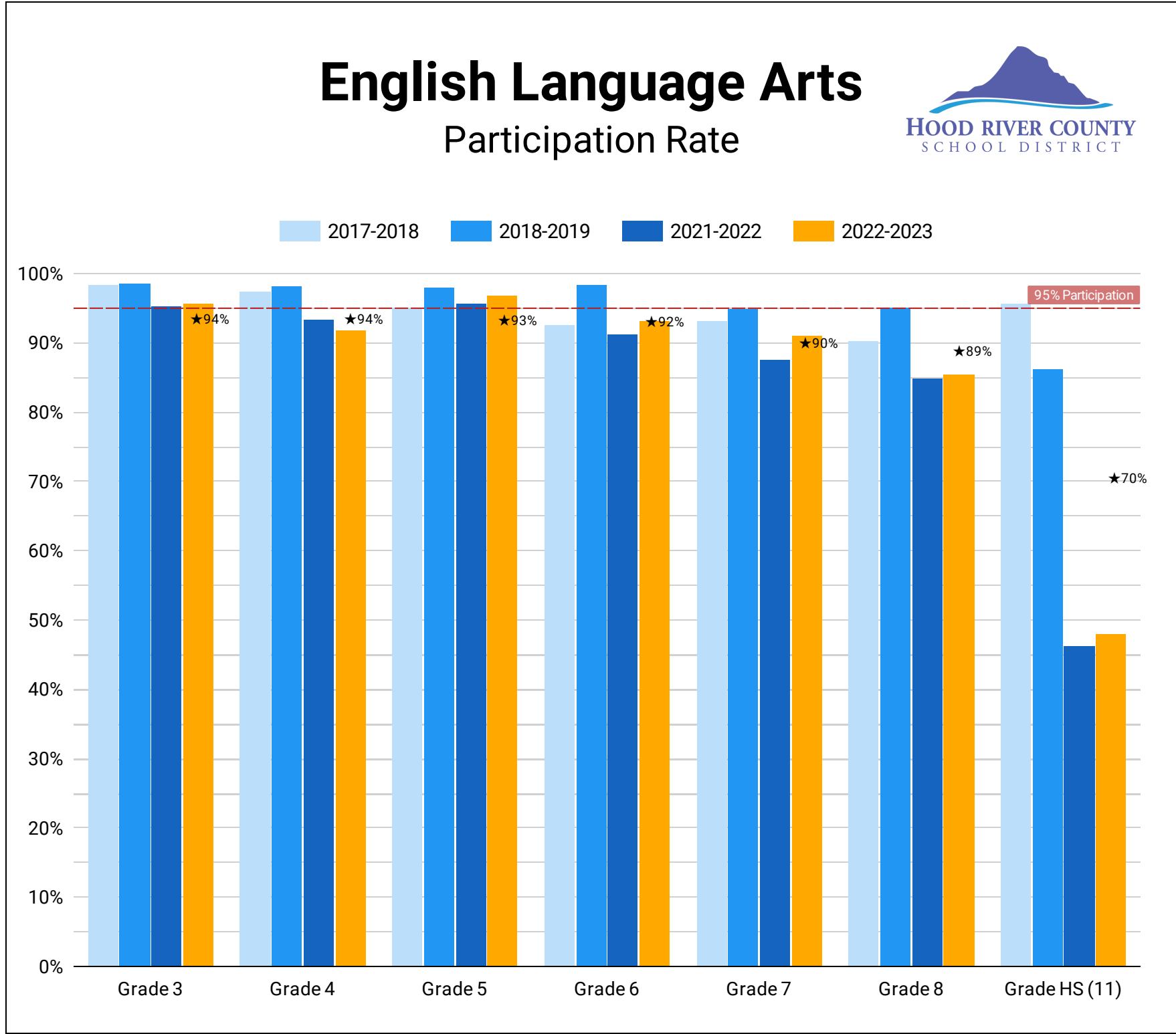
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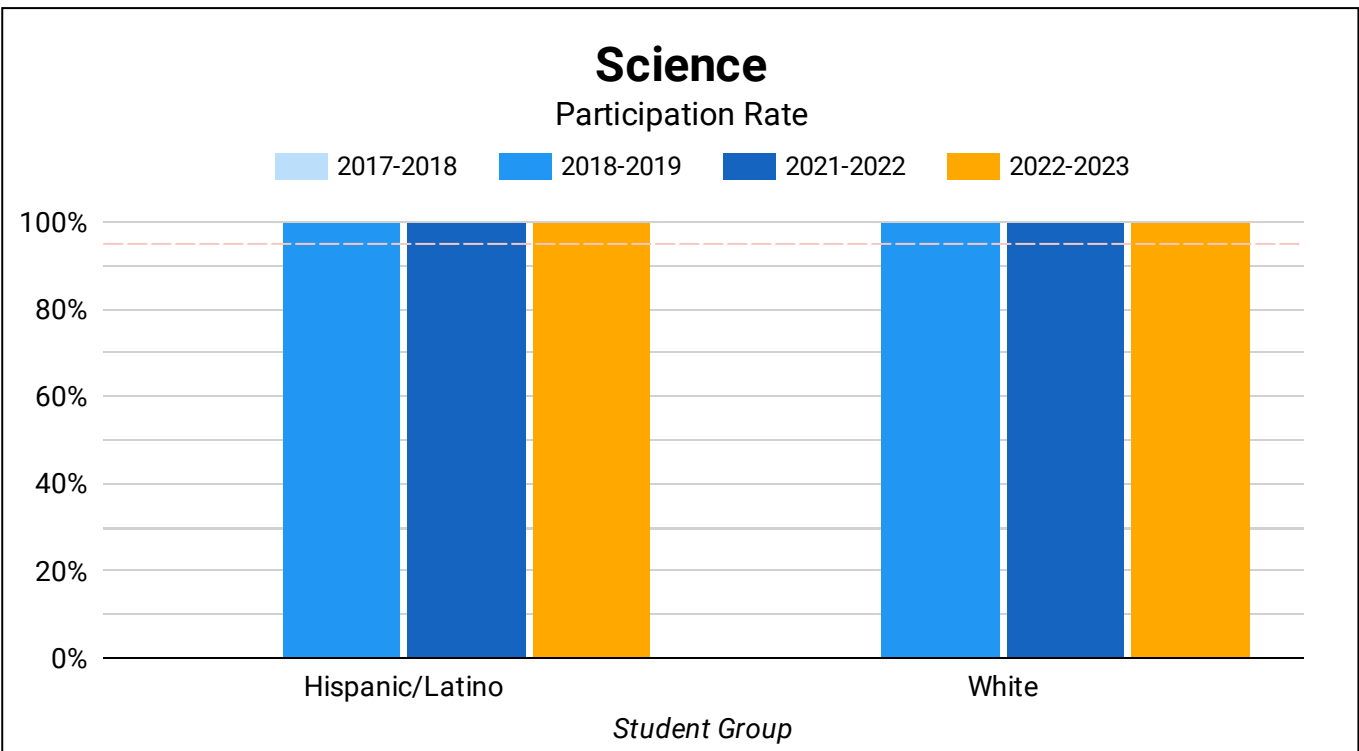
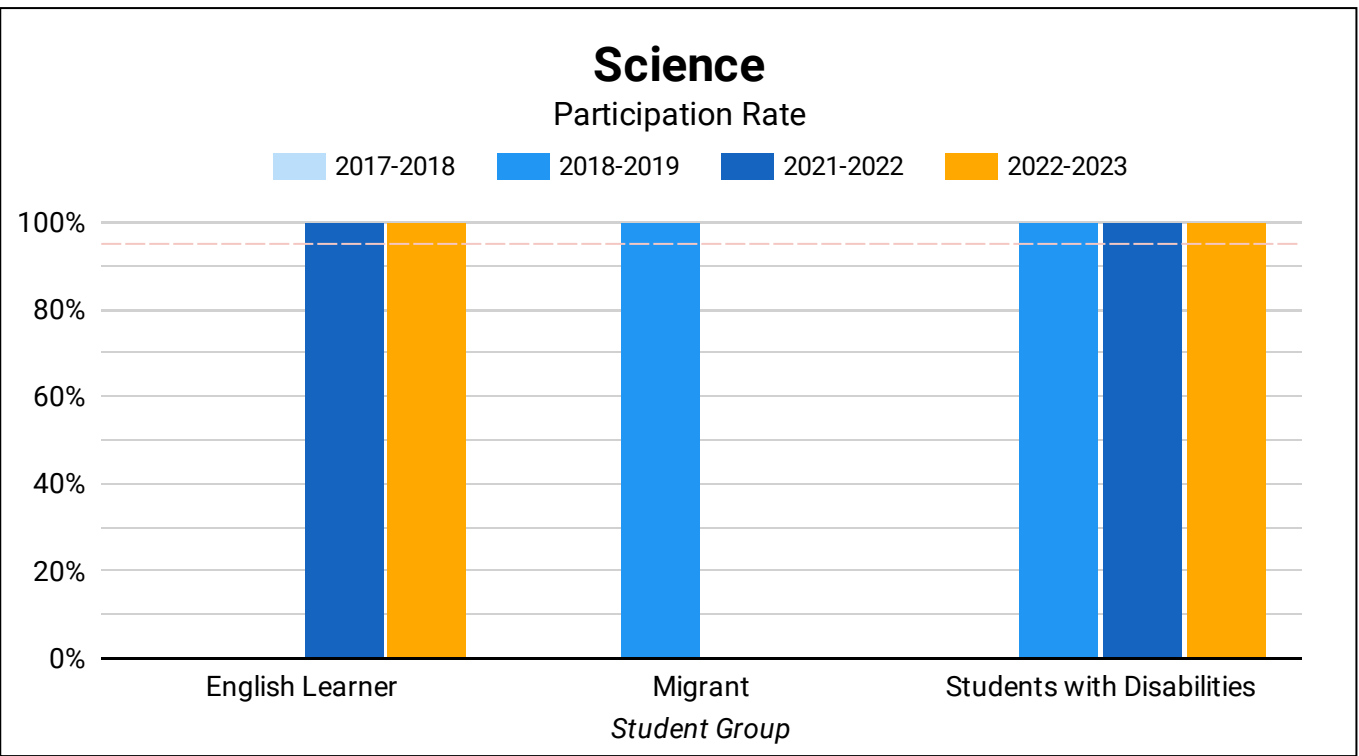
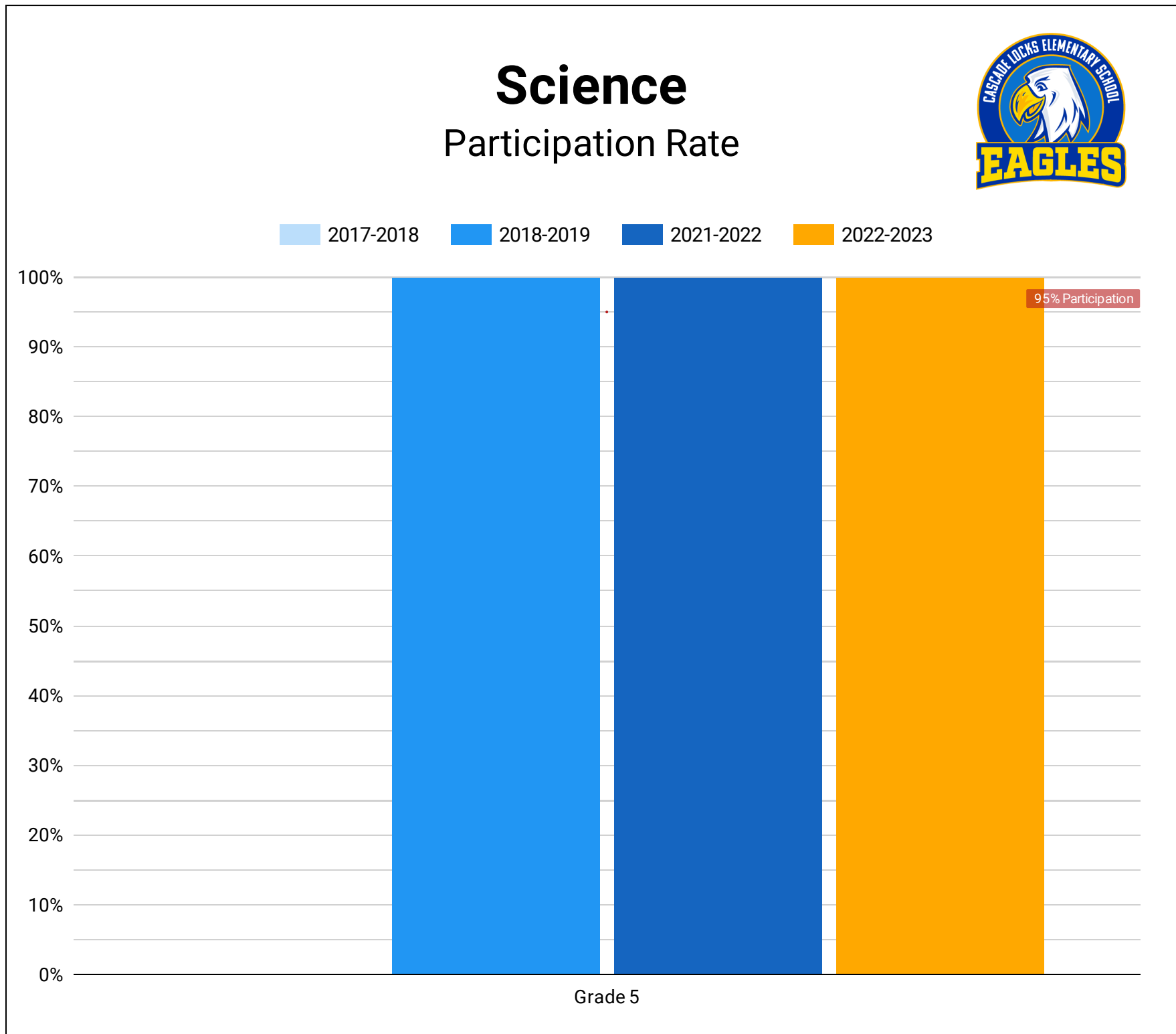
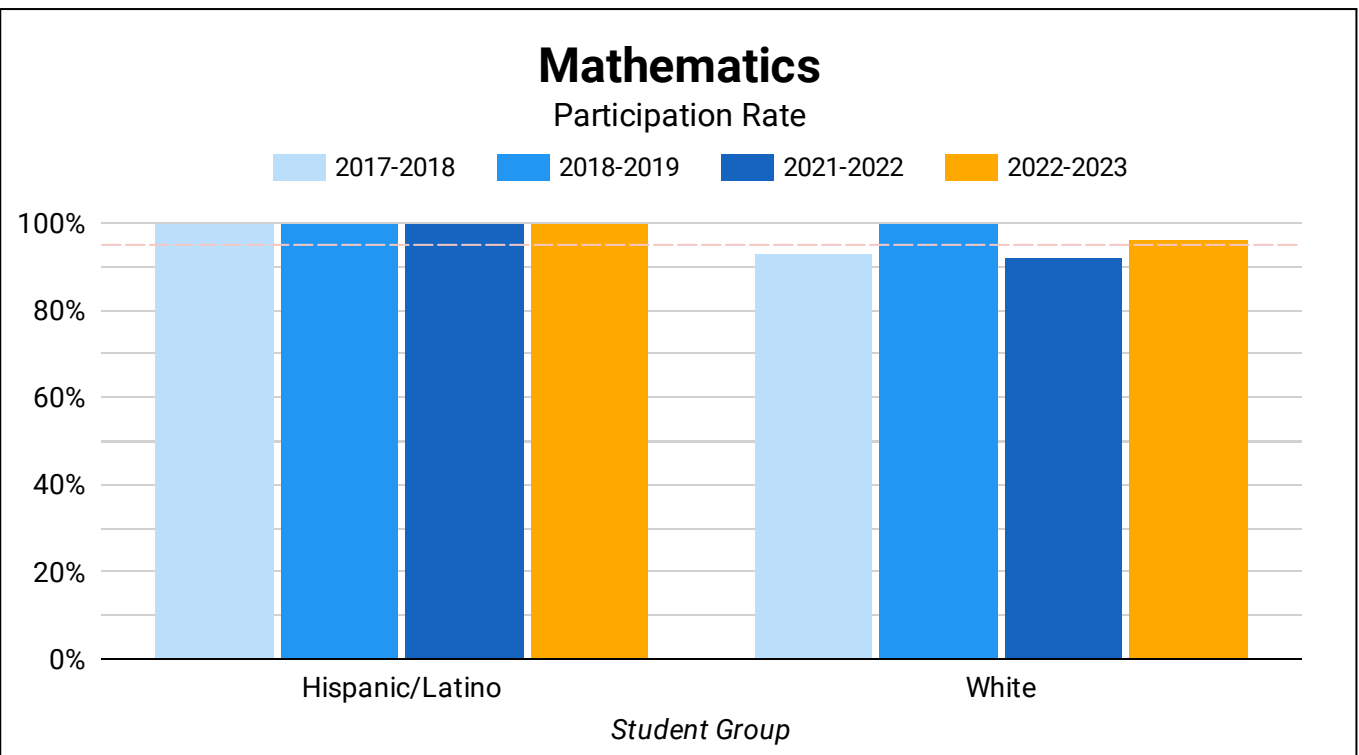
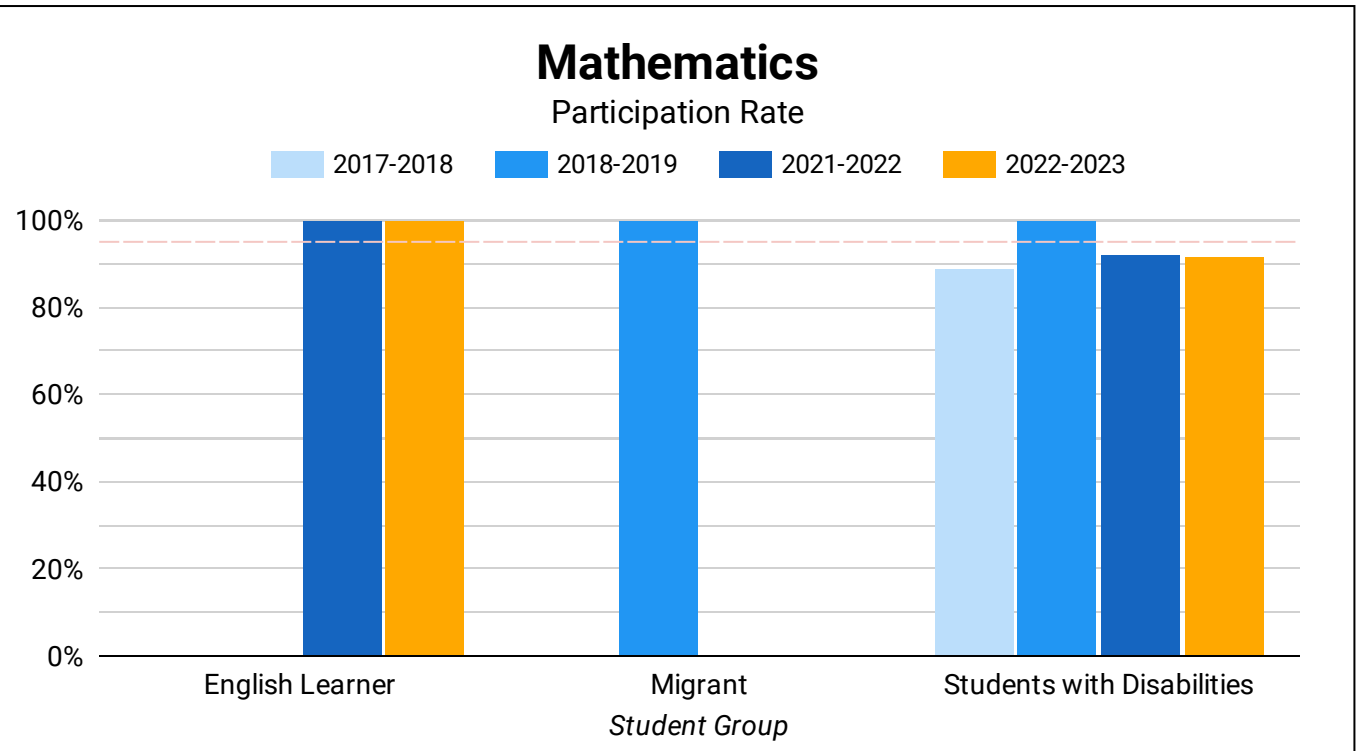
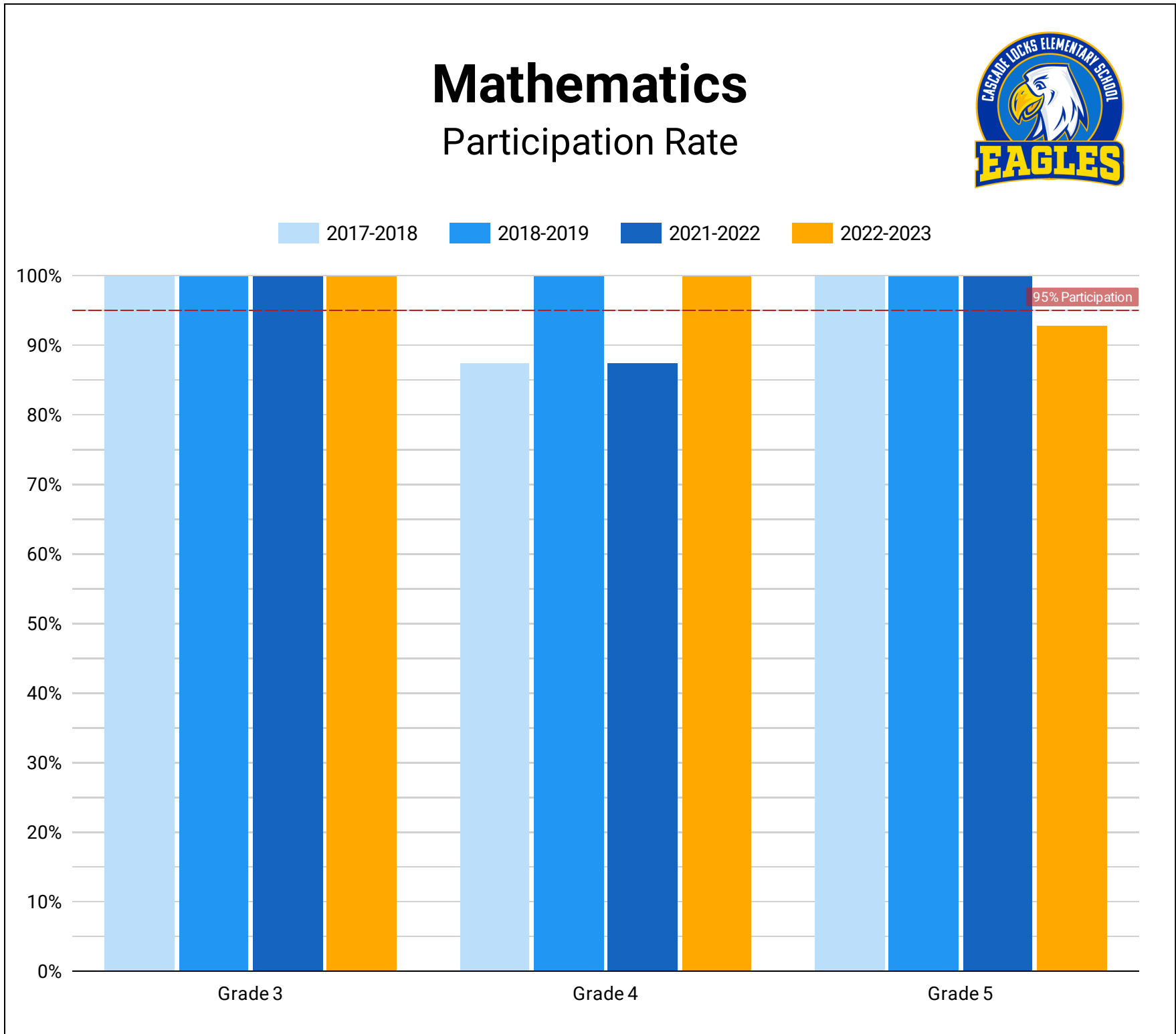
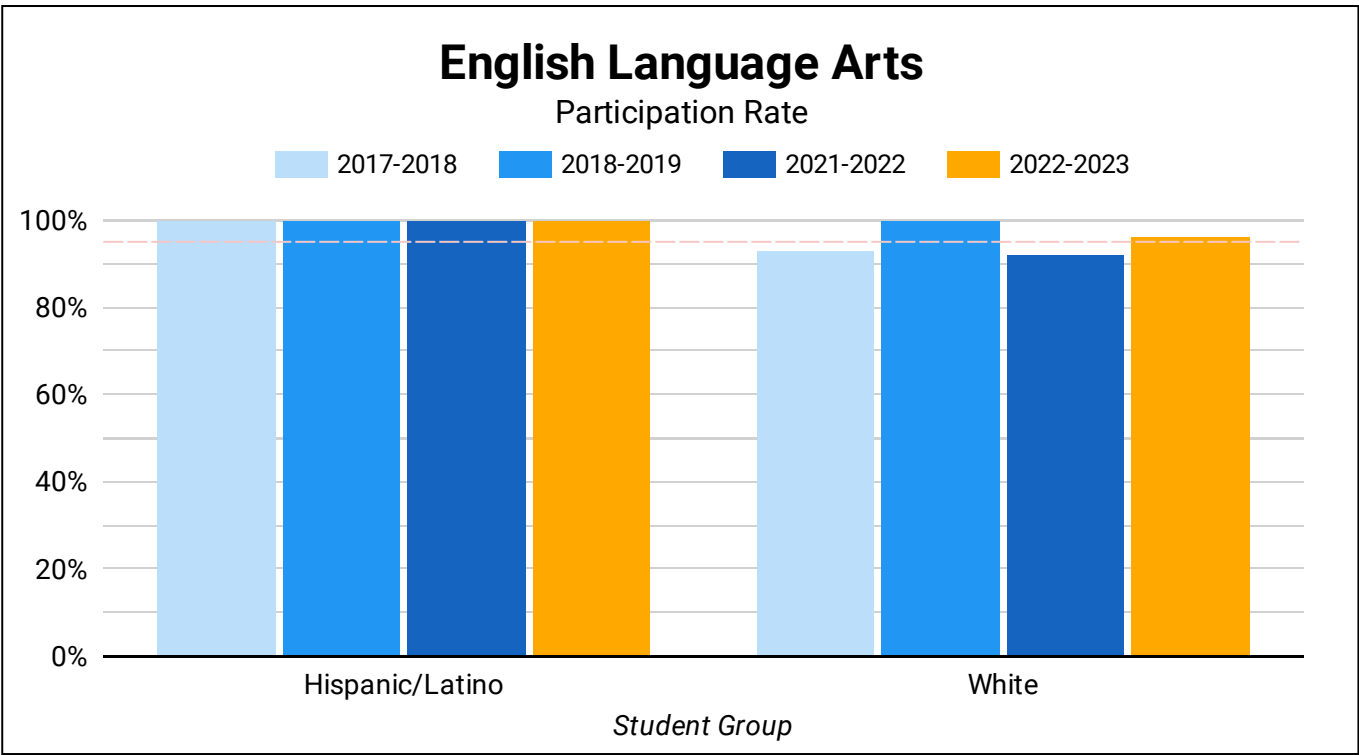
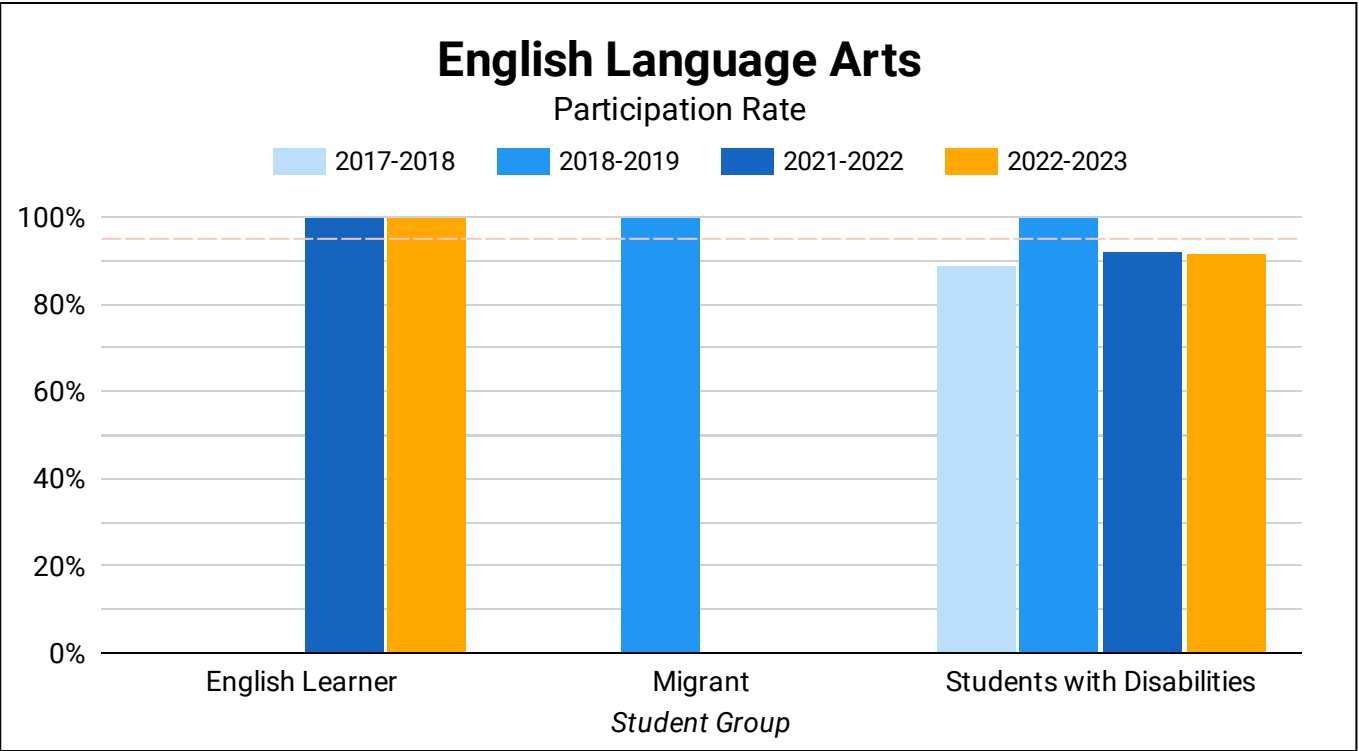
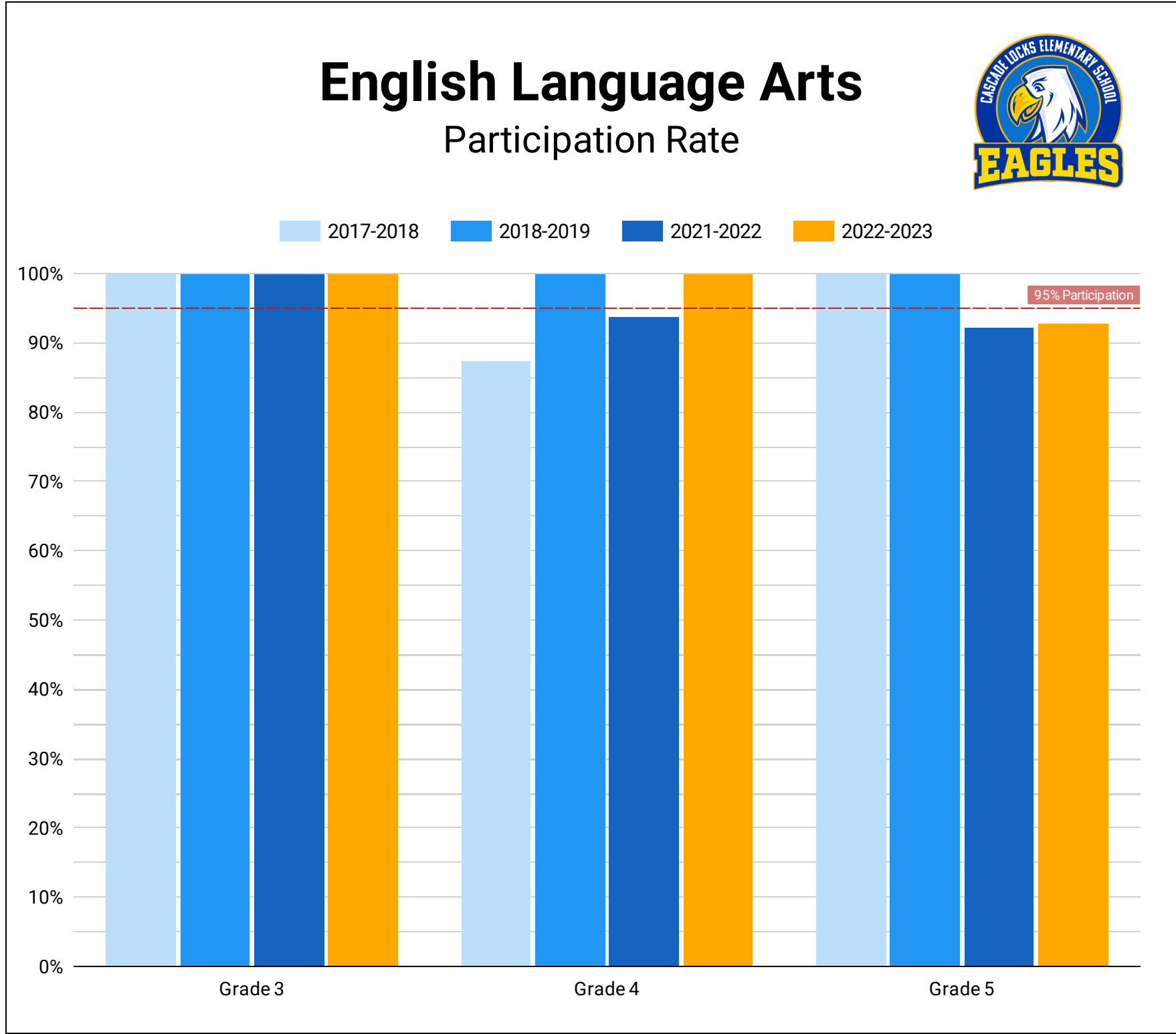
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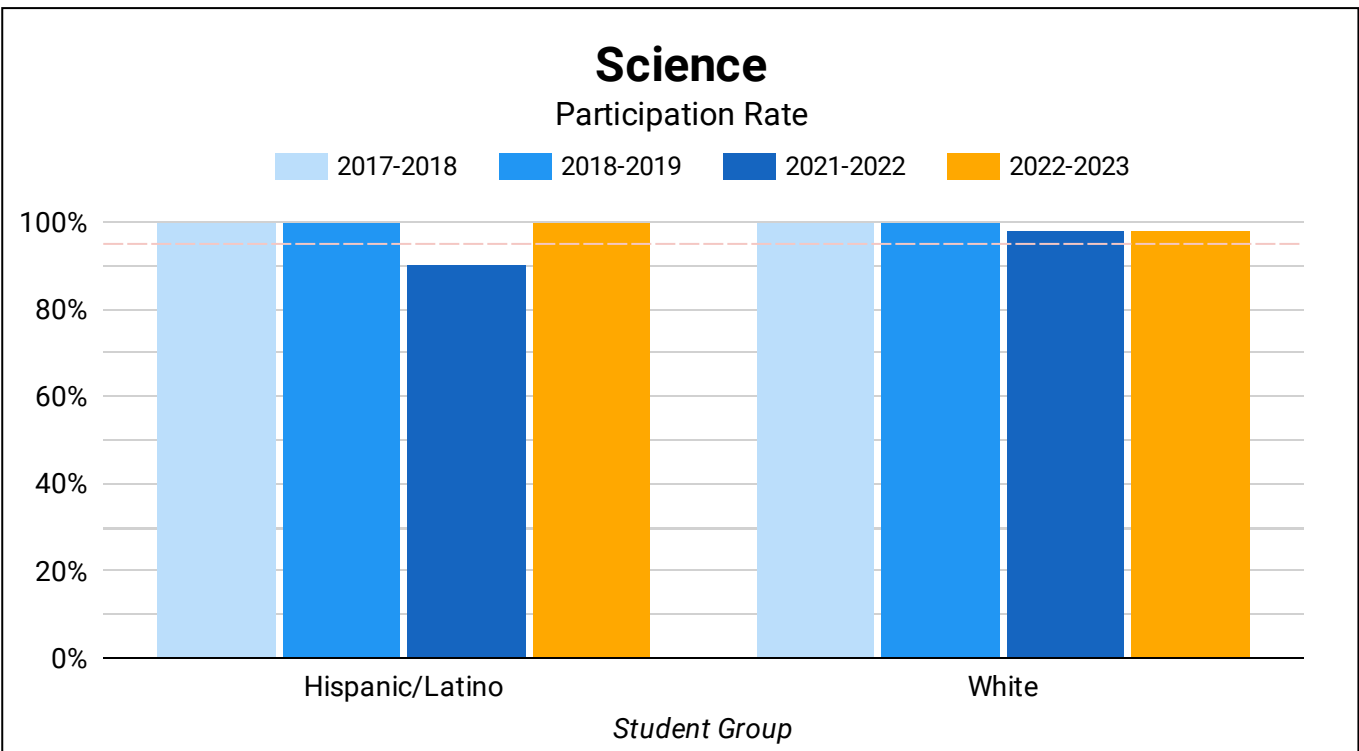
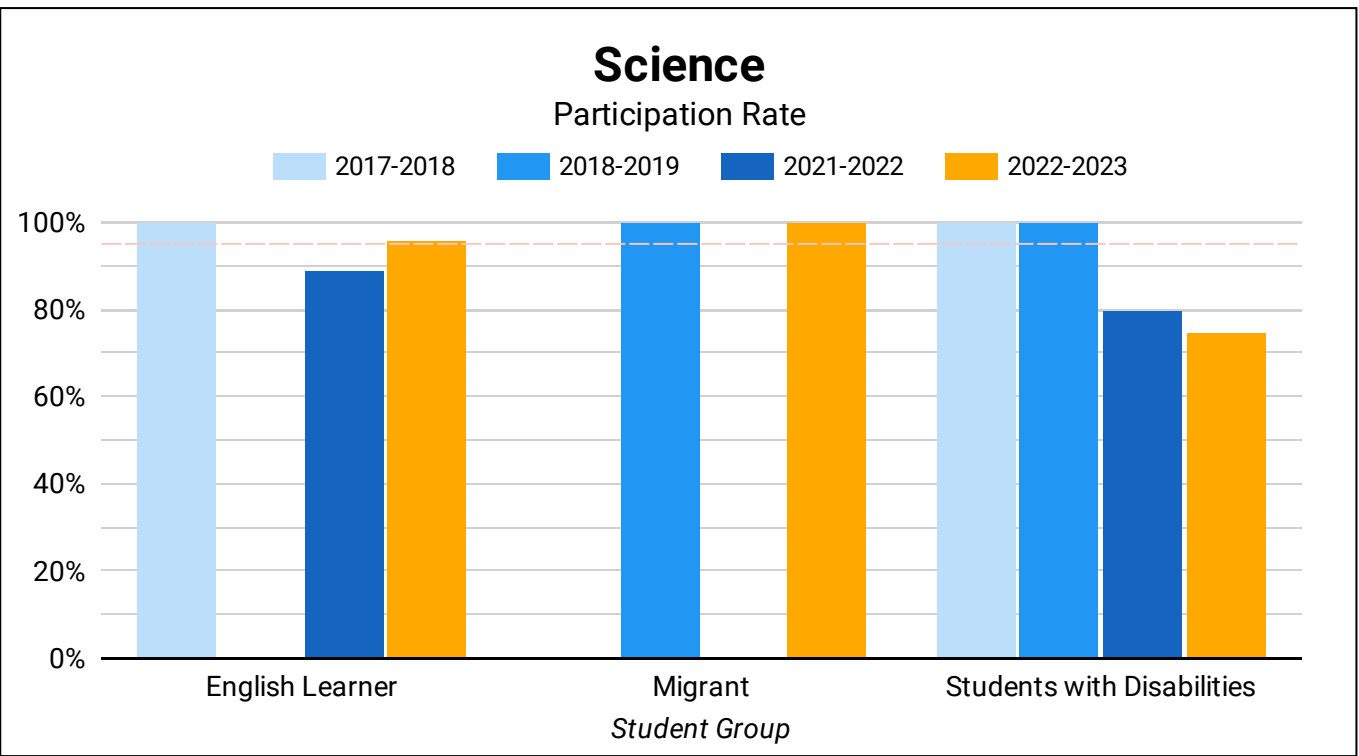
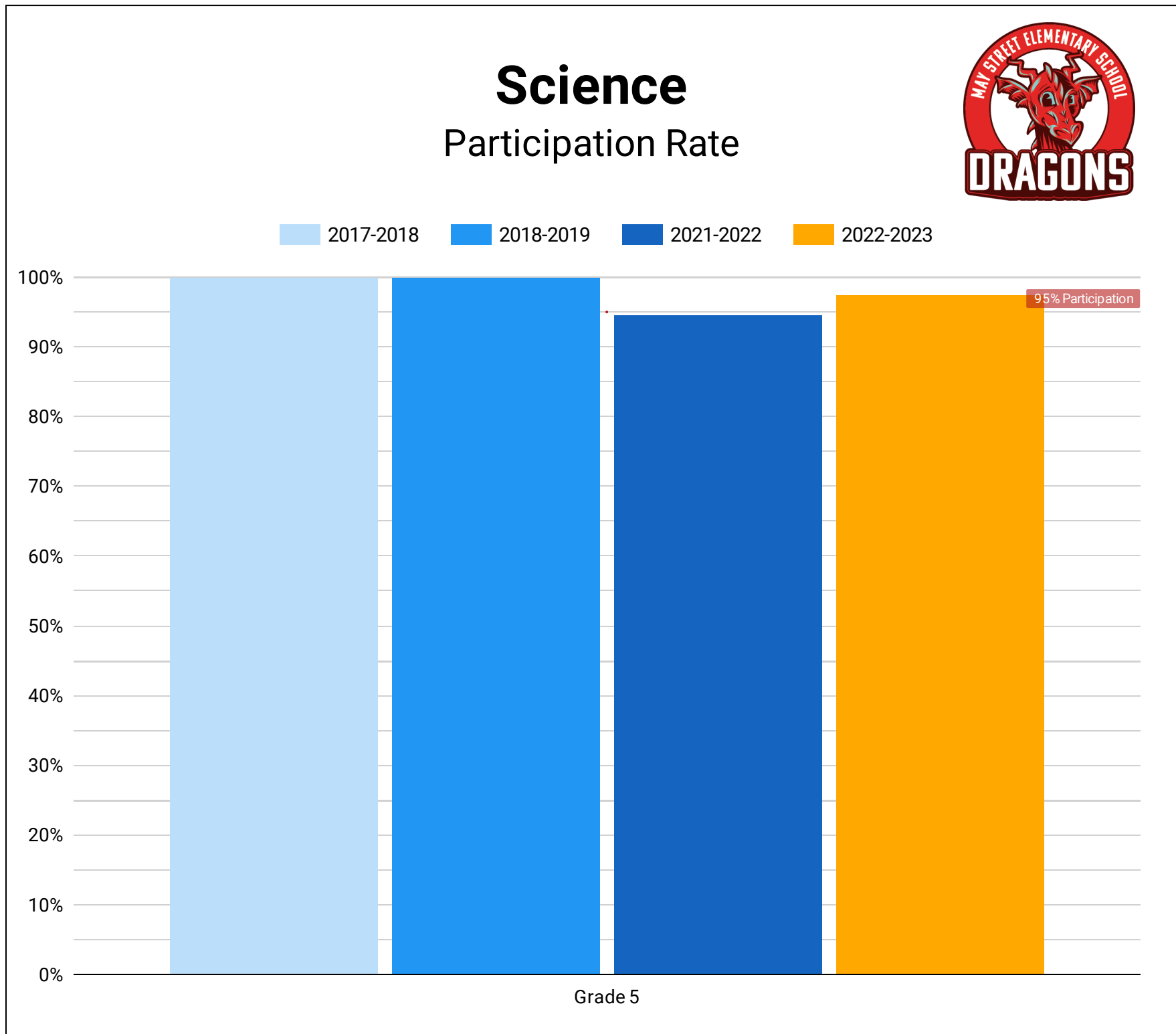
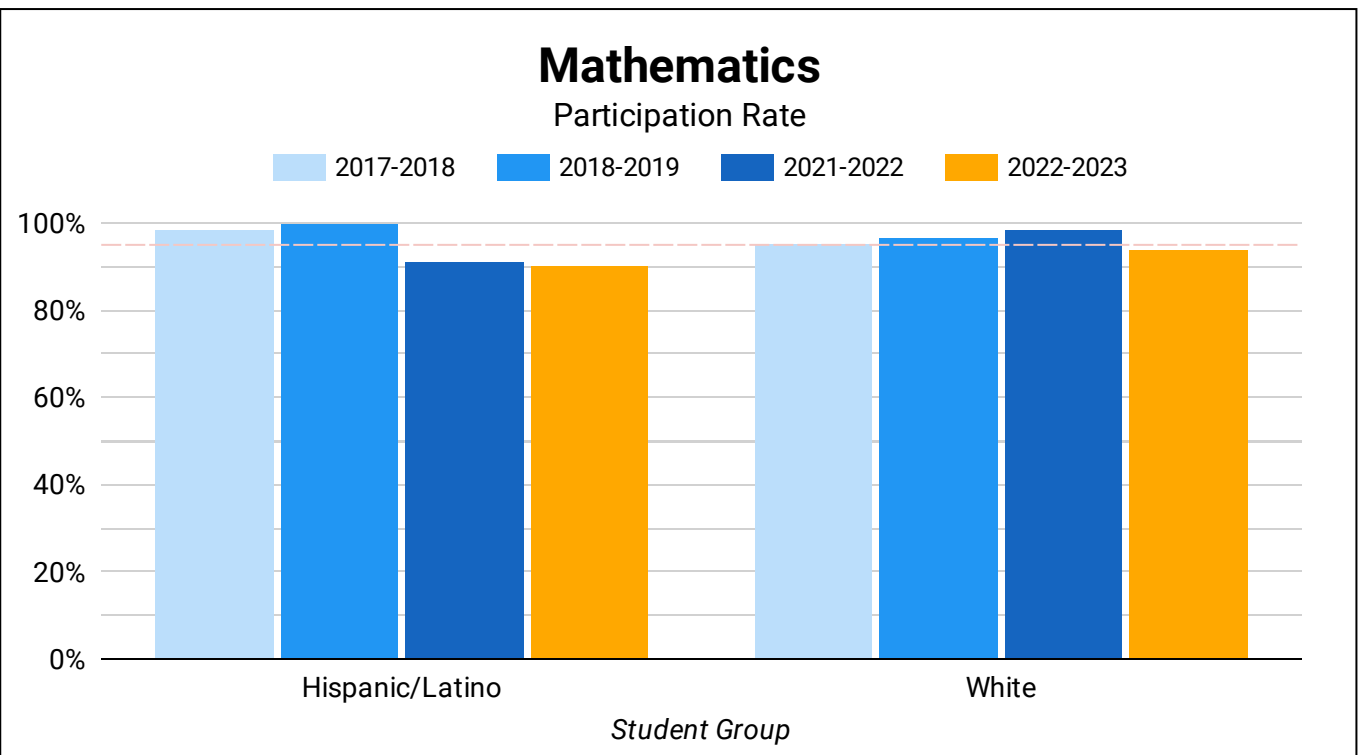
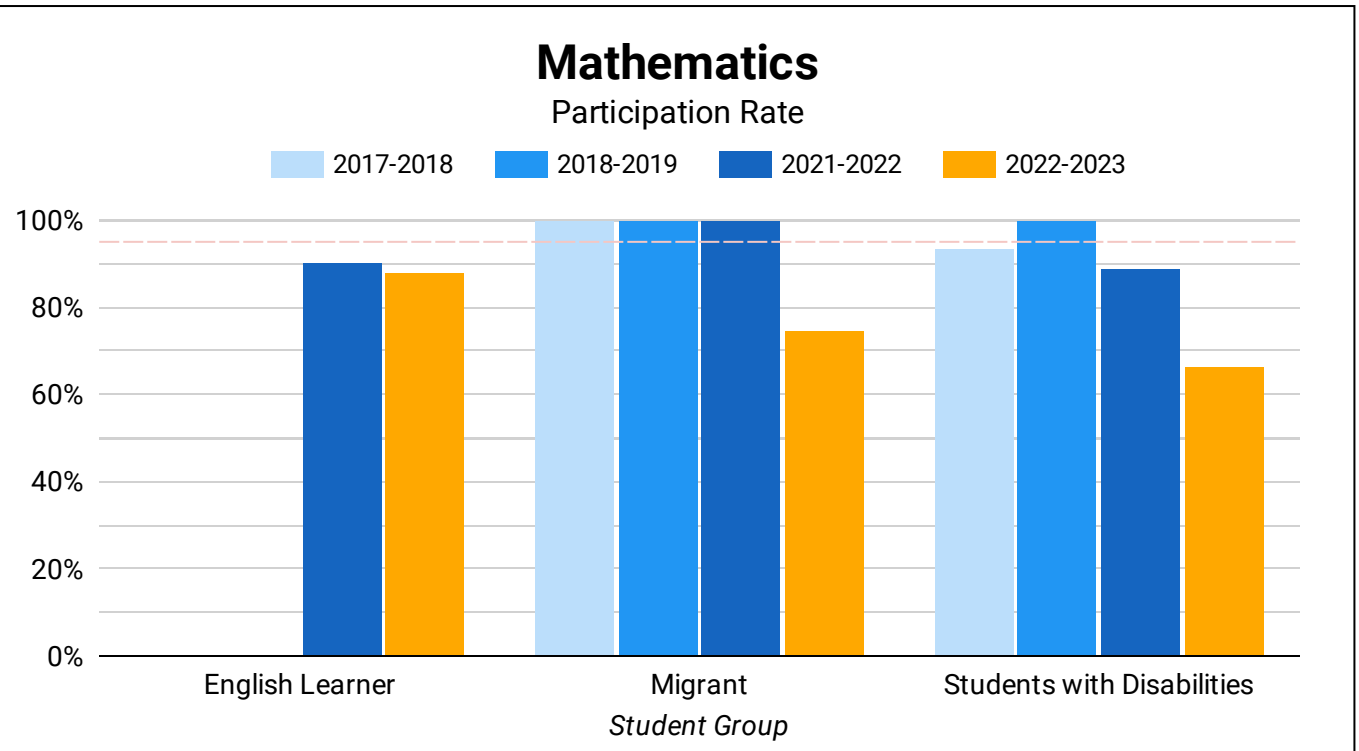
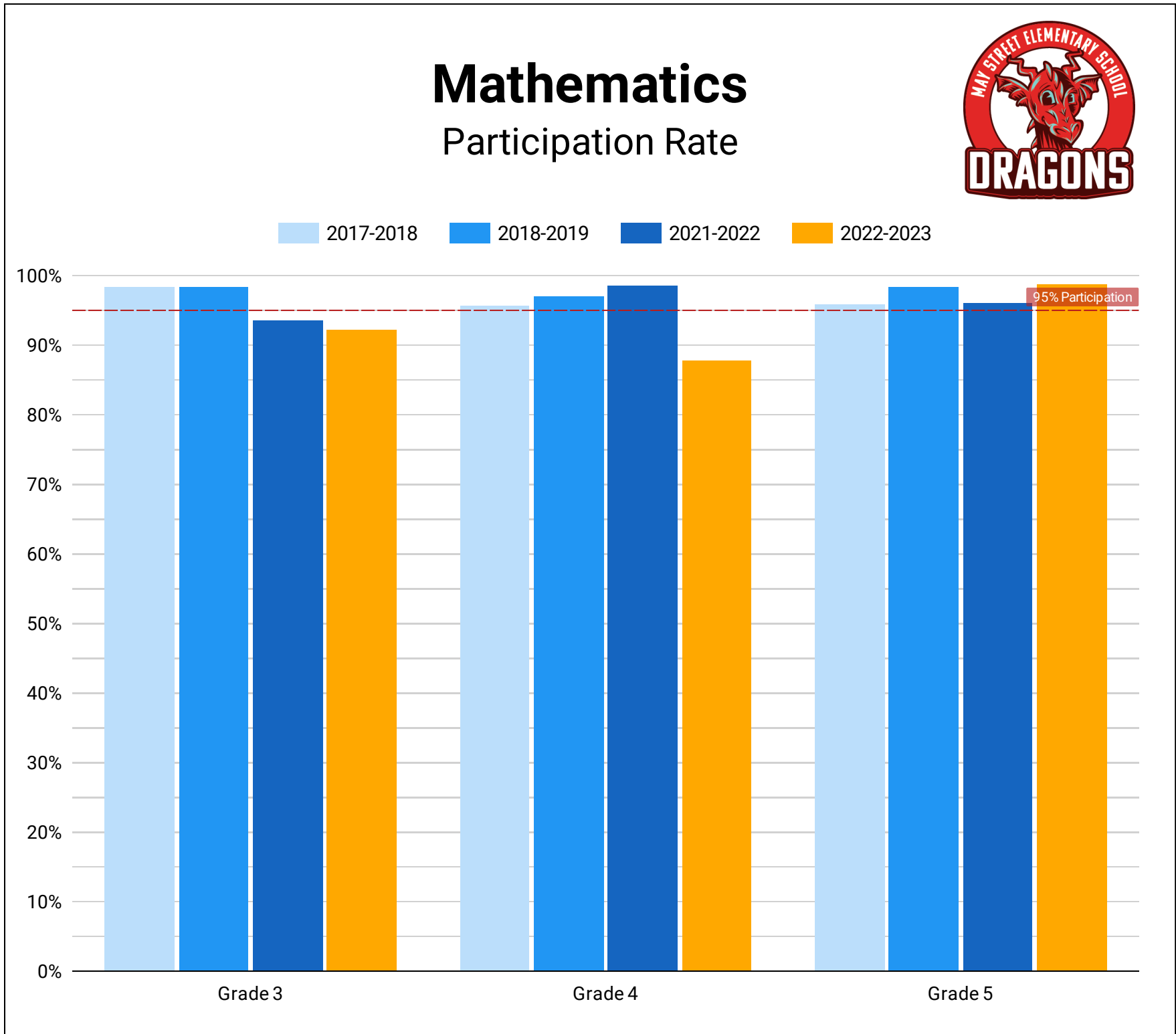
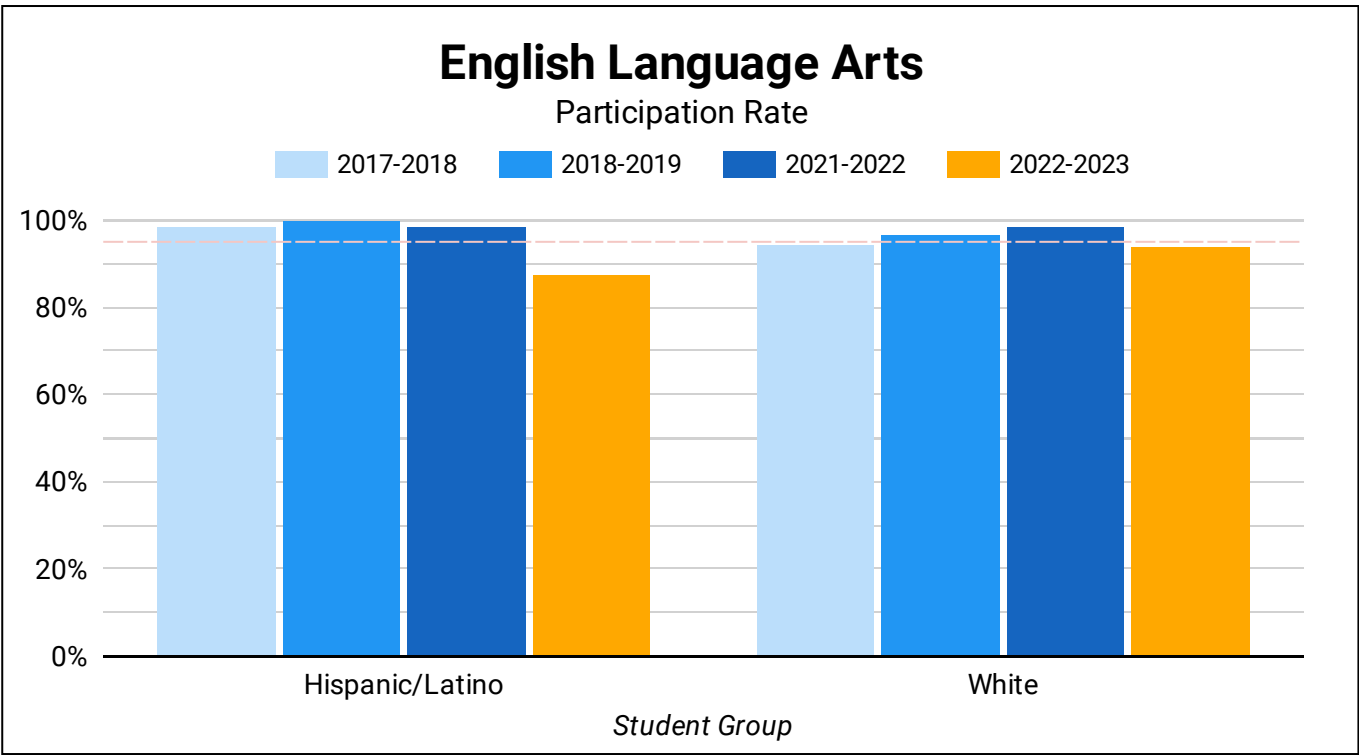
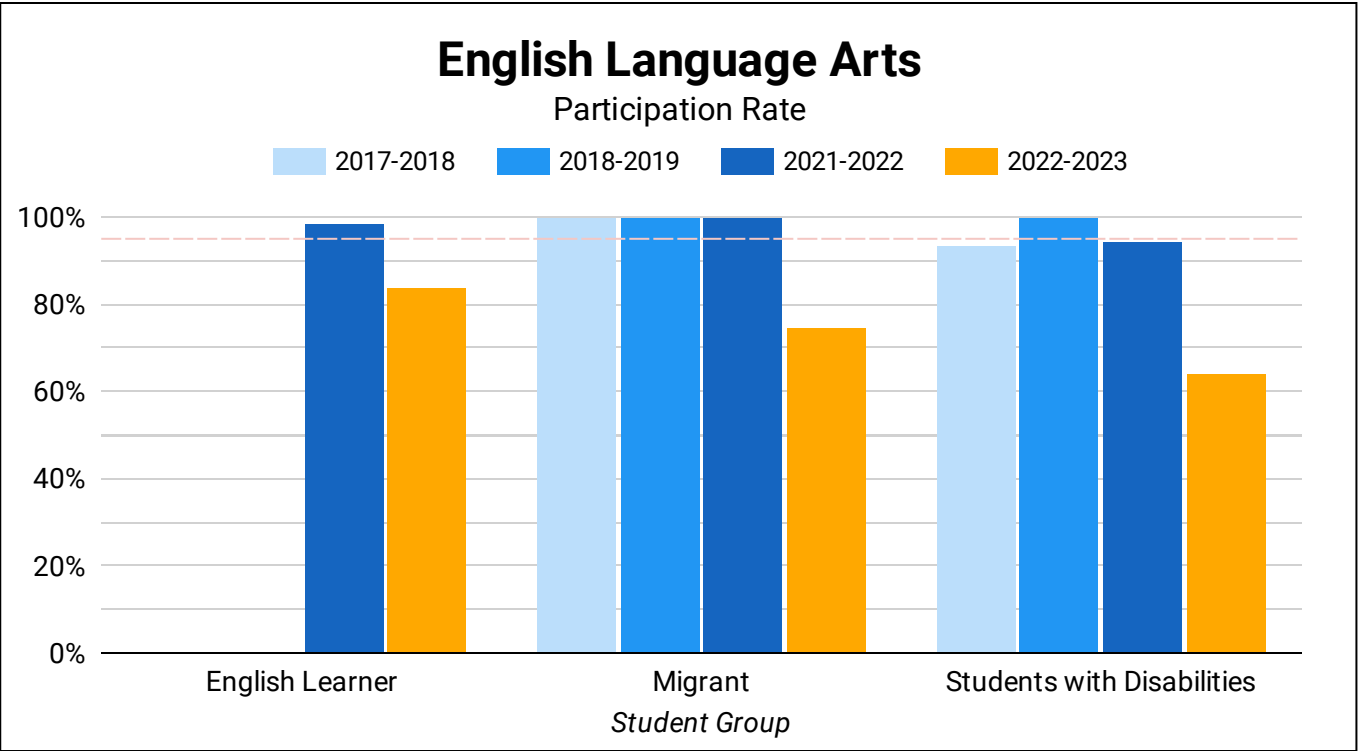
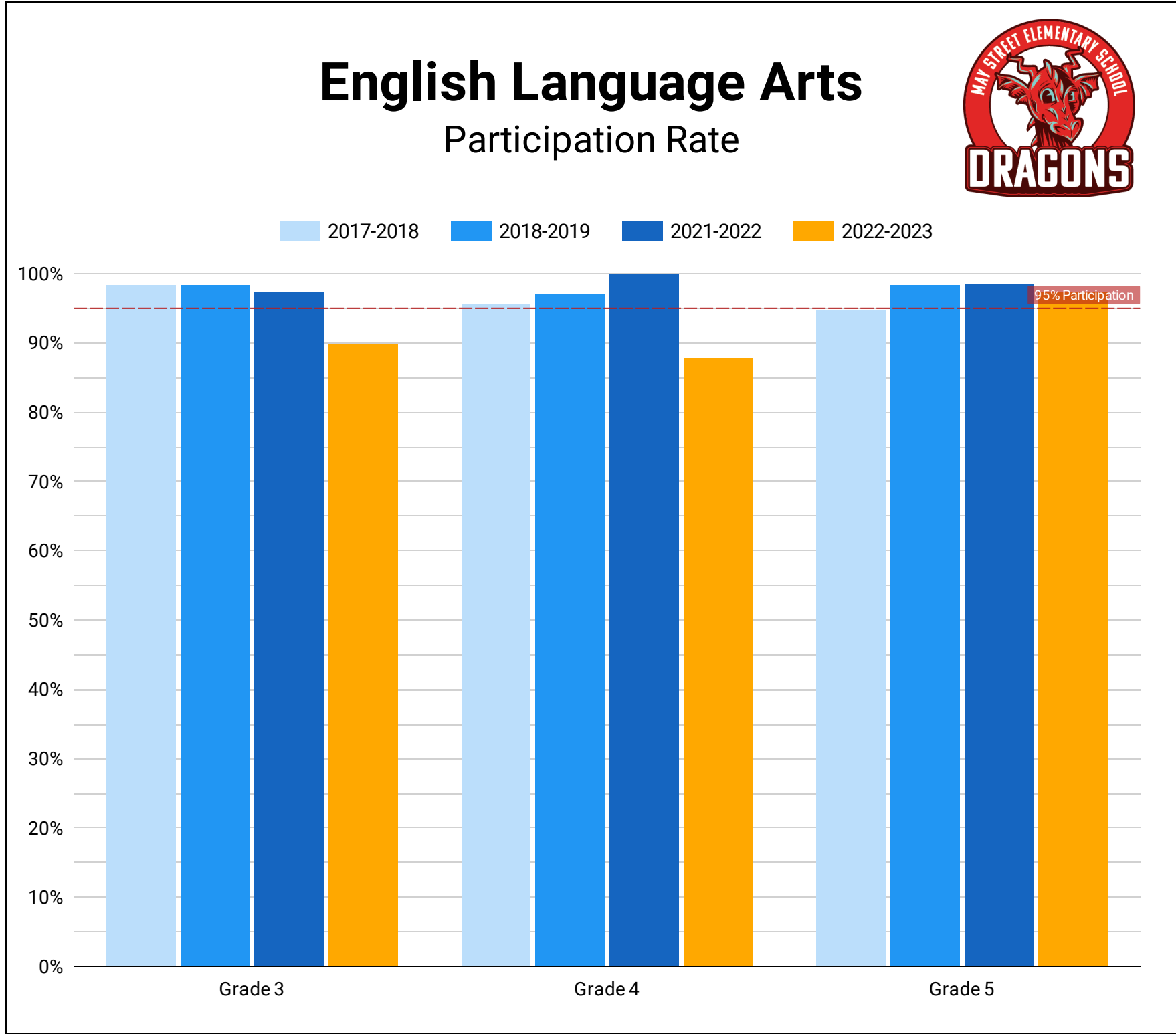


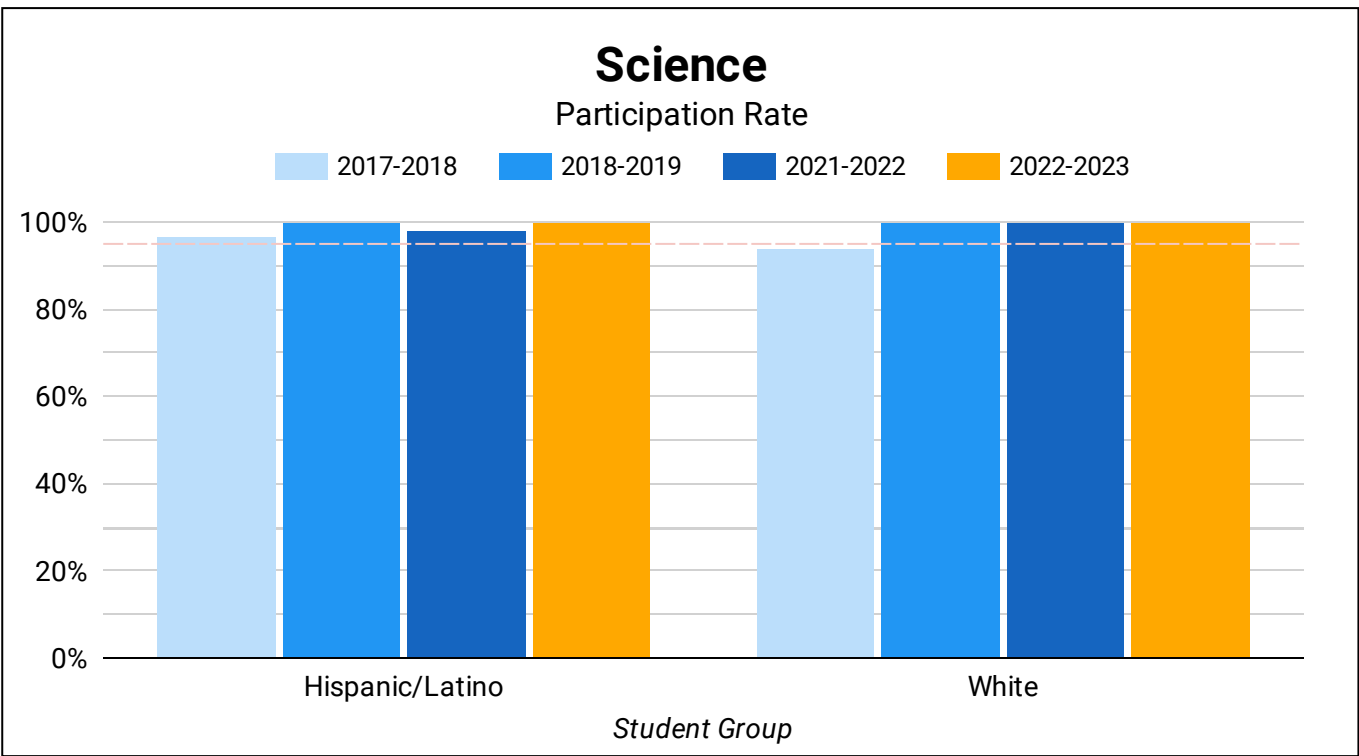
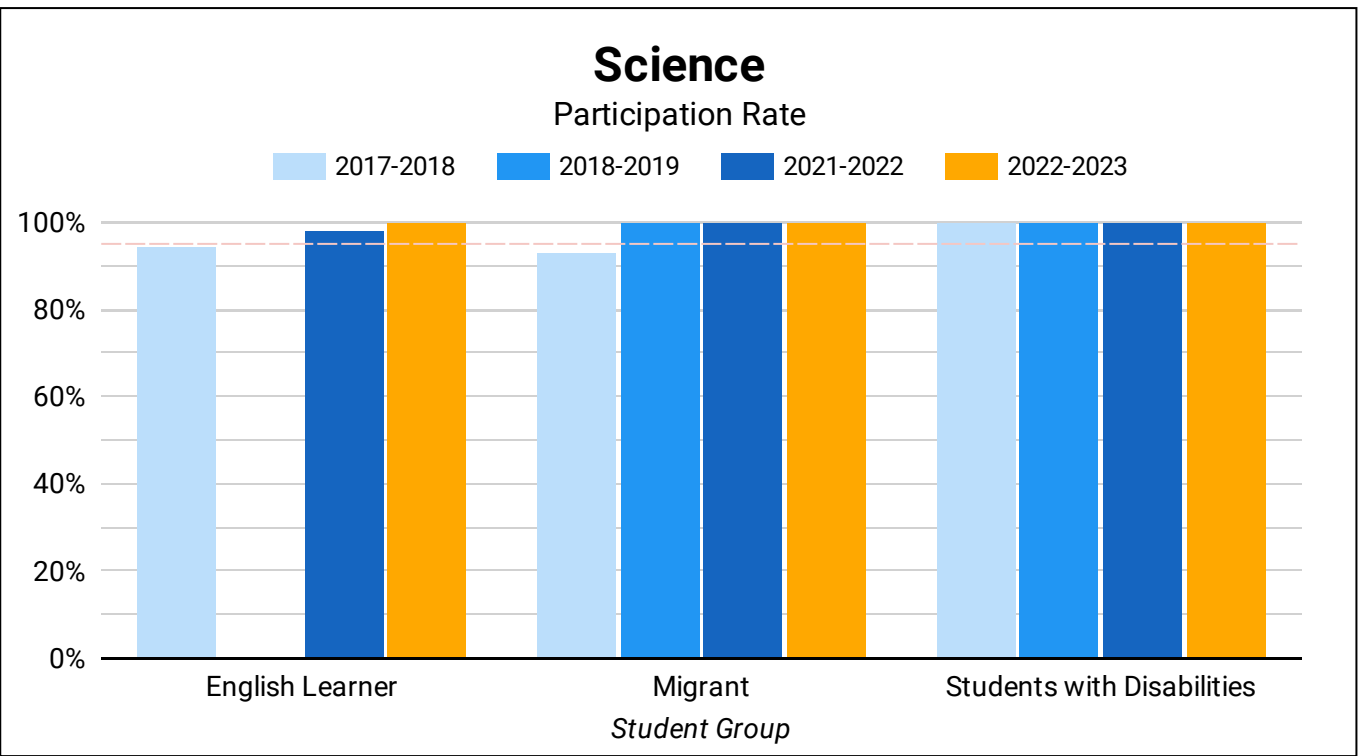
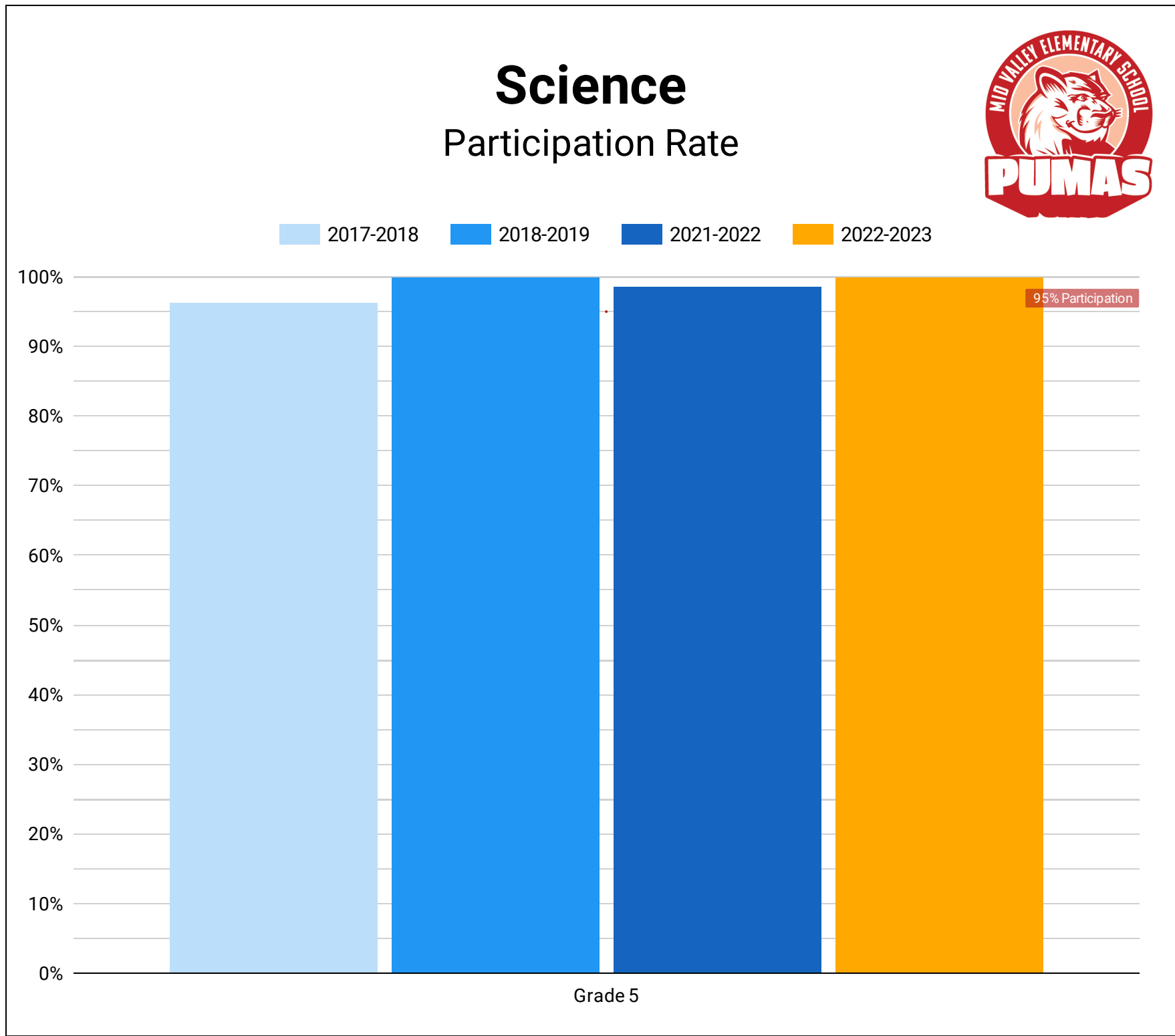
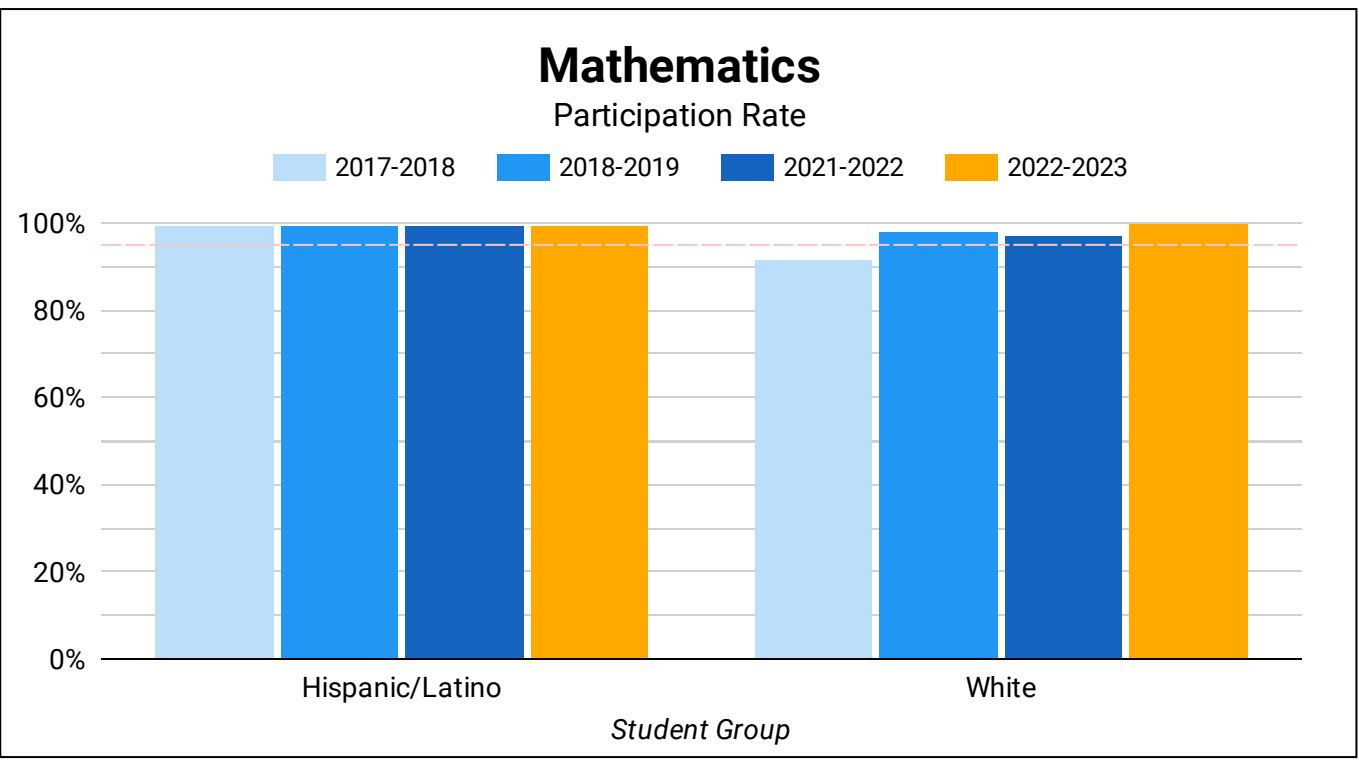
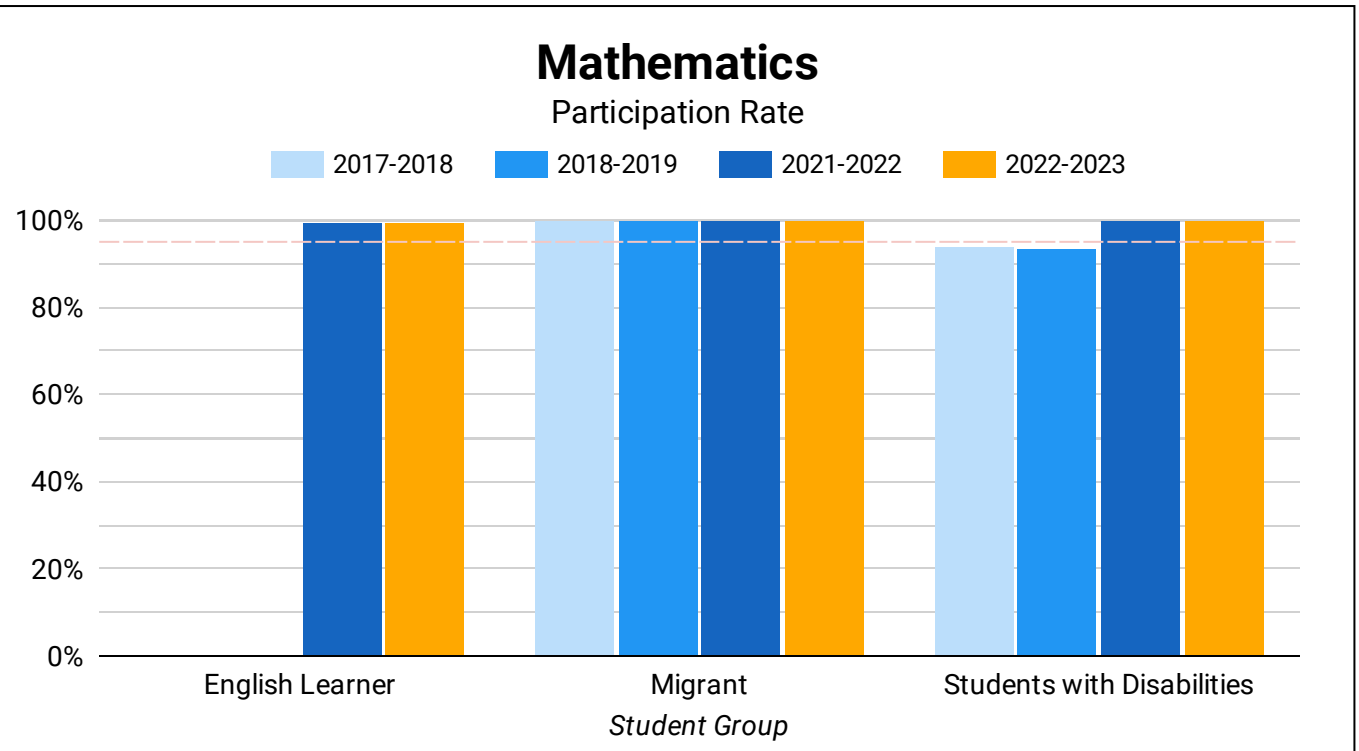
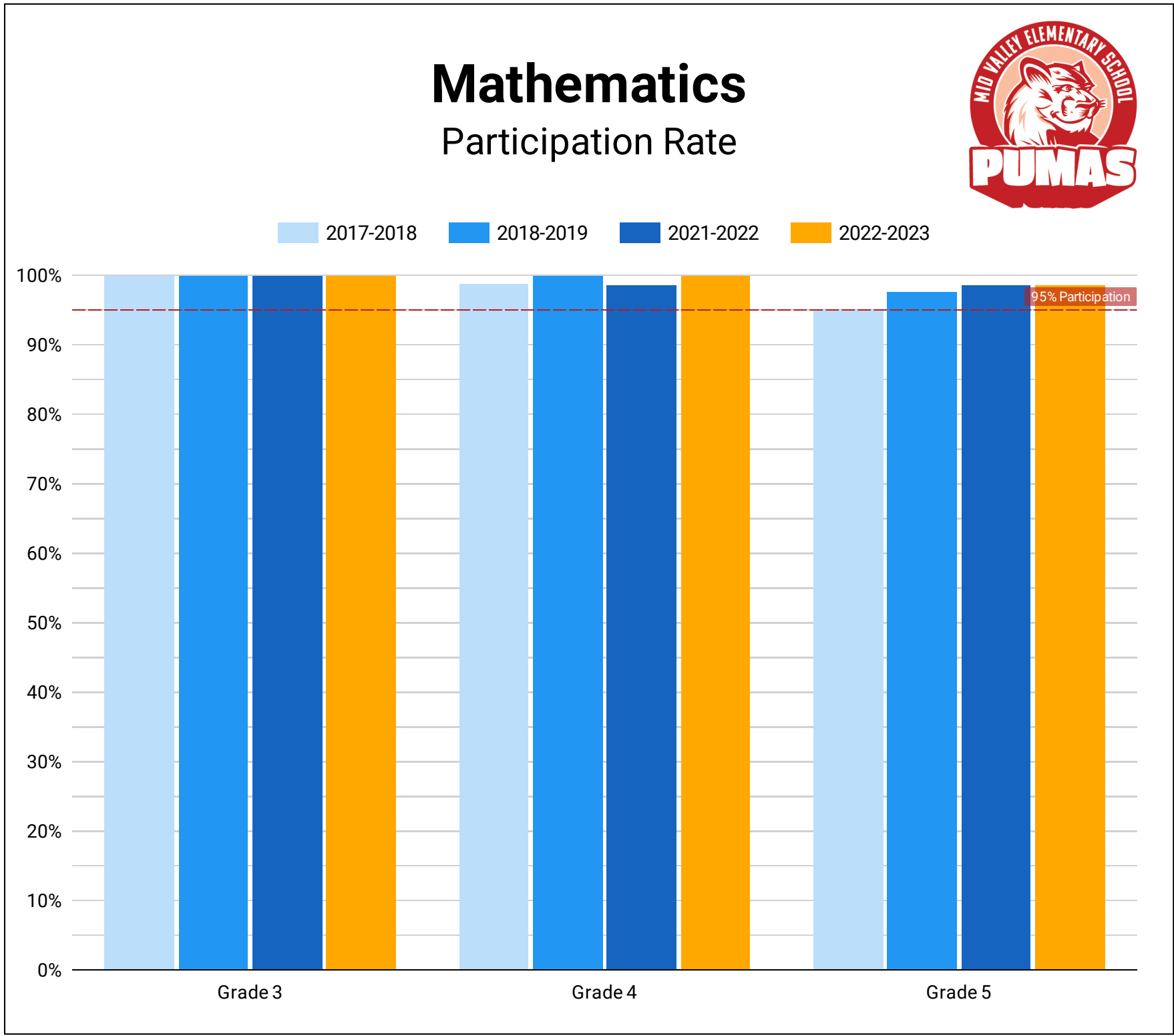
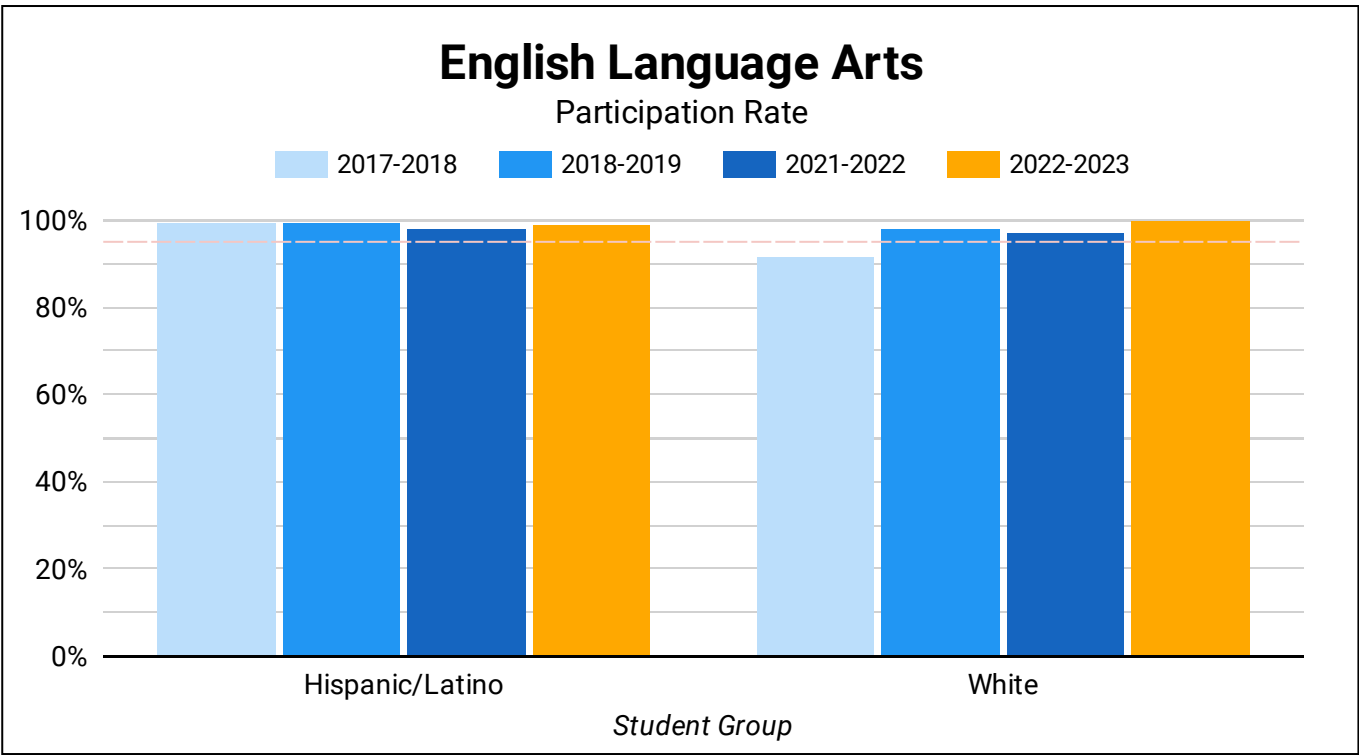
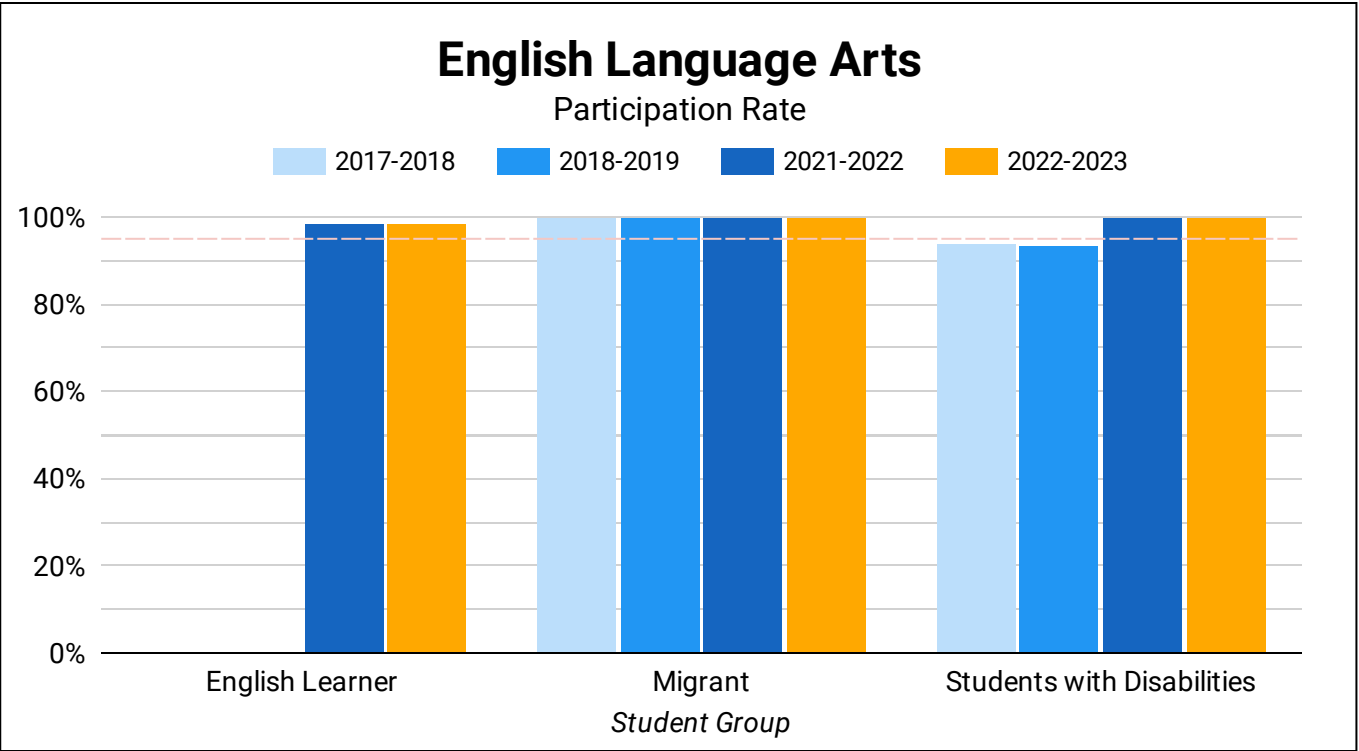
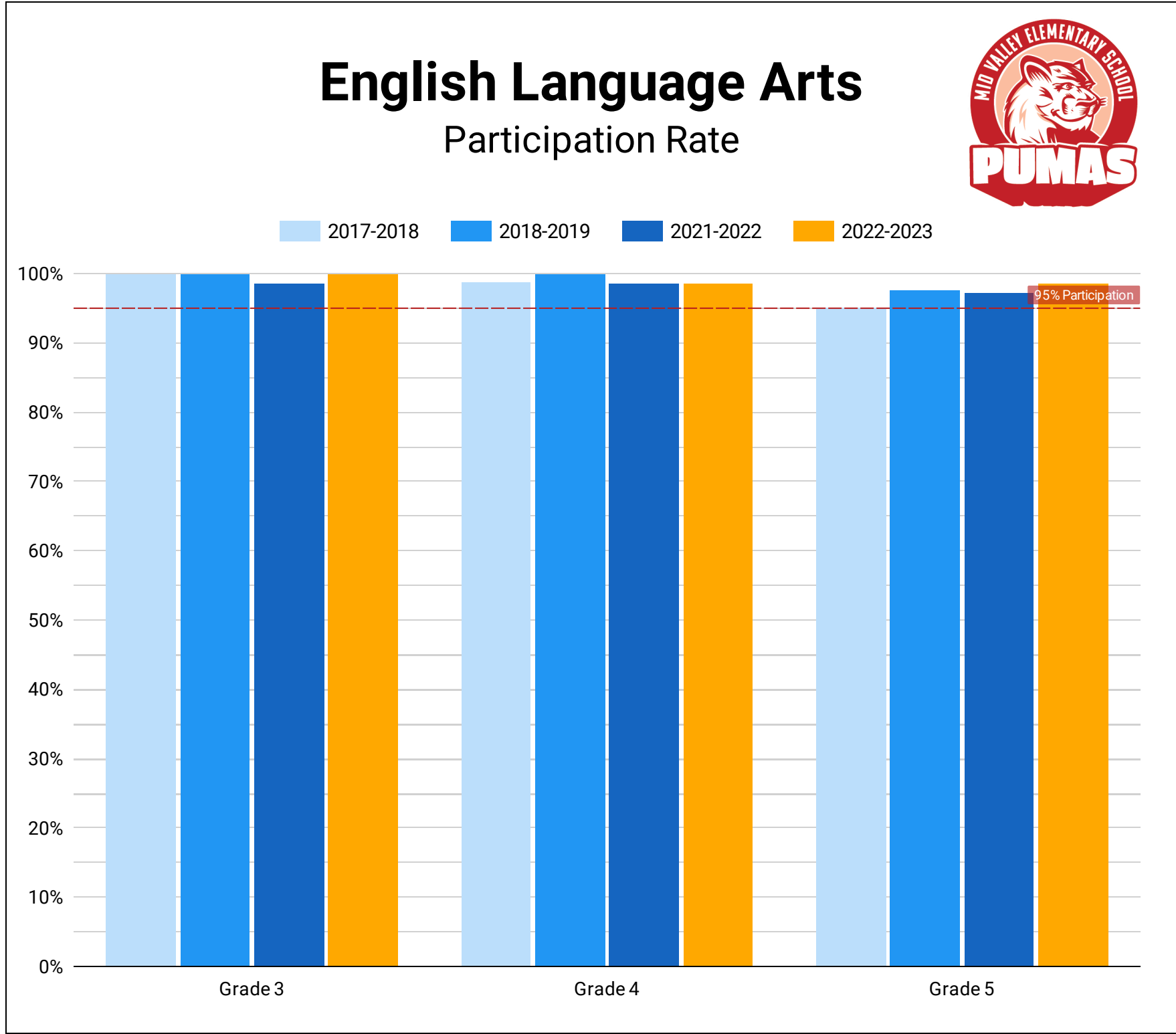
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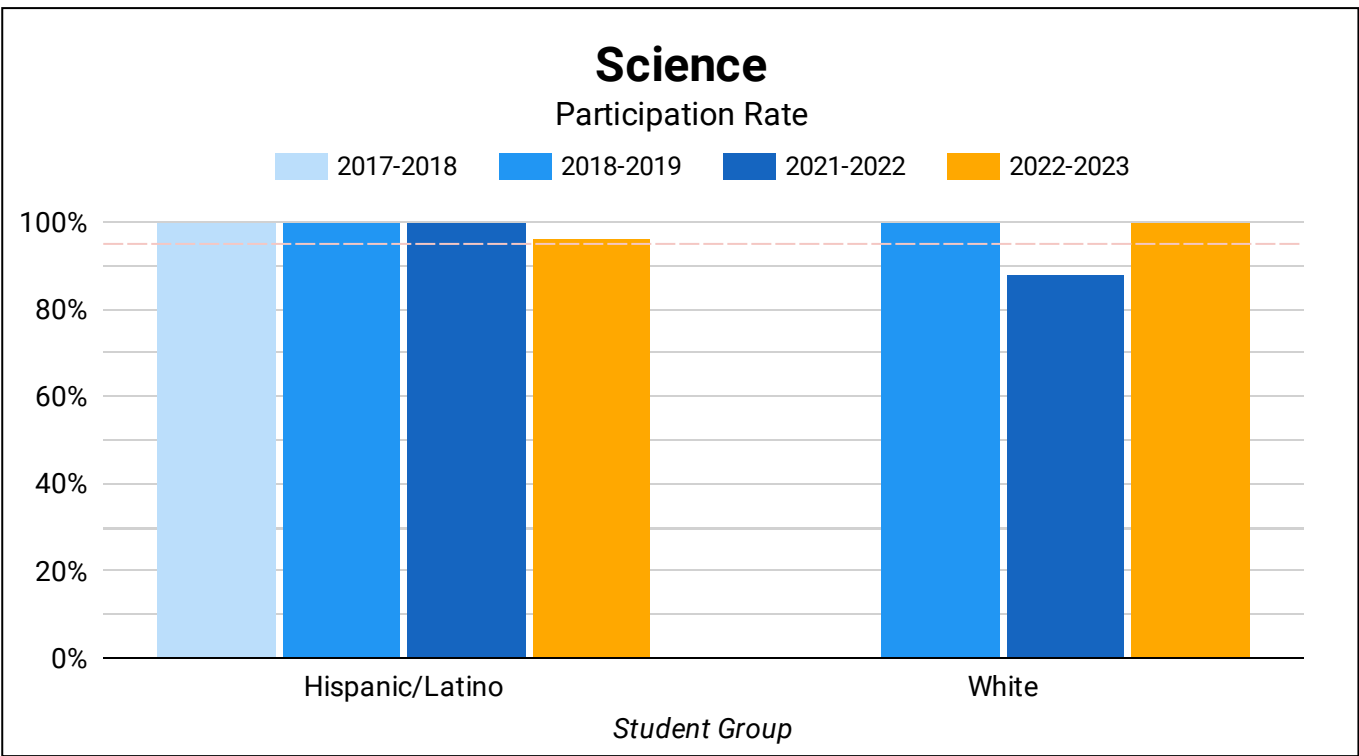
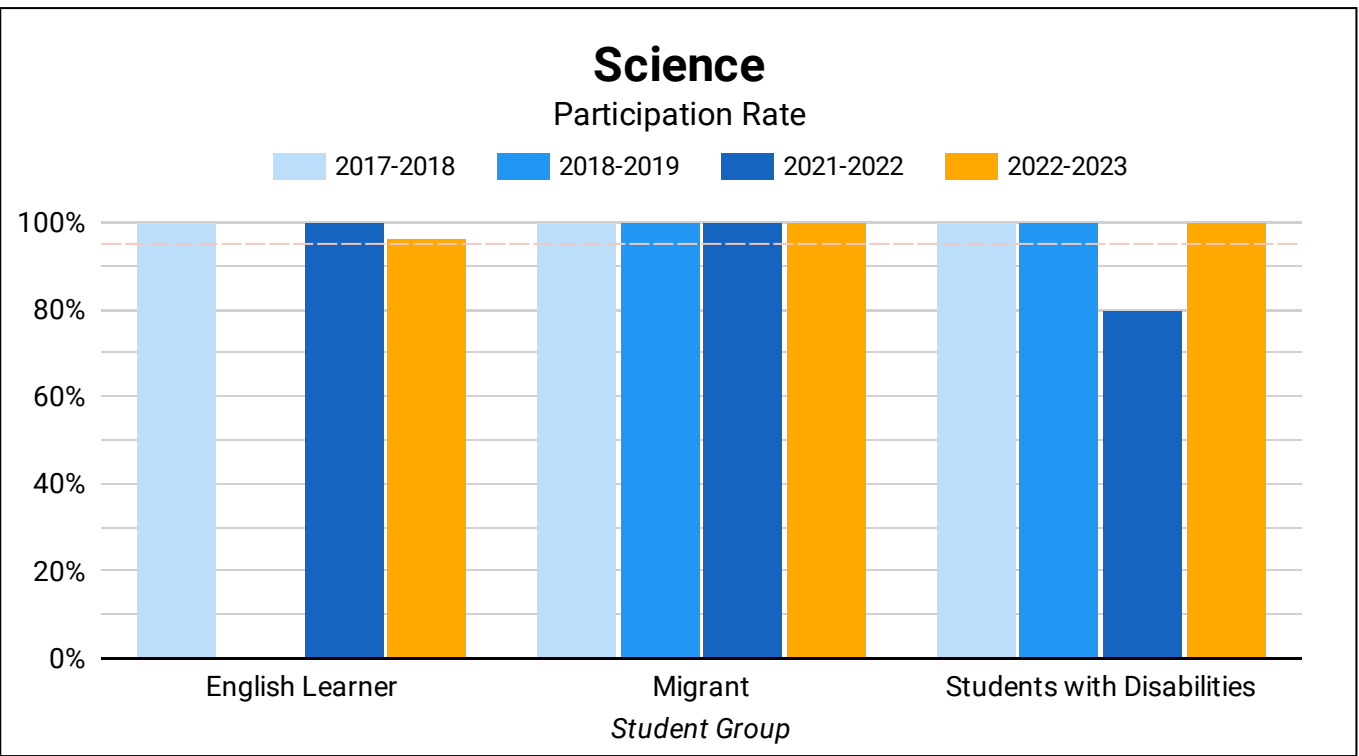
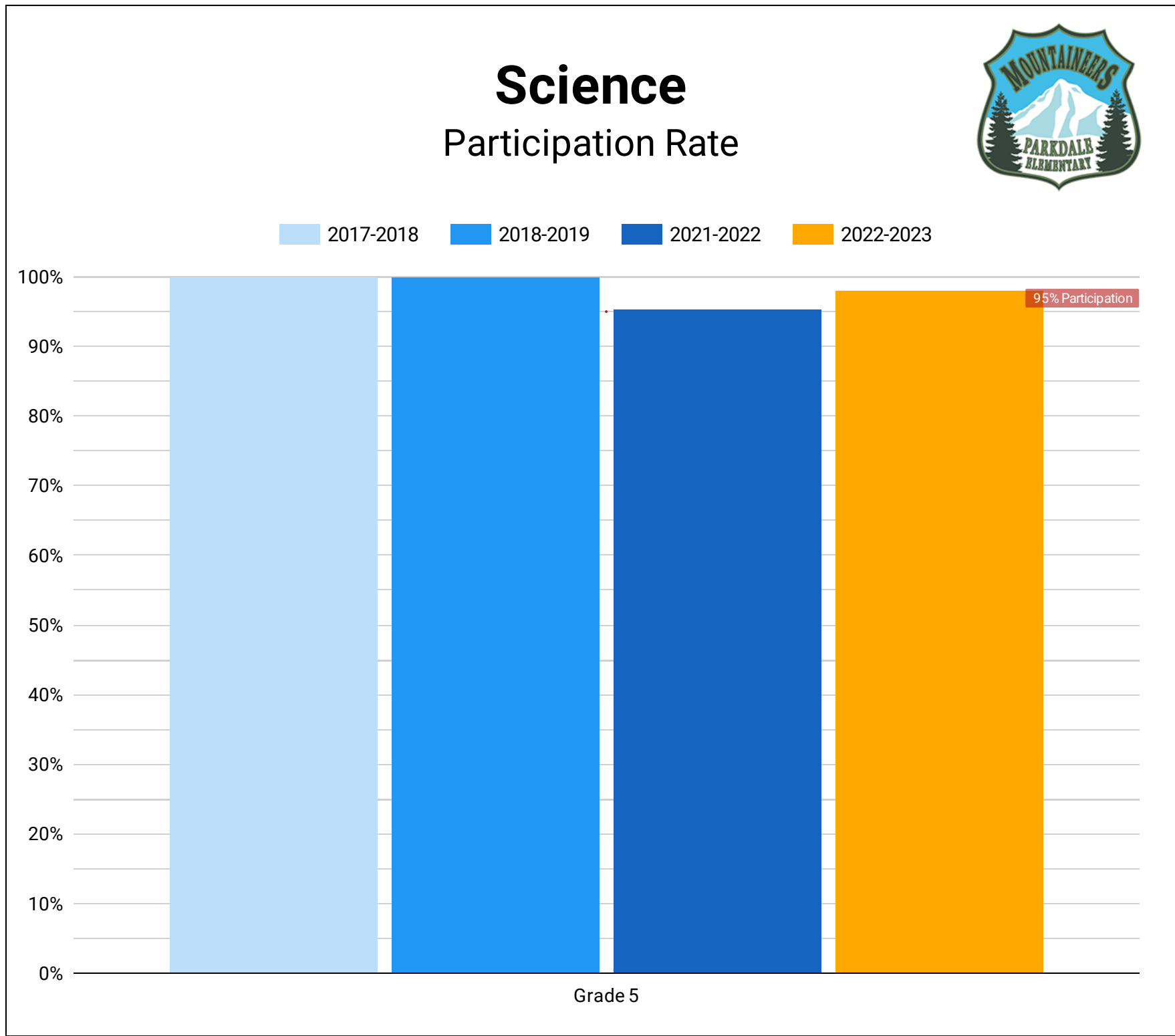
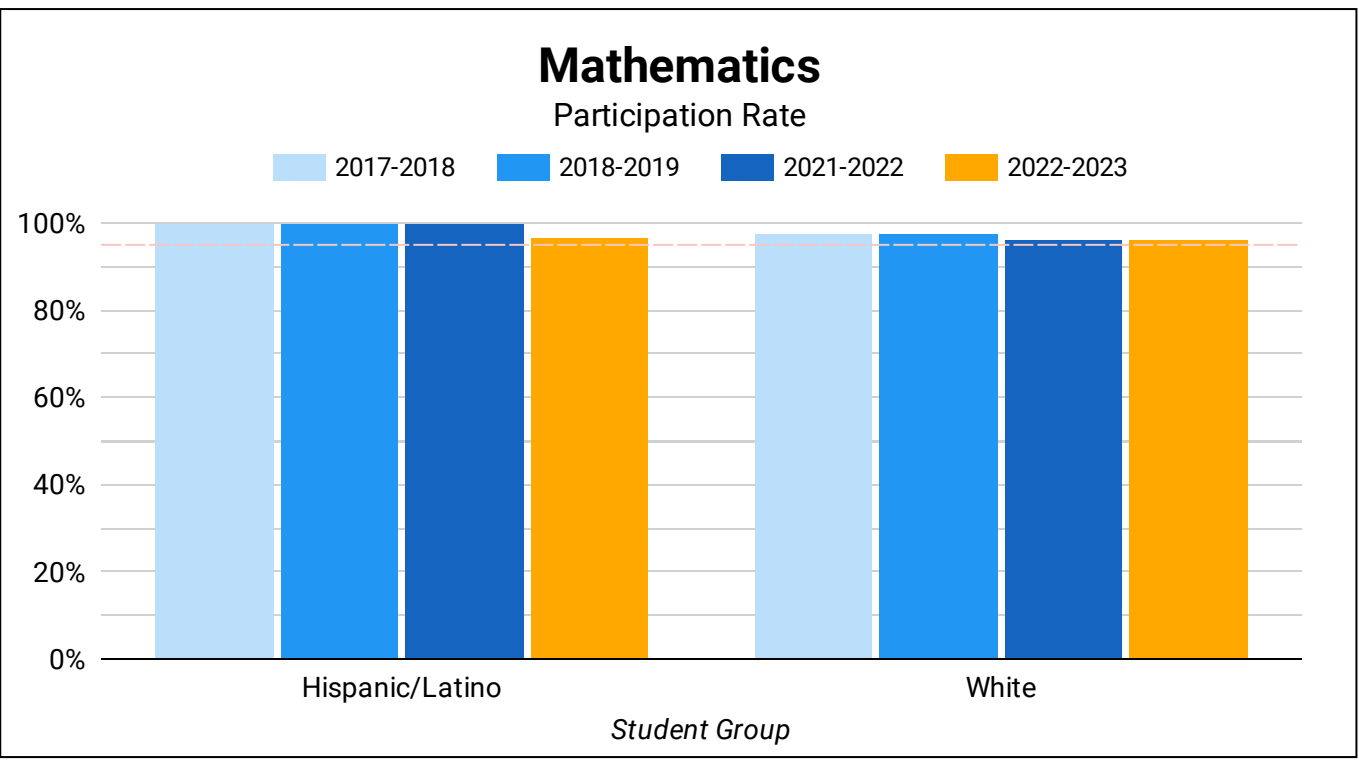
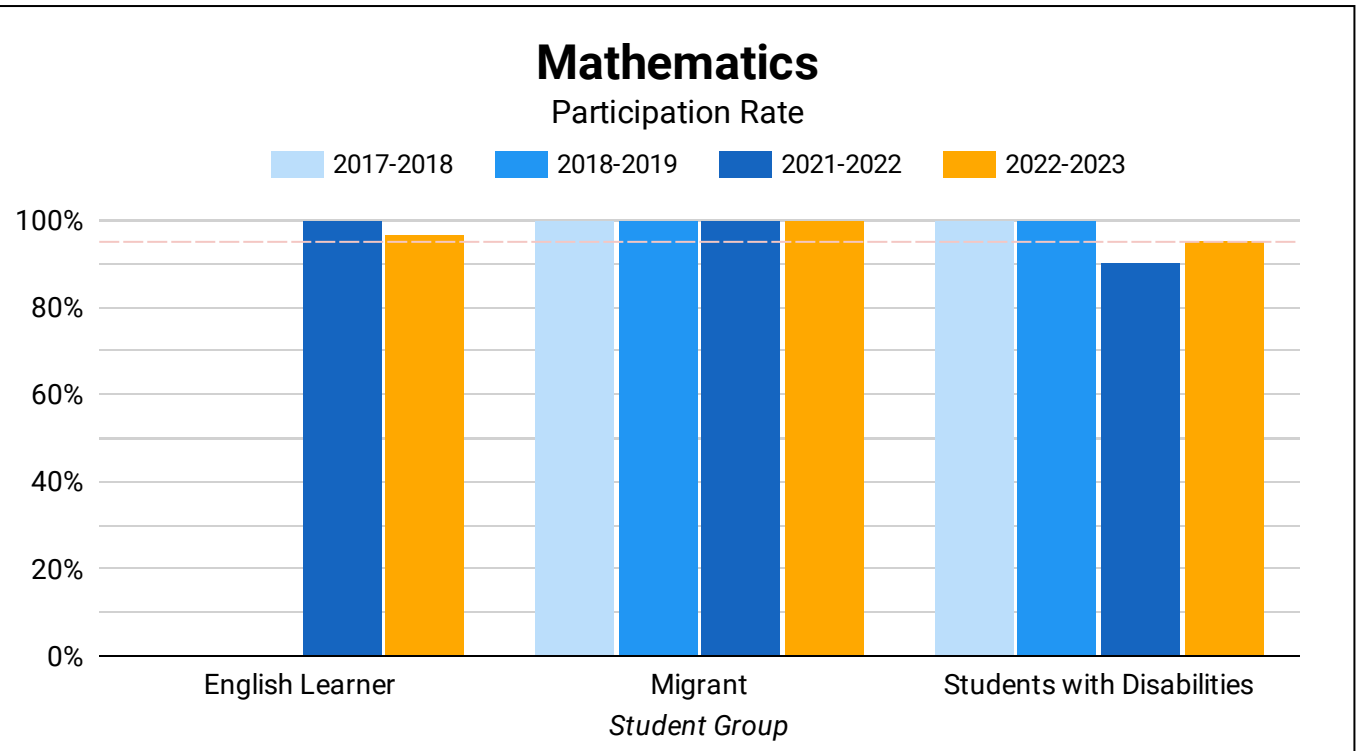
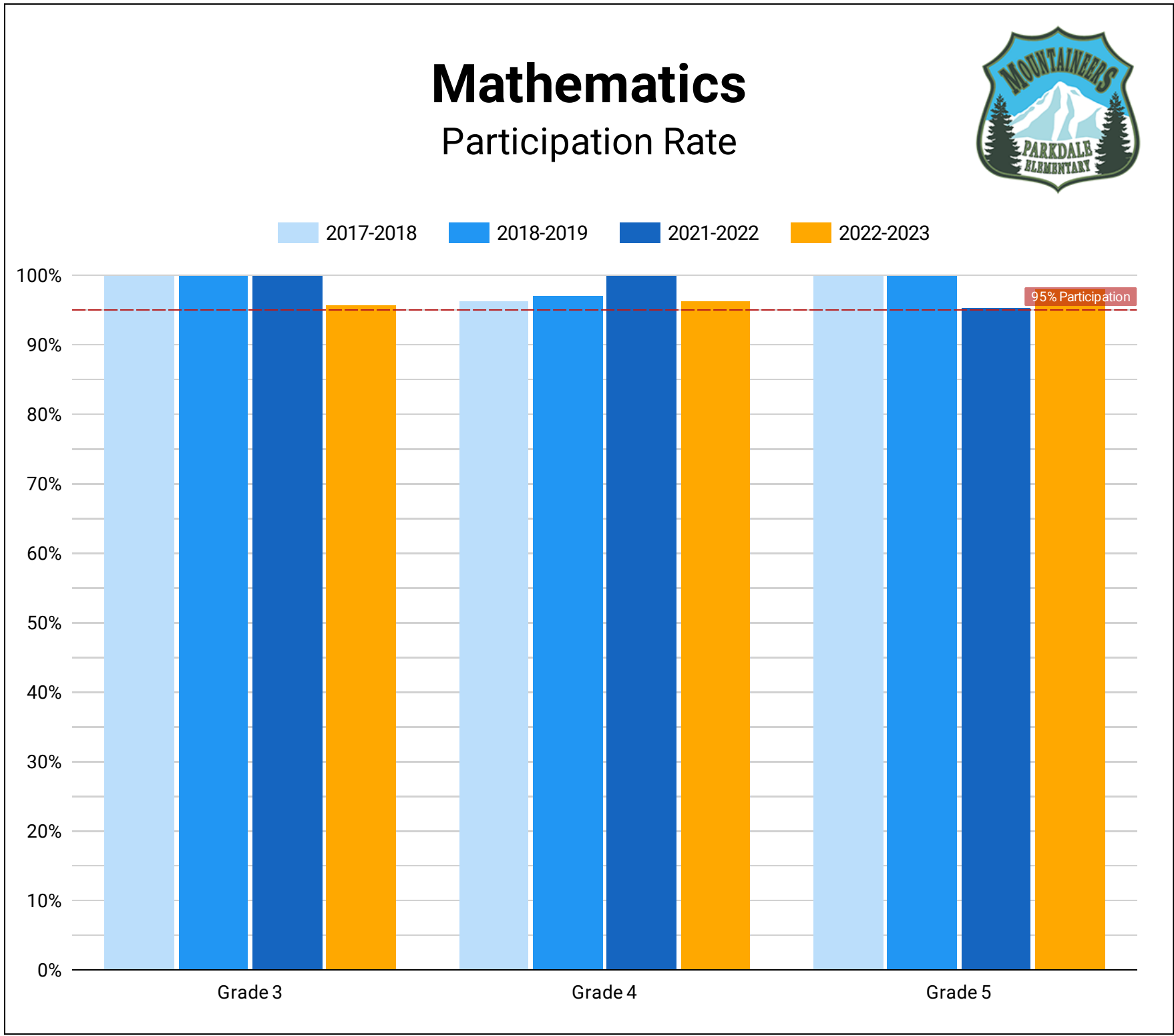
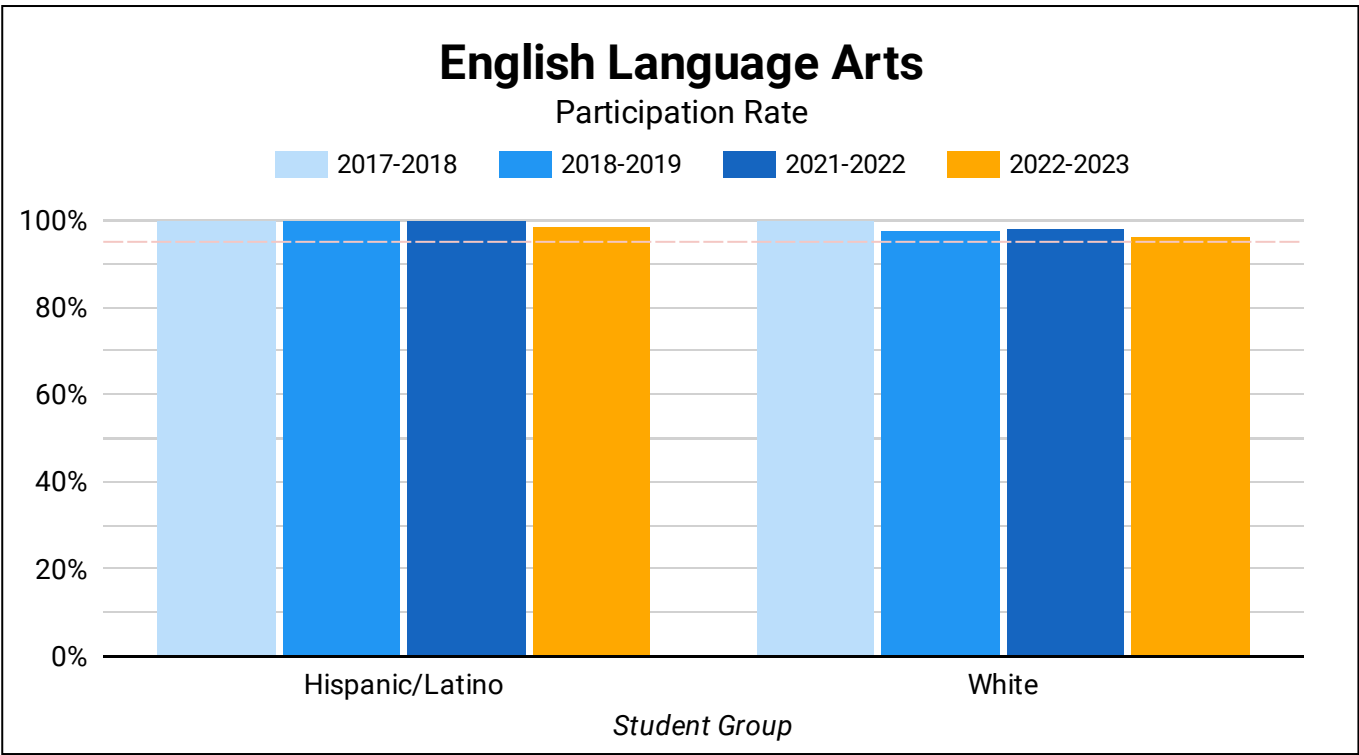
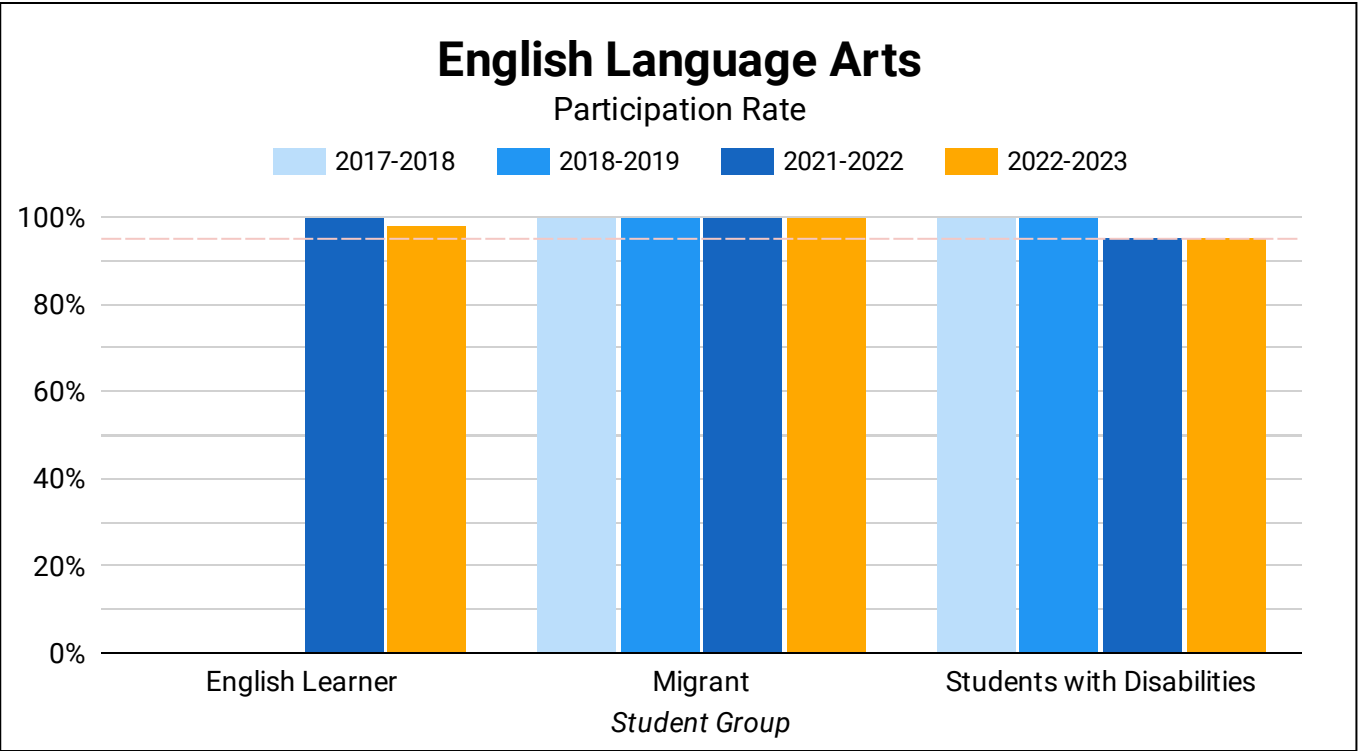
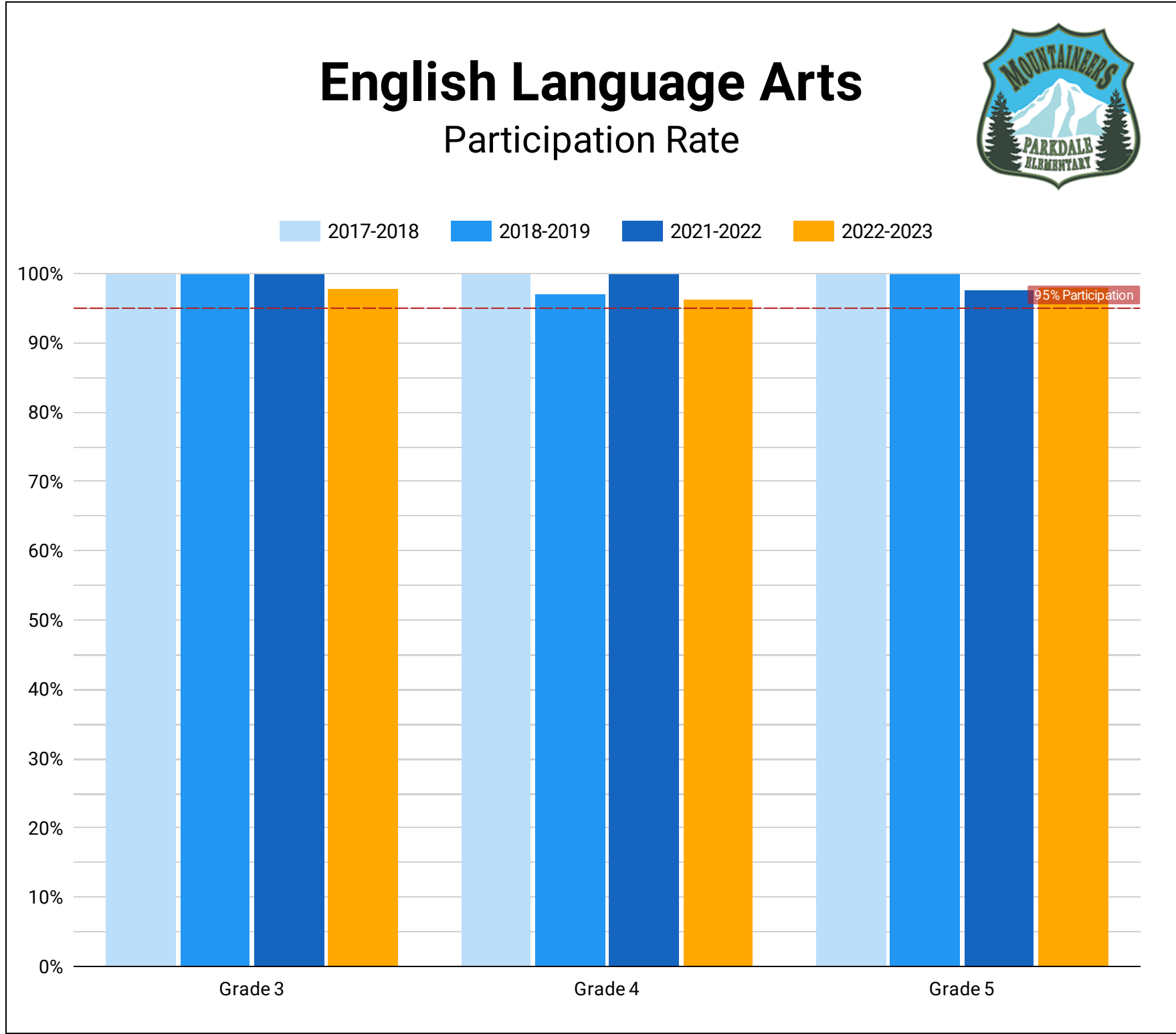
1-Empezando	2-Progresando	3-Competente	4-Avanzado
Puedo definir el propósito de OSAS en HRCSD	Puedo identificar patrones en los datos escolares de OSAS	Puedo explicar los datos de OSAS a los miembros de la comunidad	Puedo ayudar a otros a comprender los datos de OSAS

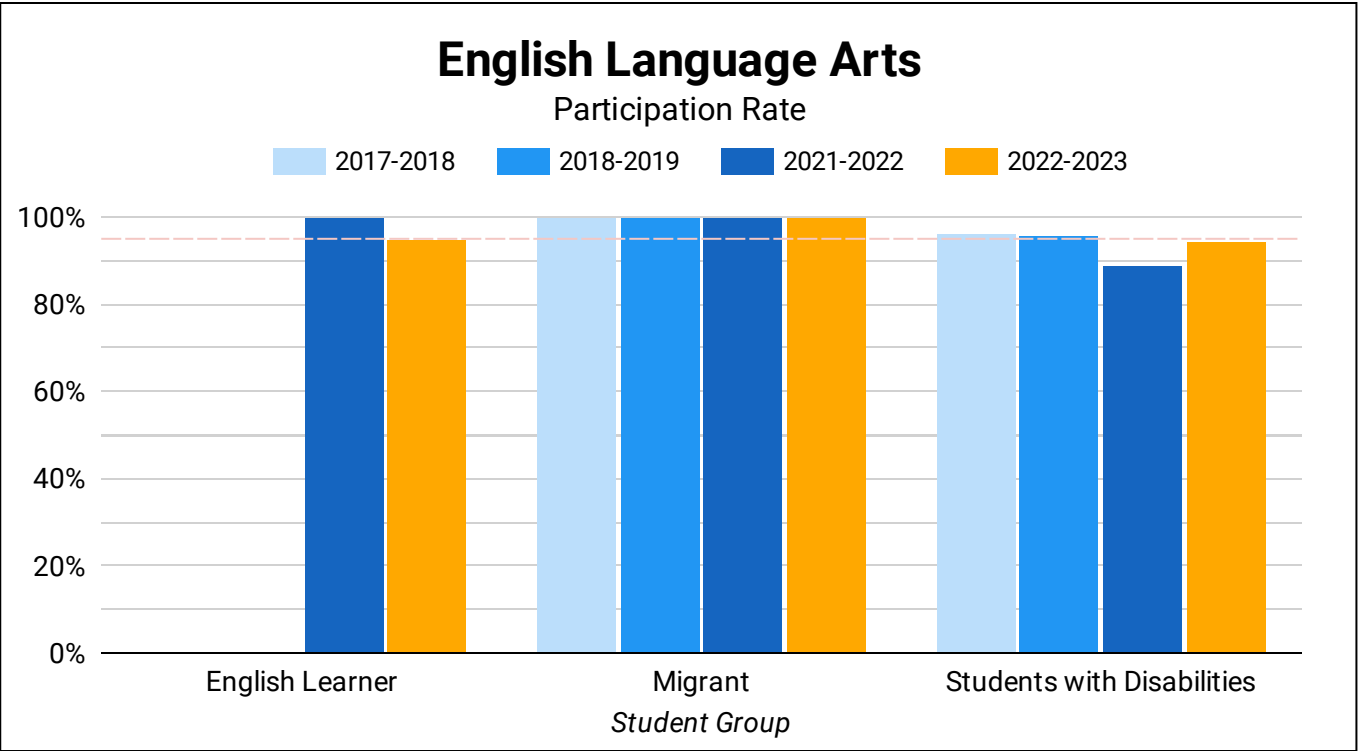
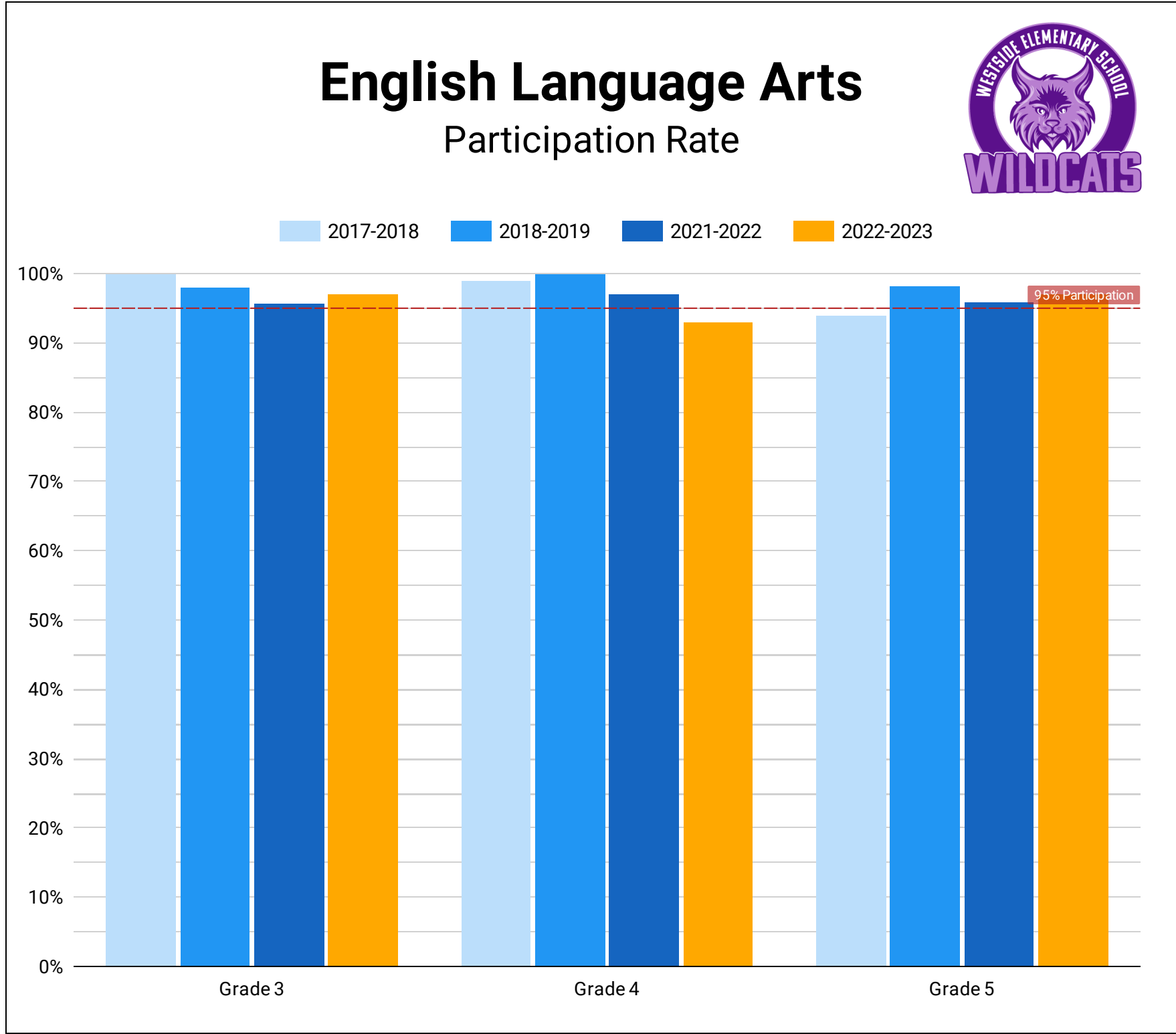


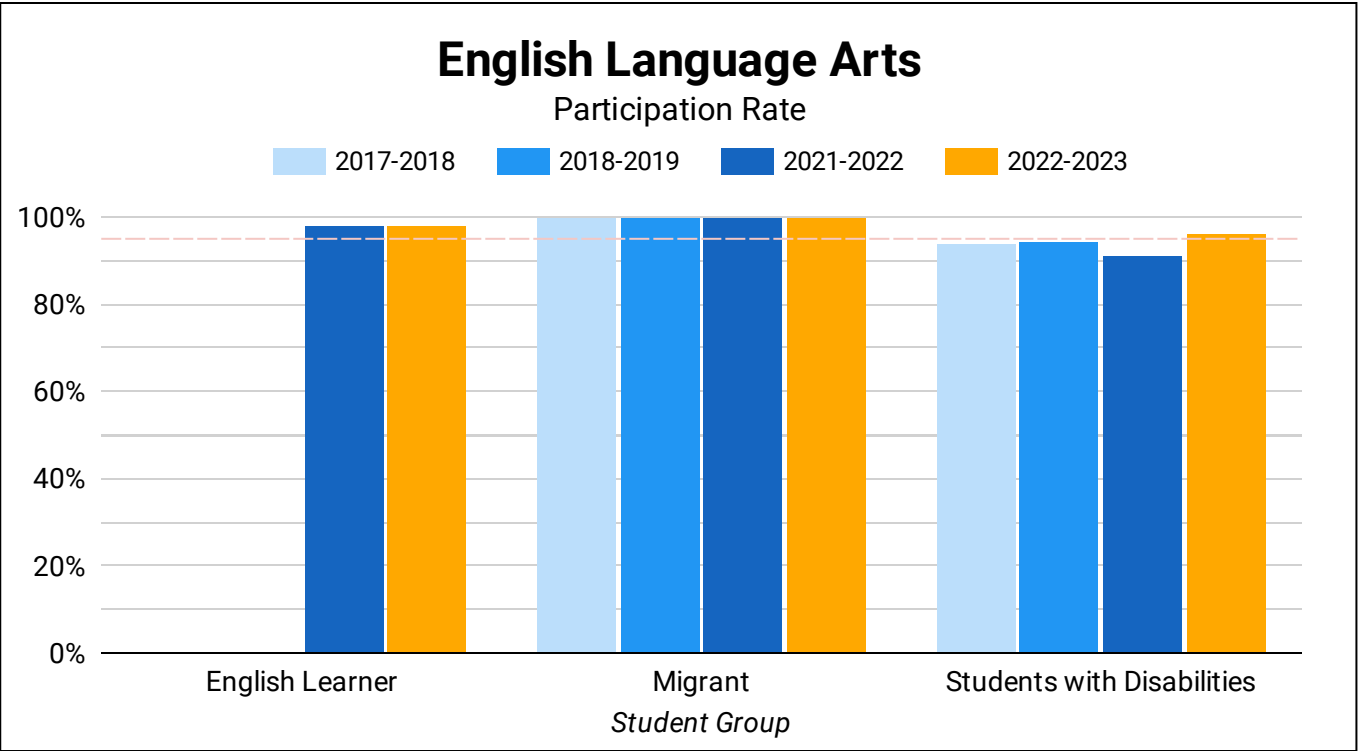
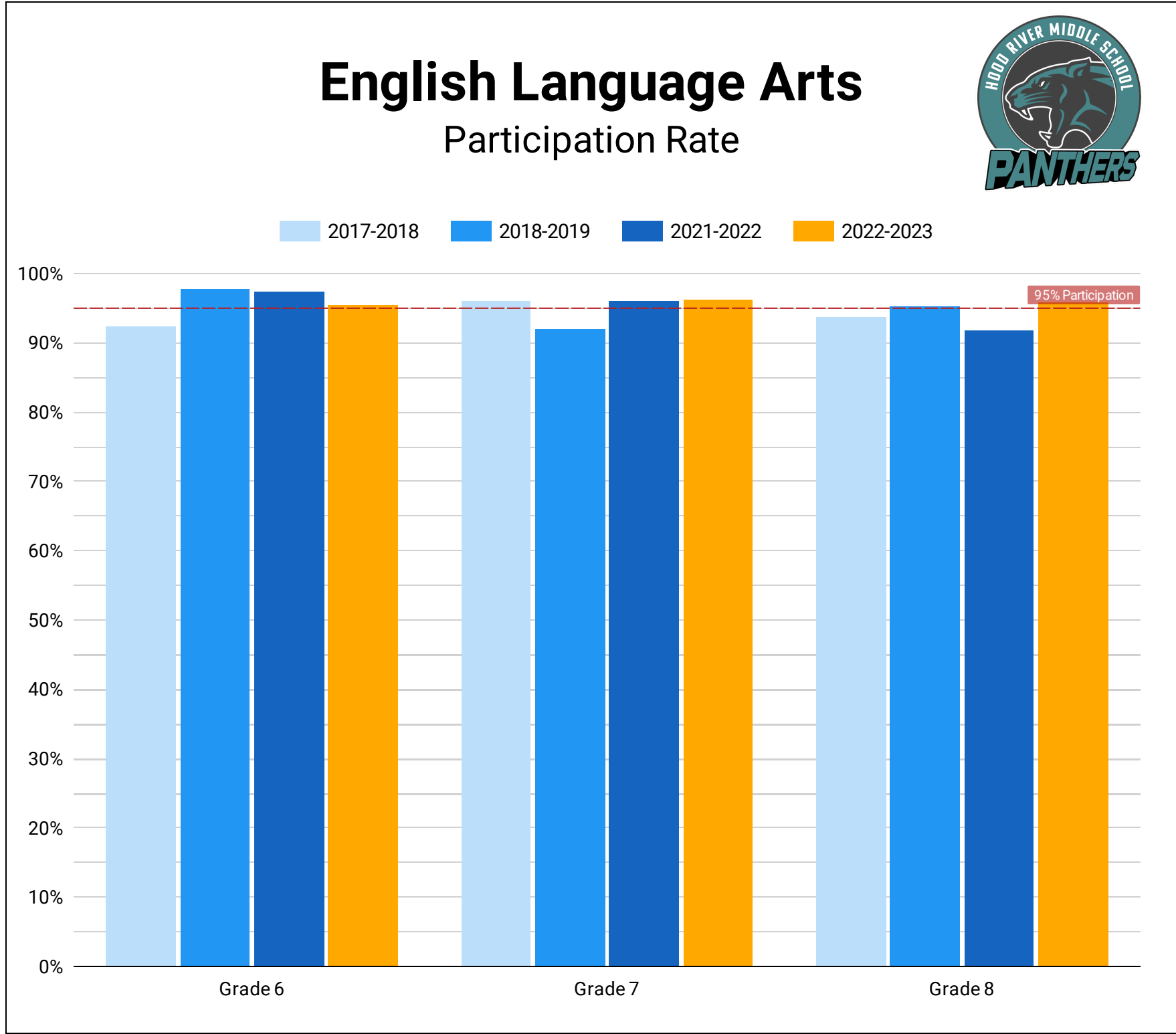


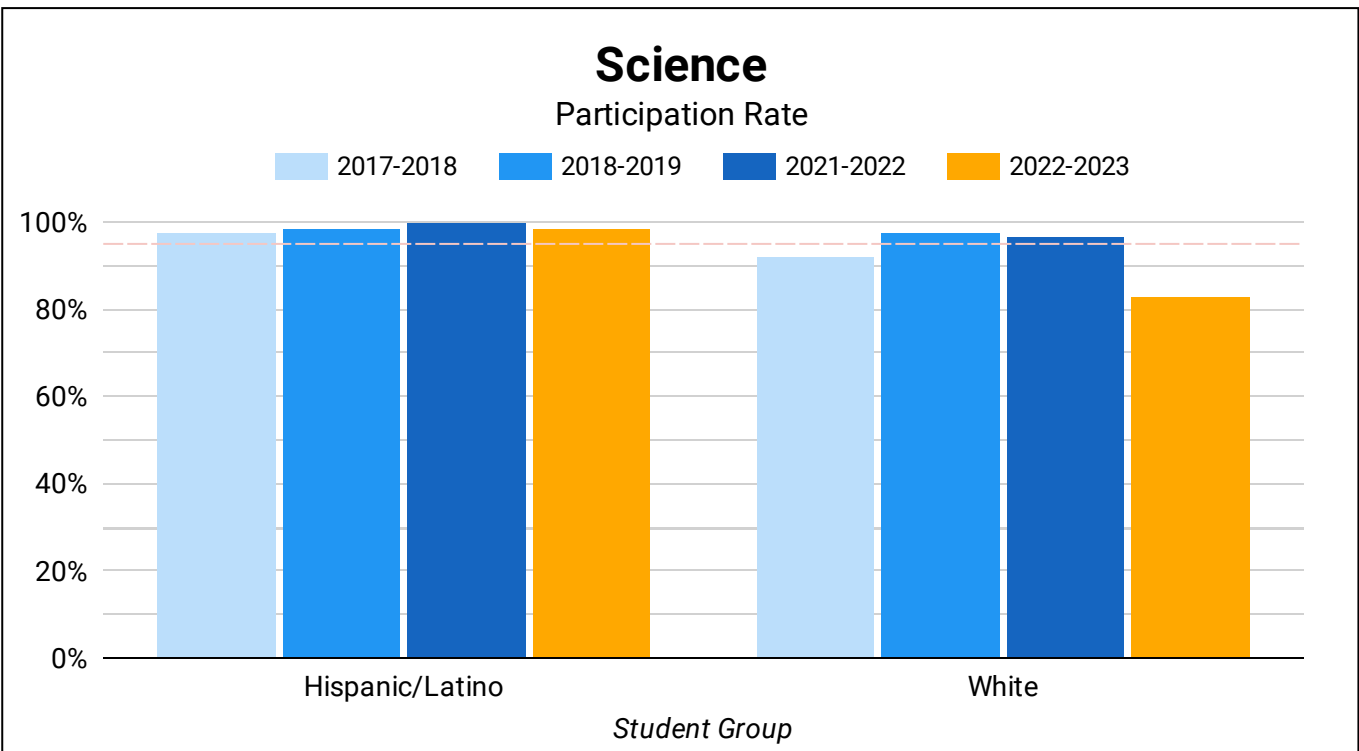
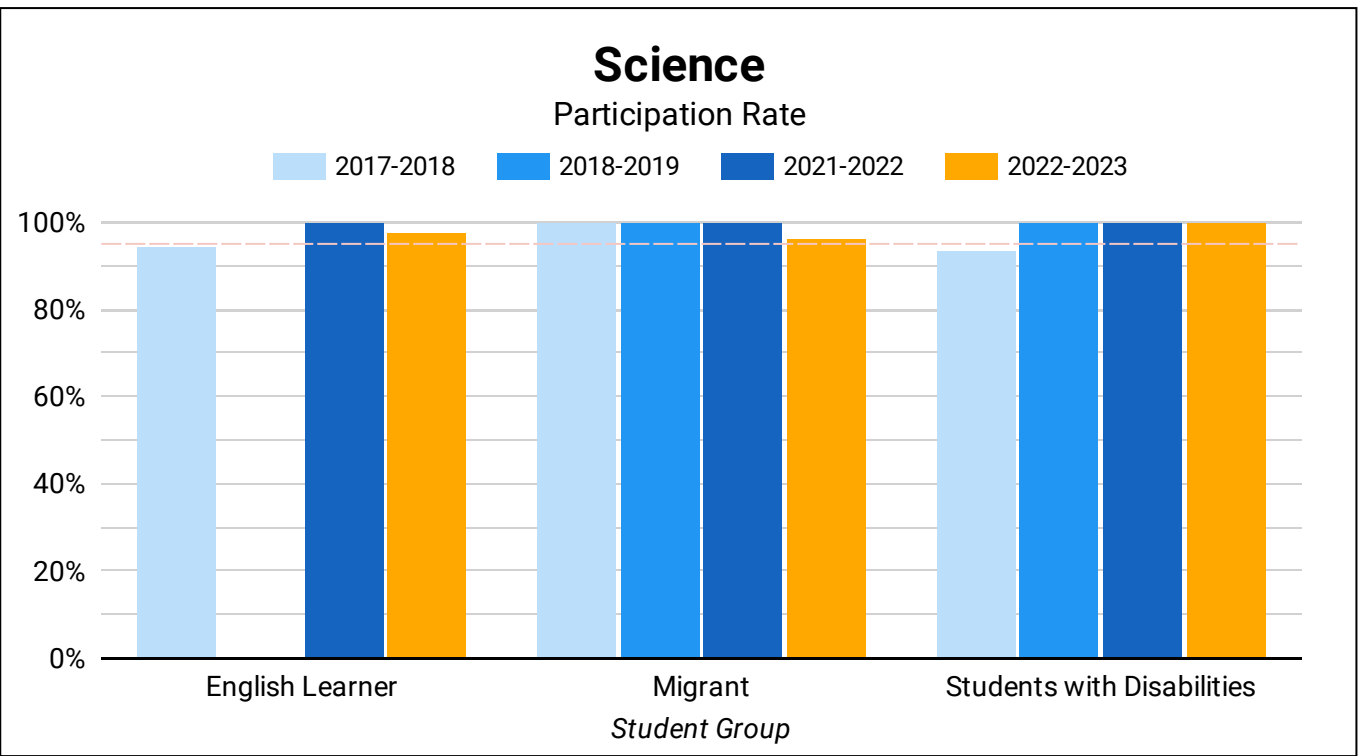
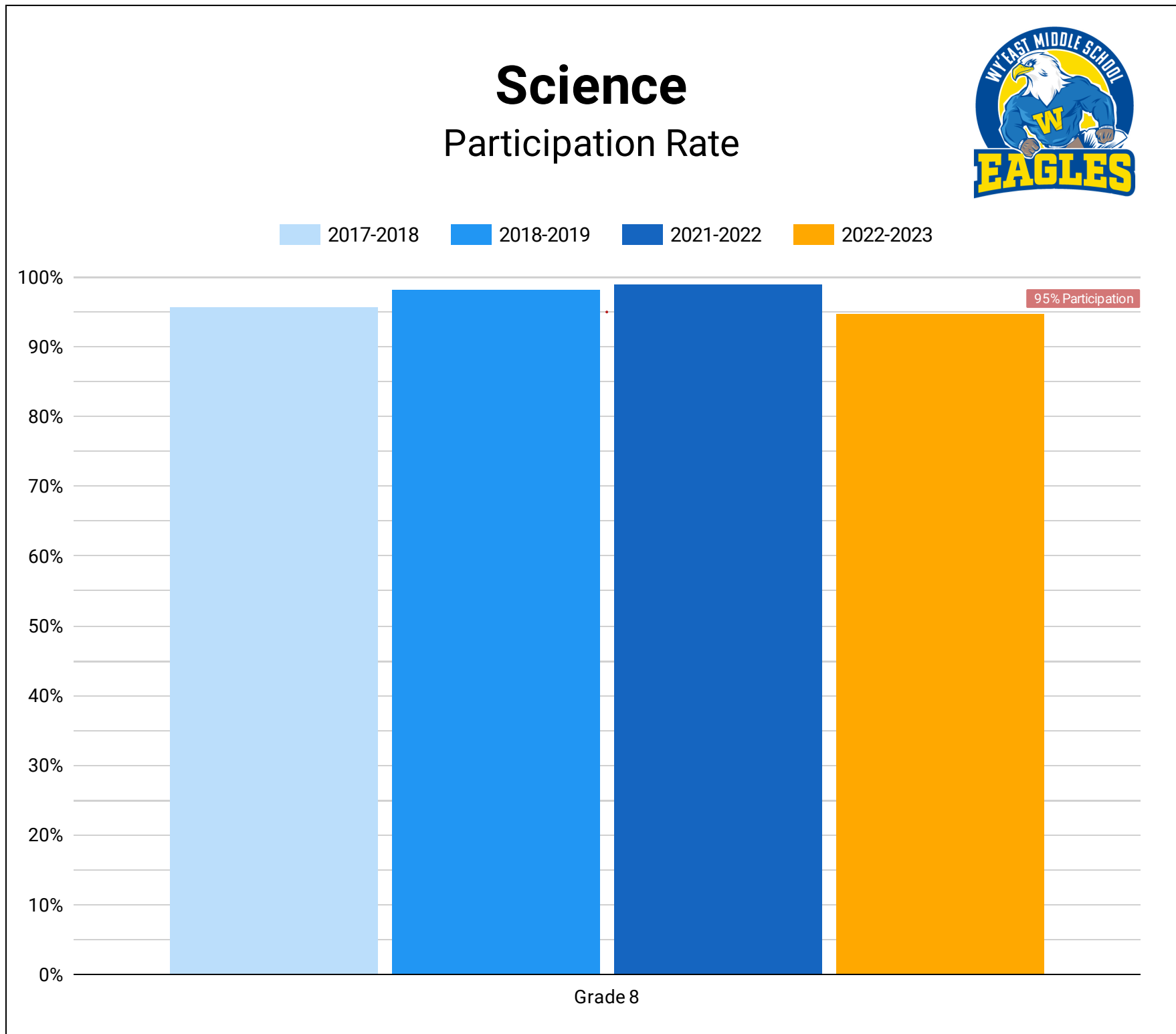
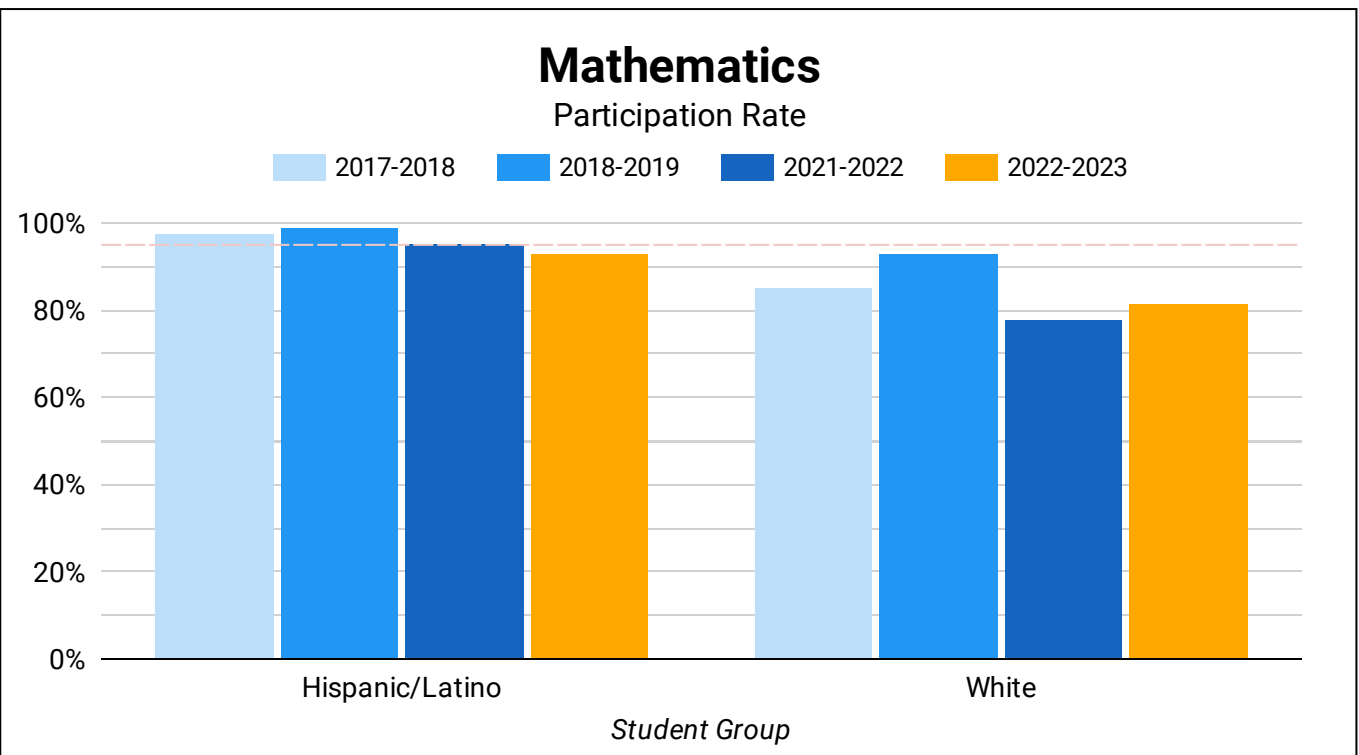
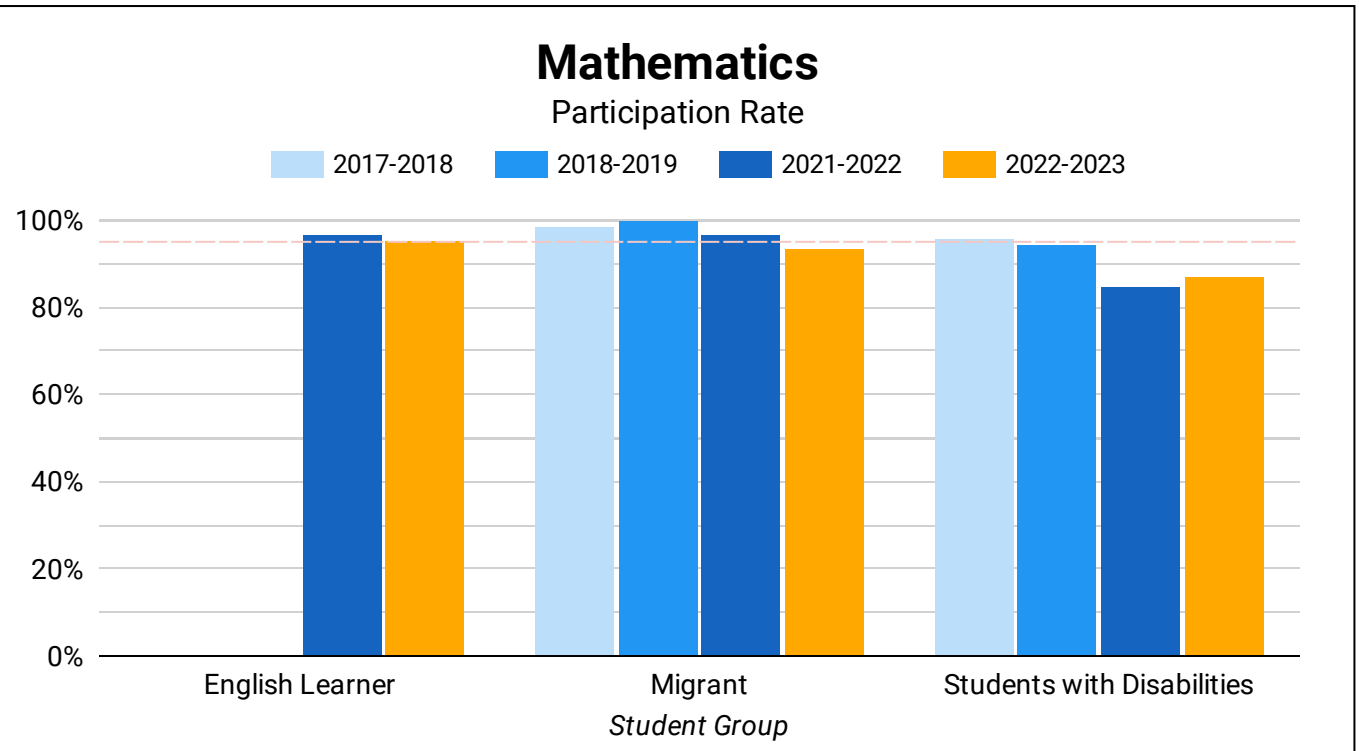
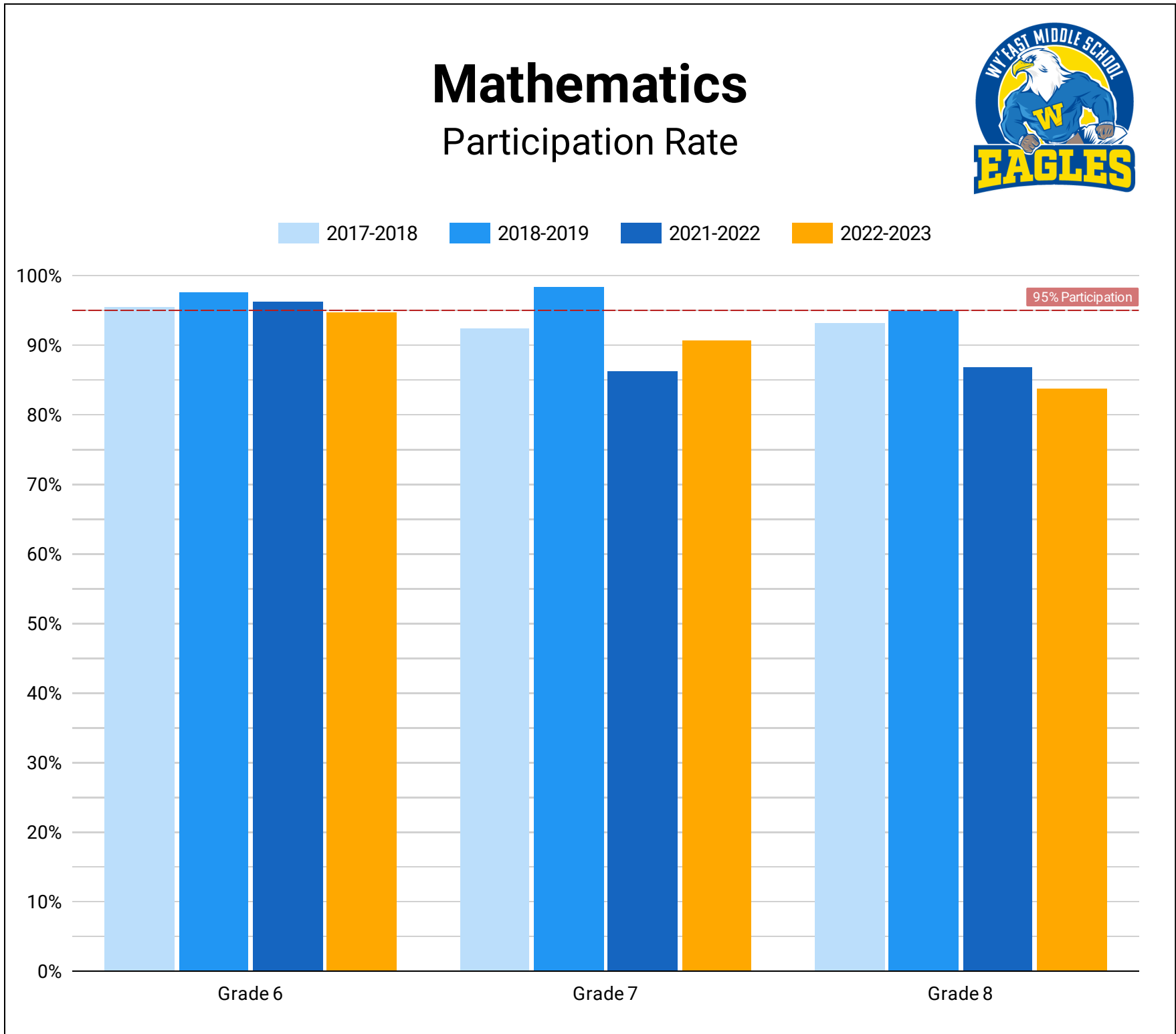
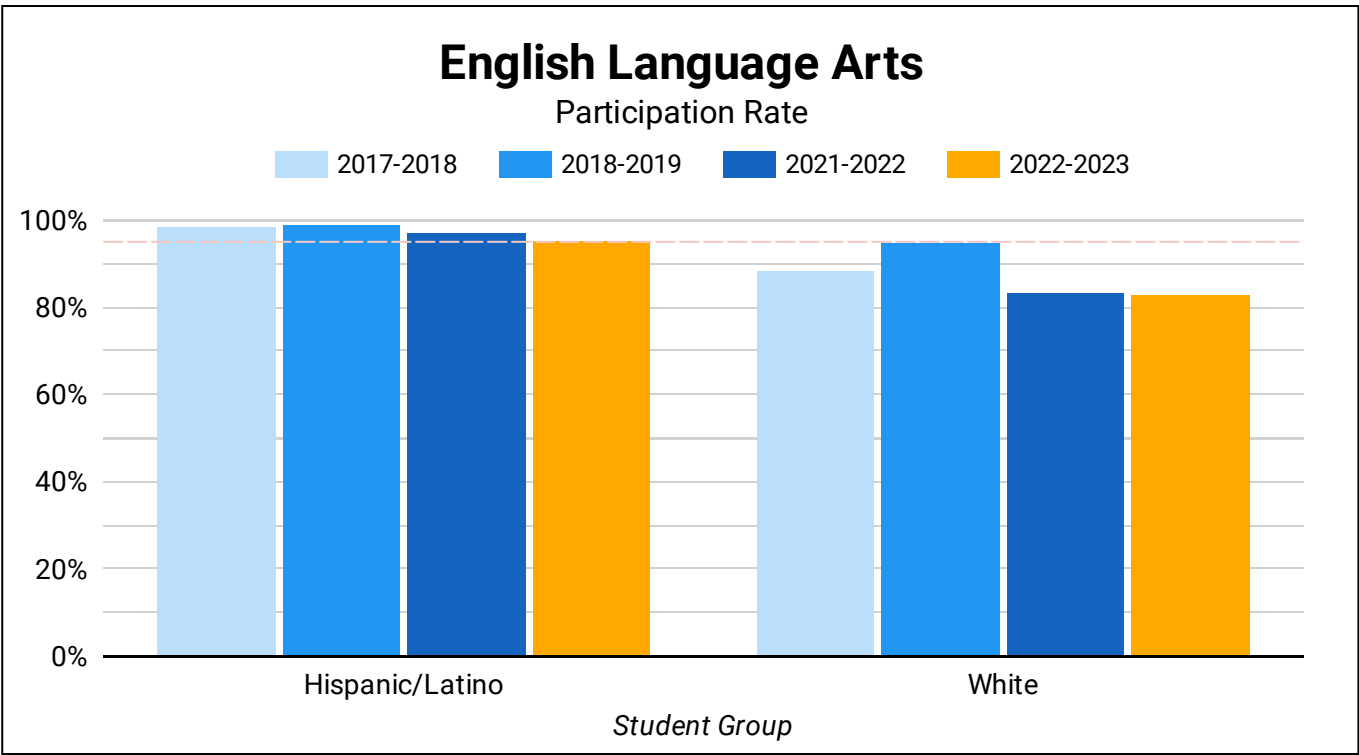
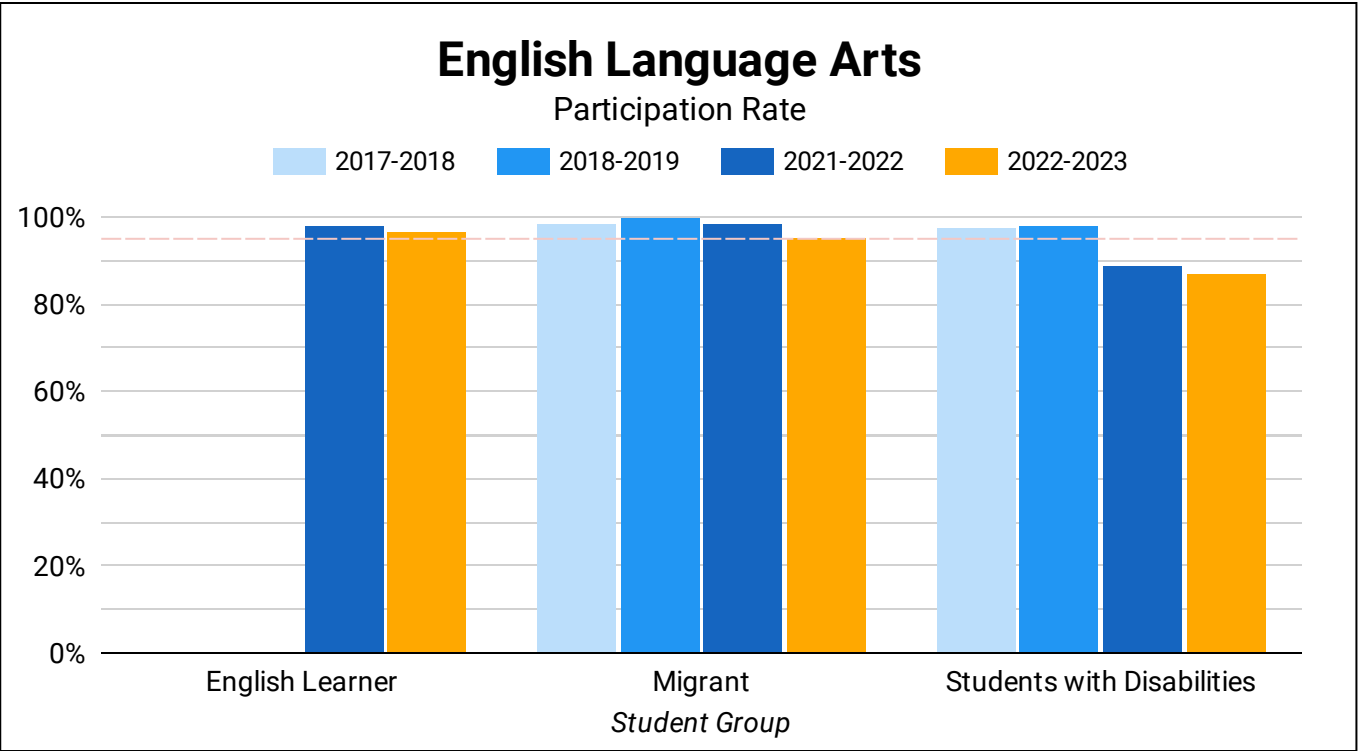
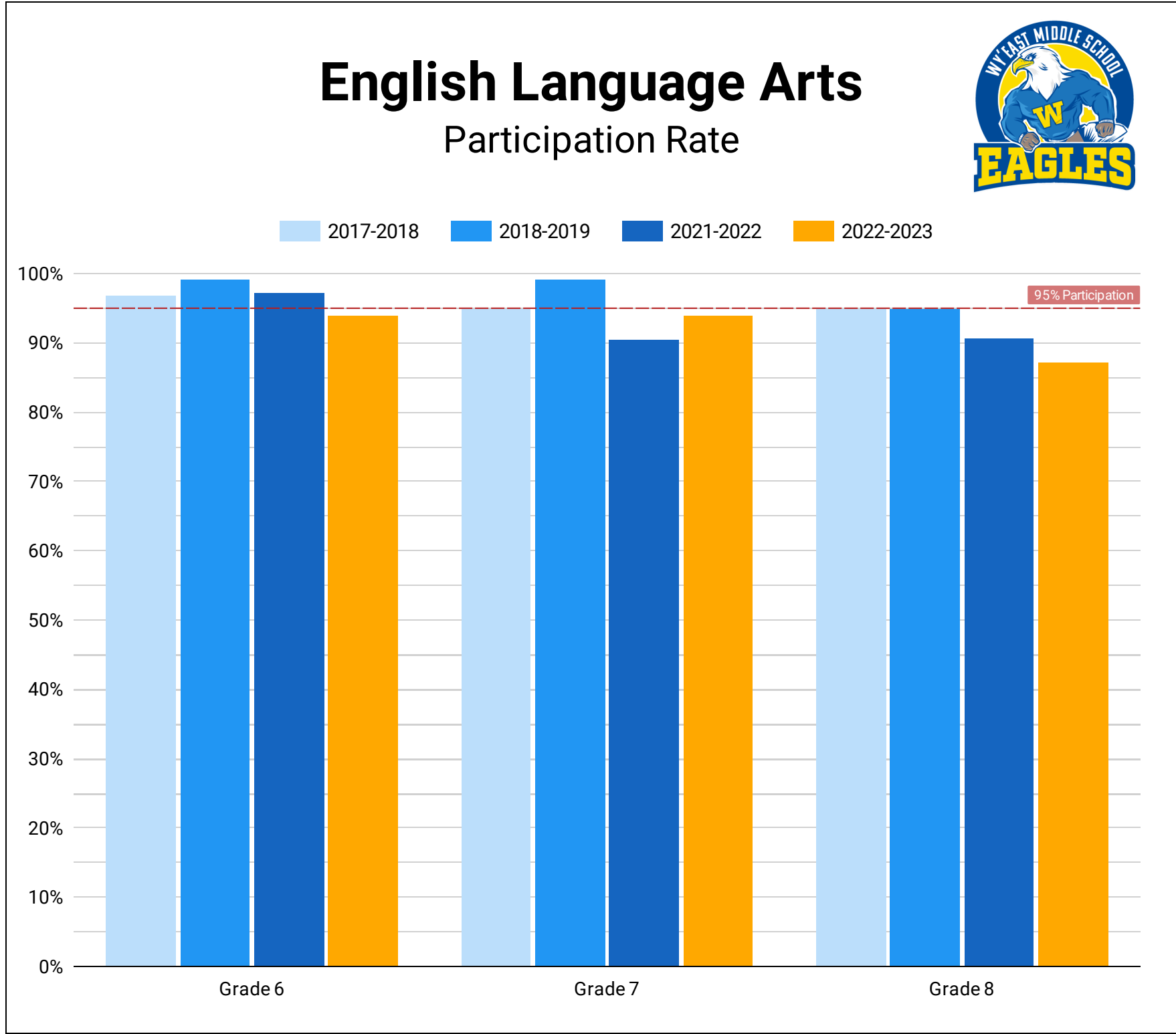










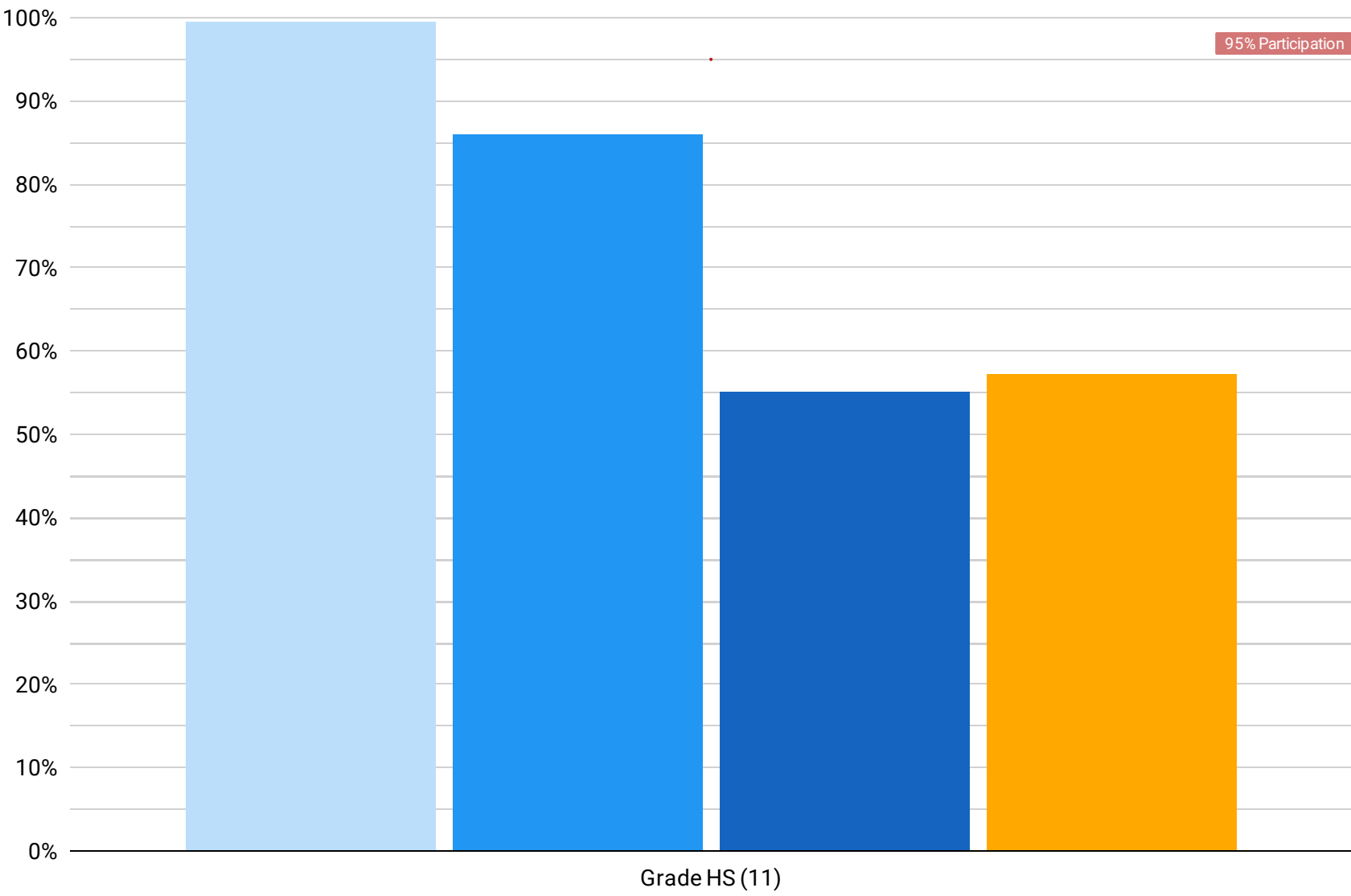


English Language Arts

Participation Rate



2017-2018 2018-2019 2021-2022 2022-2023

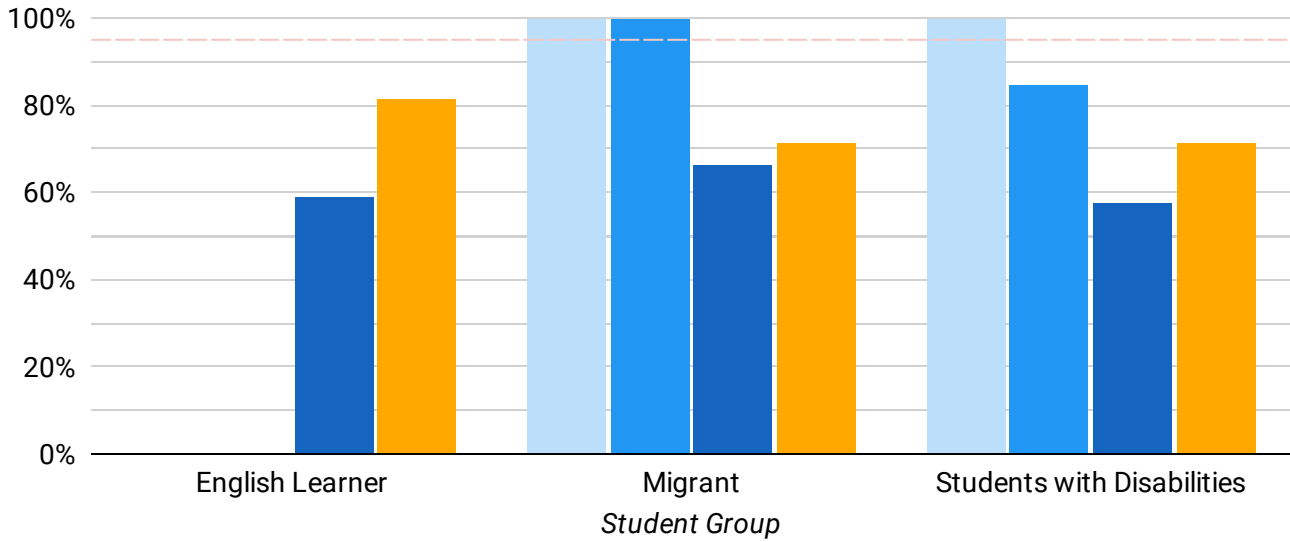


Grade HS (11)

English Language Arts

Participation Rate

2017-2018 2018-2019 2021-2022 2022-2023

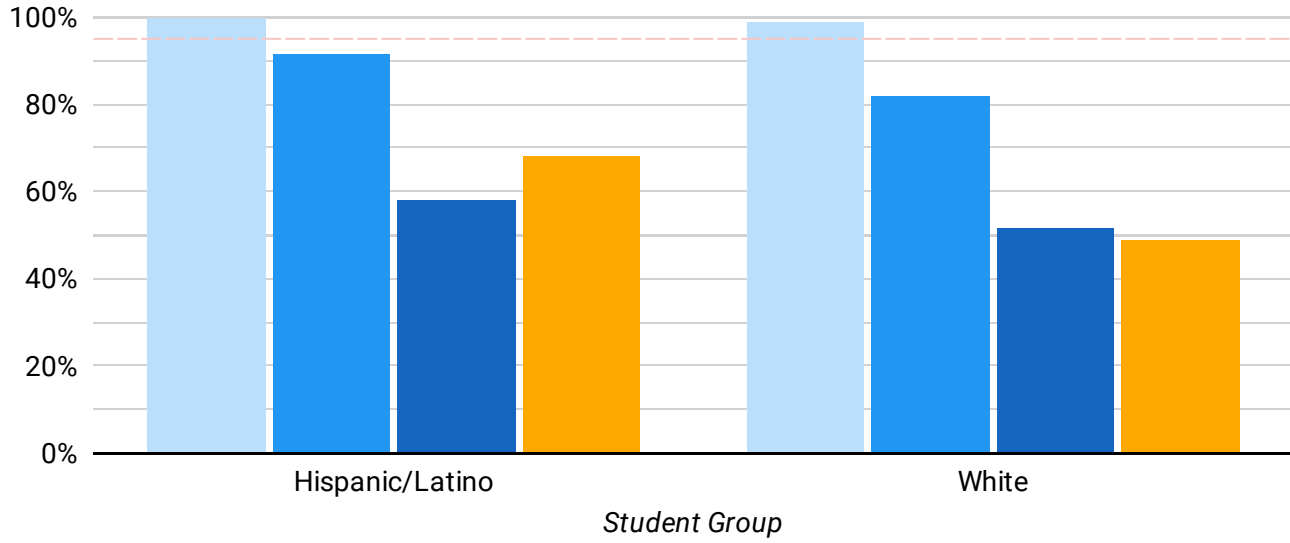


Student Group

English Language Arts

Participation Rate

2017-2018 2018-2019 2021-2022 2022-2023



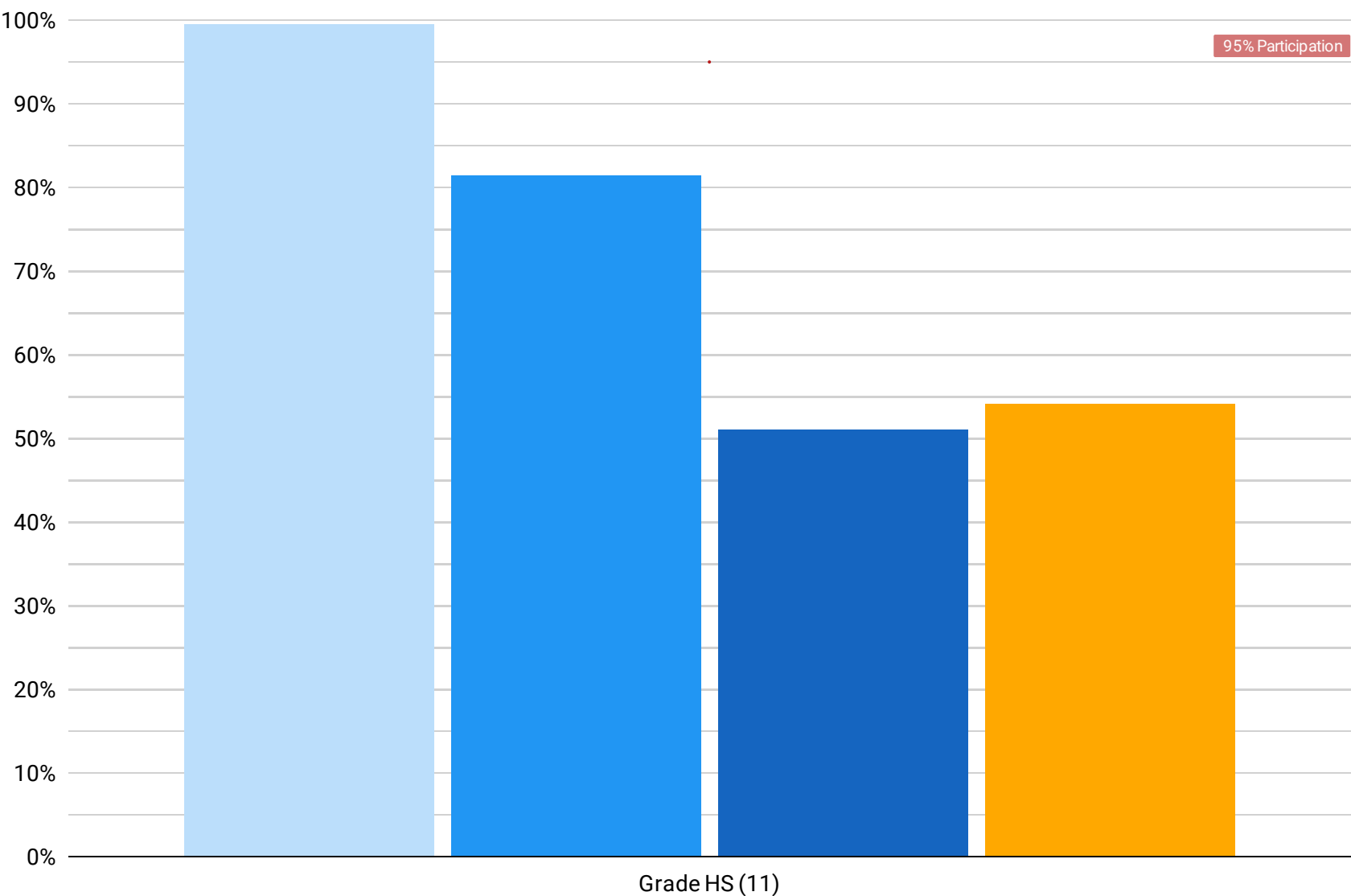
Student Group

Mathematics

Participation Rate



2017-2018 2018-2019 2021-2022 2022-2023

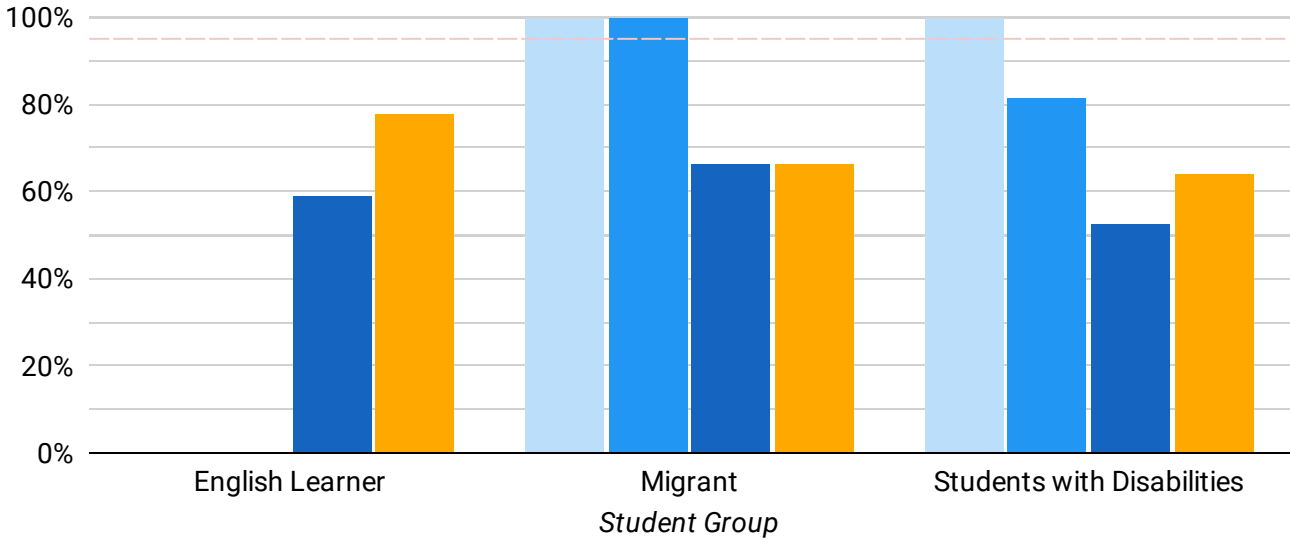


Grade HS (11)

Mathematics

Participation Rate

2017-2018 2018-2019 2021-2022 2022-2023

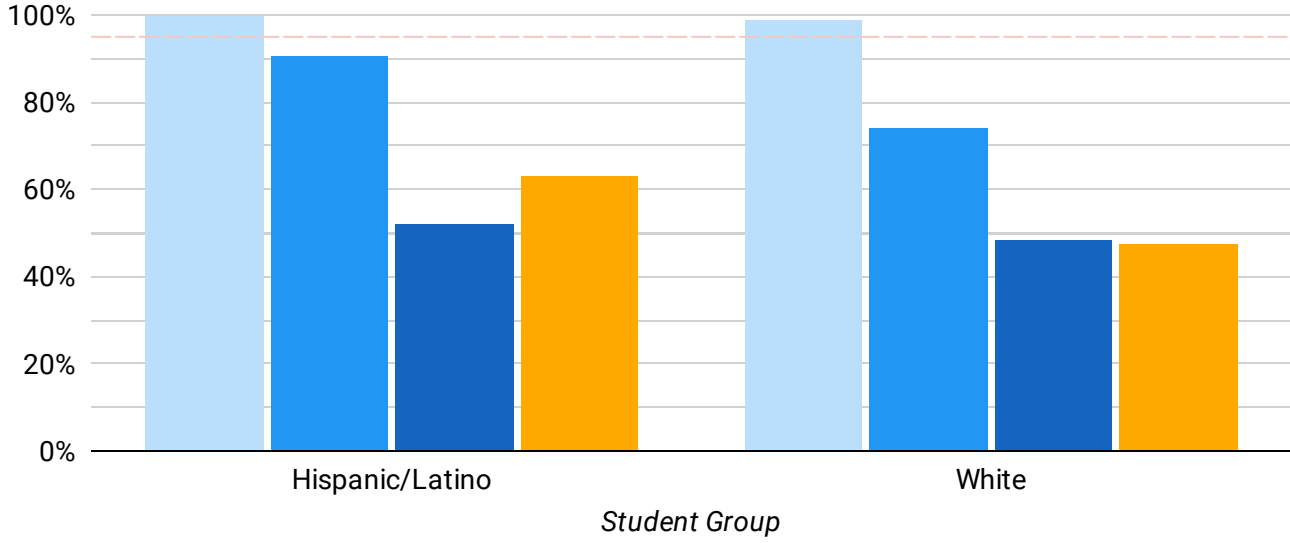


Student Group

Mathematics

Participation Rate

2017-2018 2018-2019 2021-2022 2022-2023



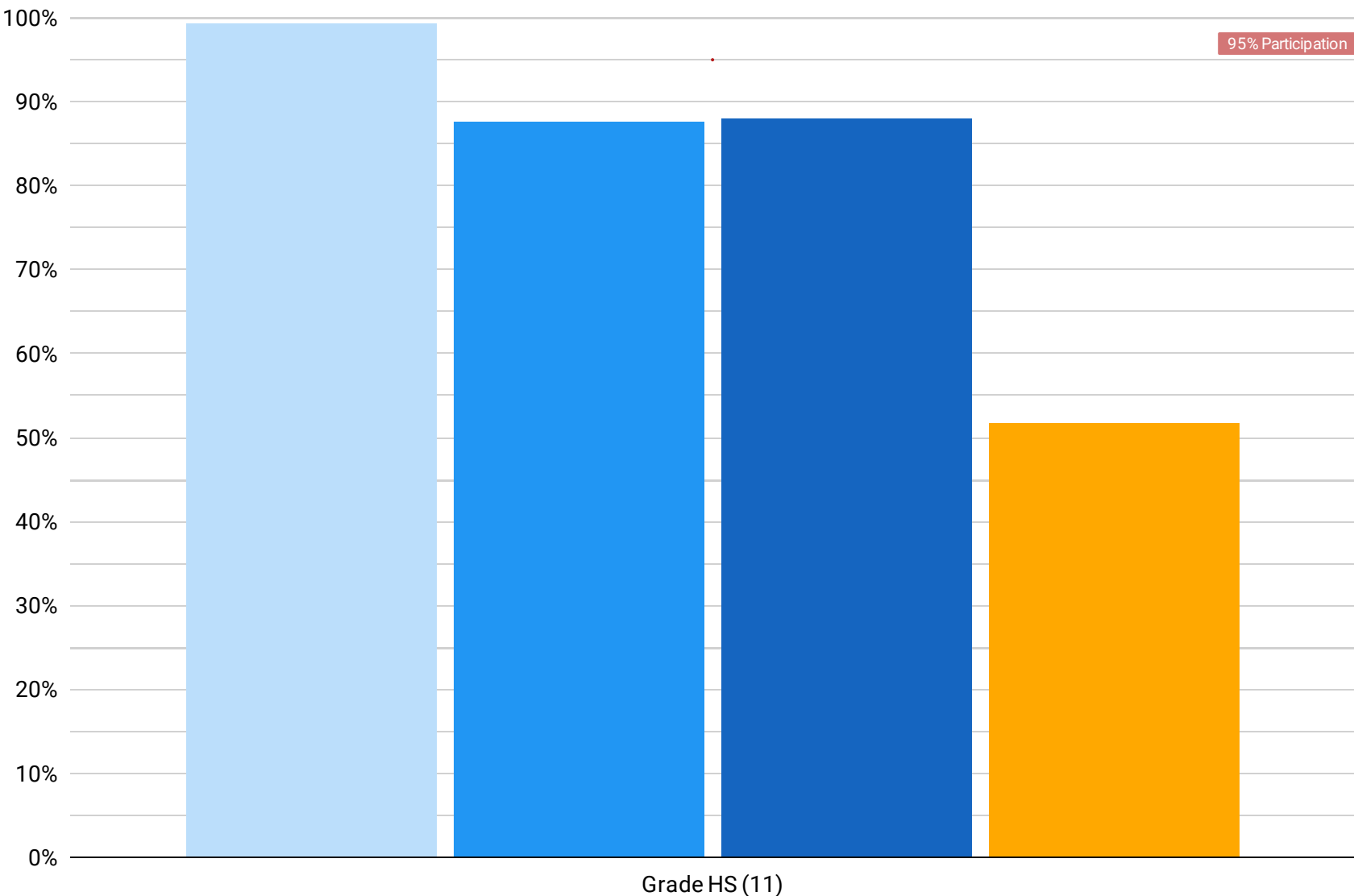
Student Group

Science

Participation Rate



2017-2018 2018-2019 2021-2022 2022-2023

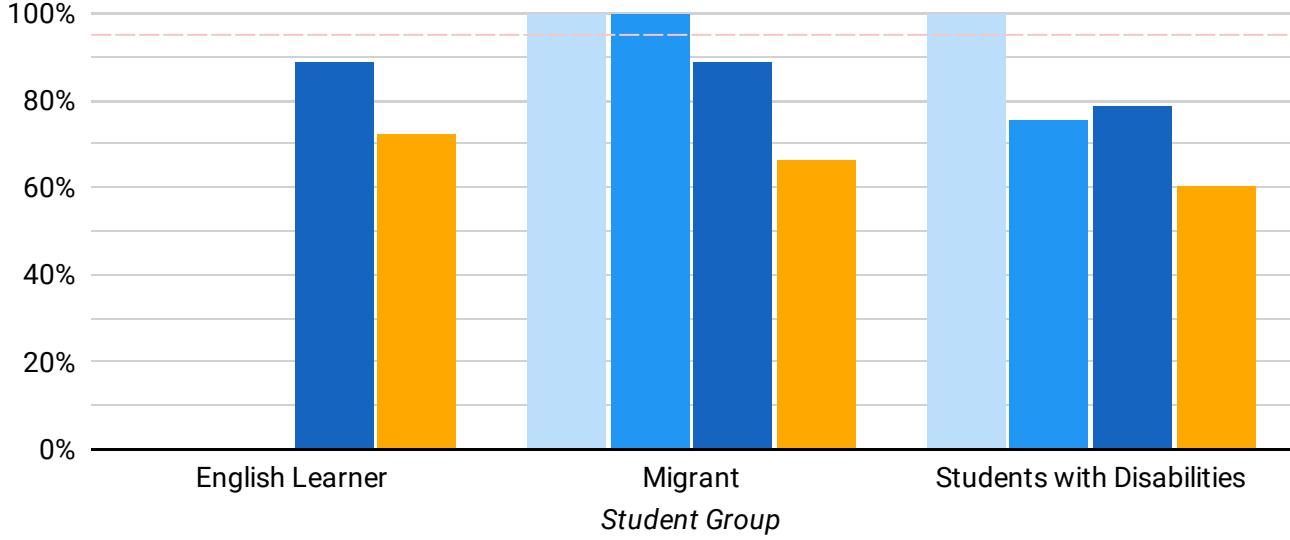


Grade HS (11)

Science

Participation Rate

2017-2018 2018-2019 2021-2022 2022-2023

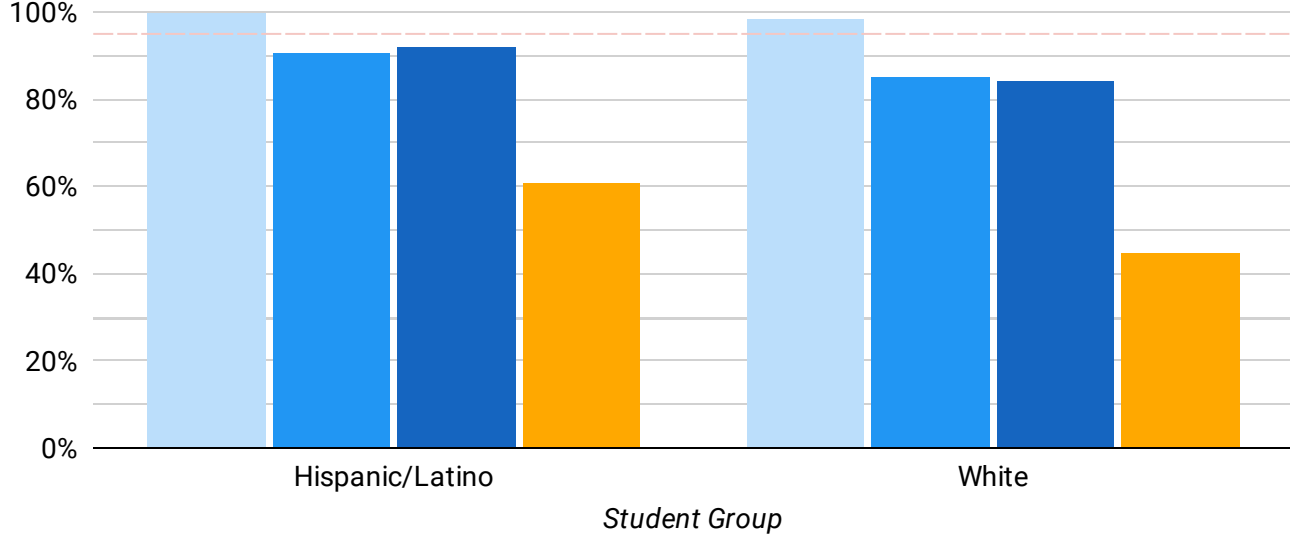


Student Group

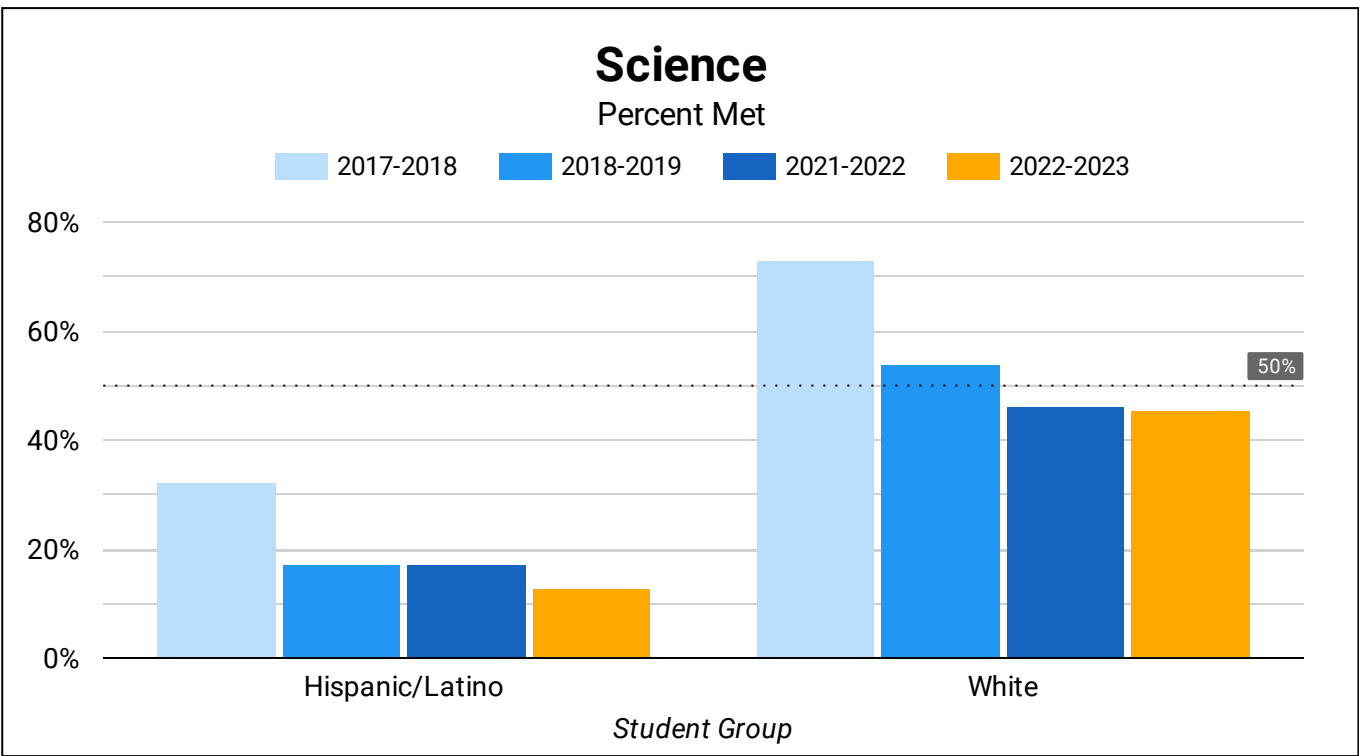
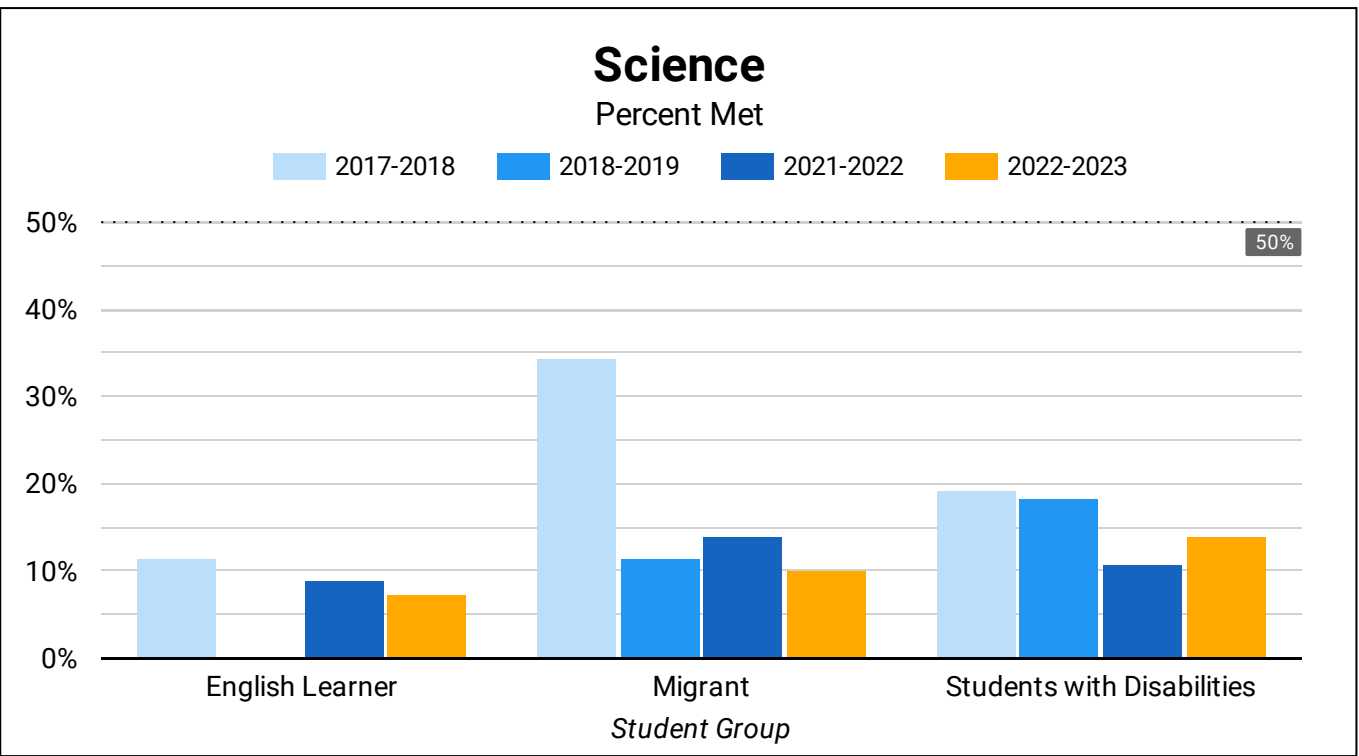
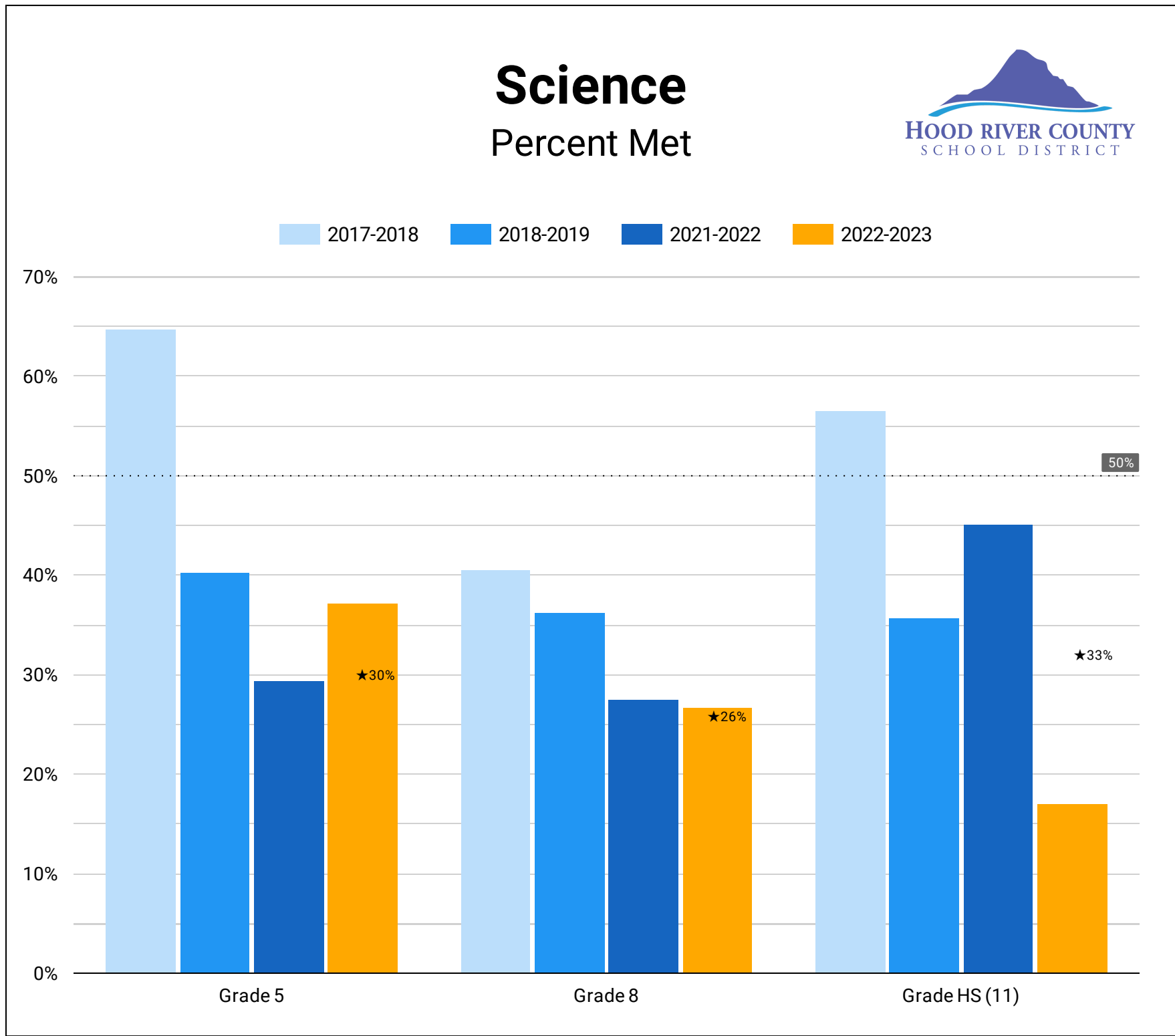
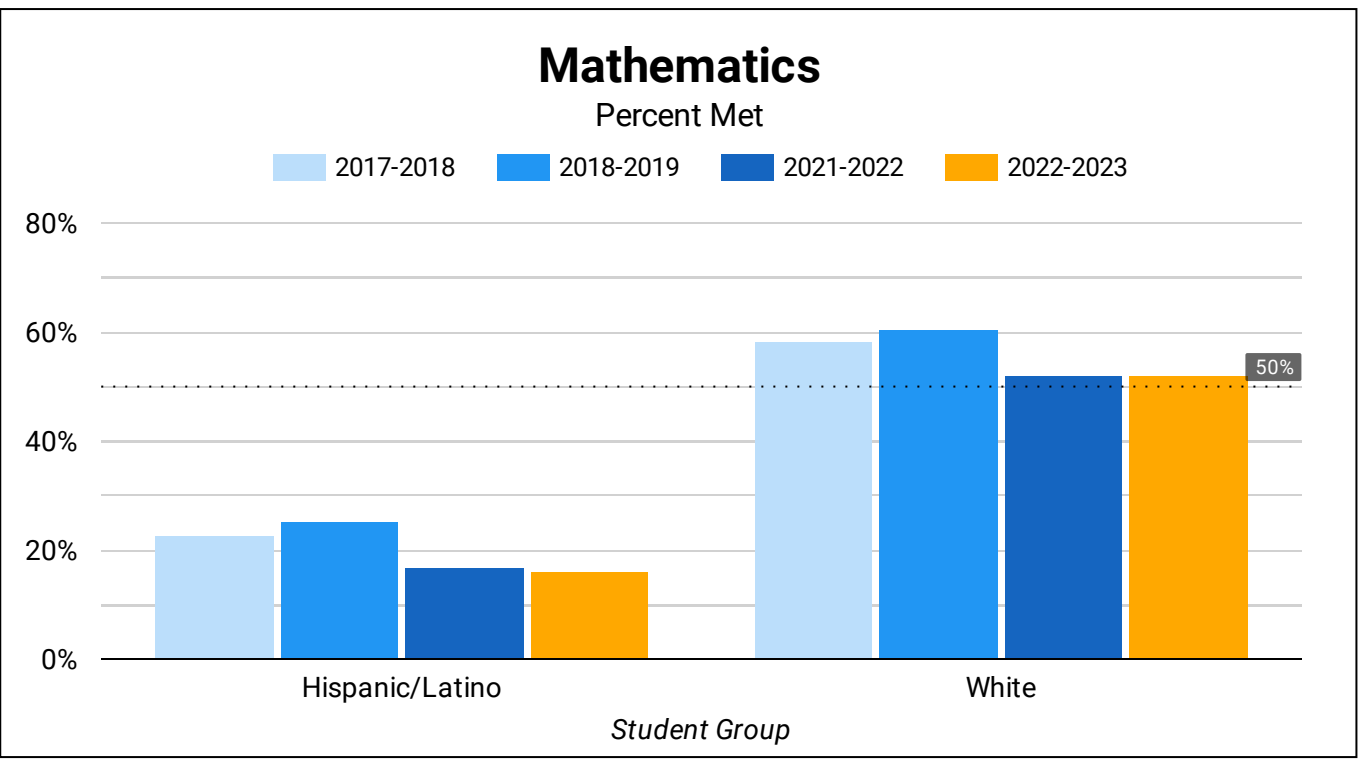
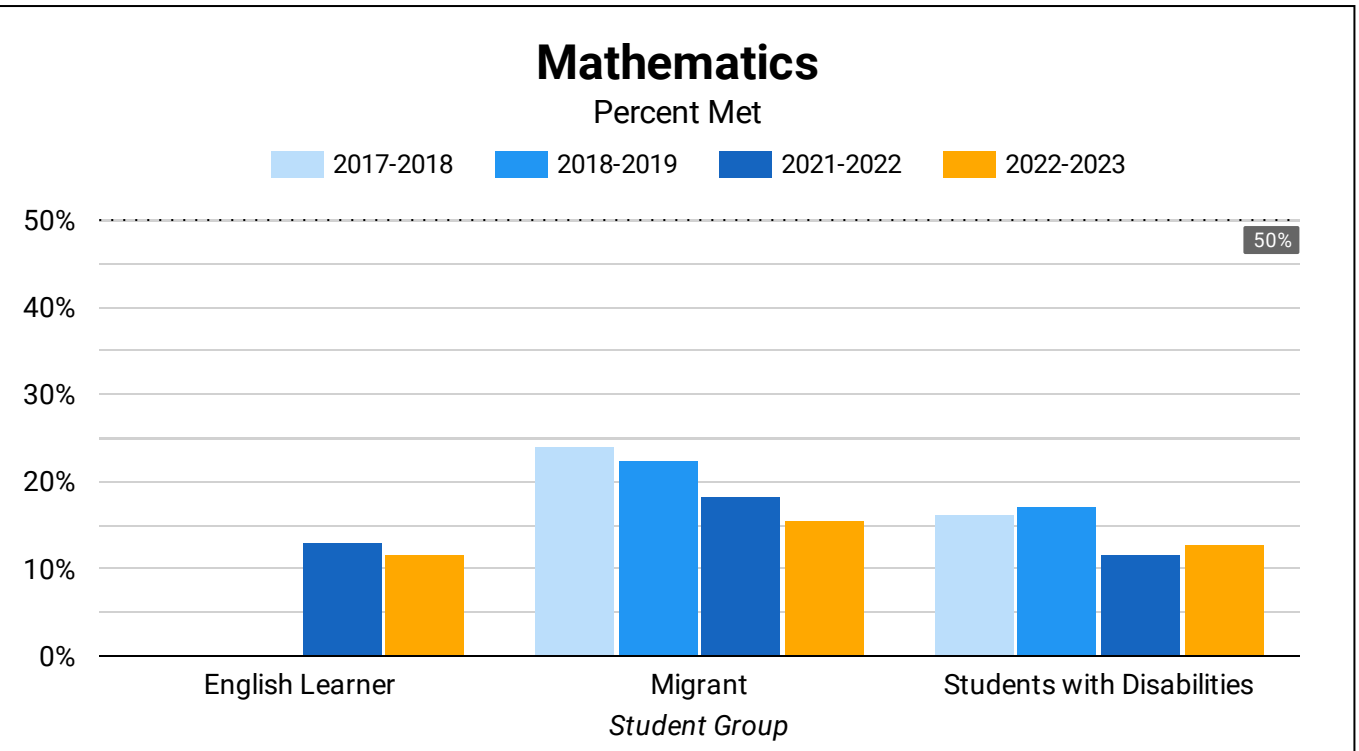
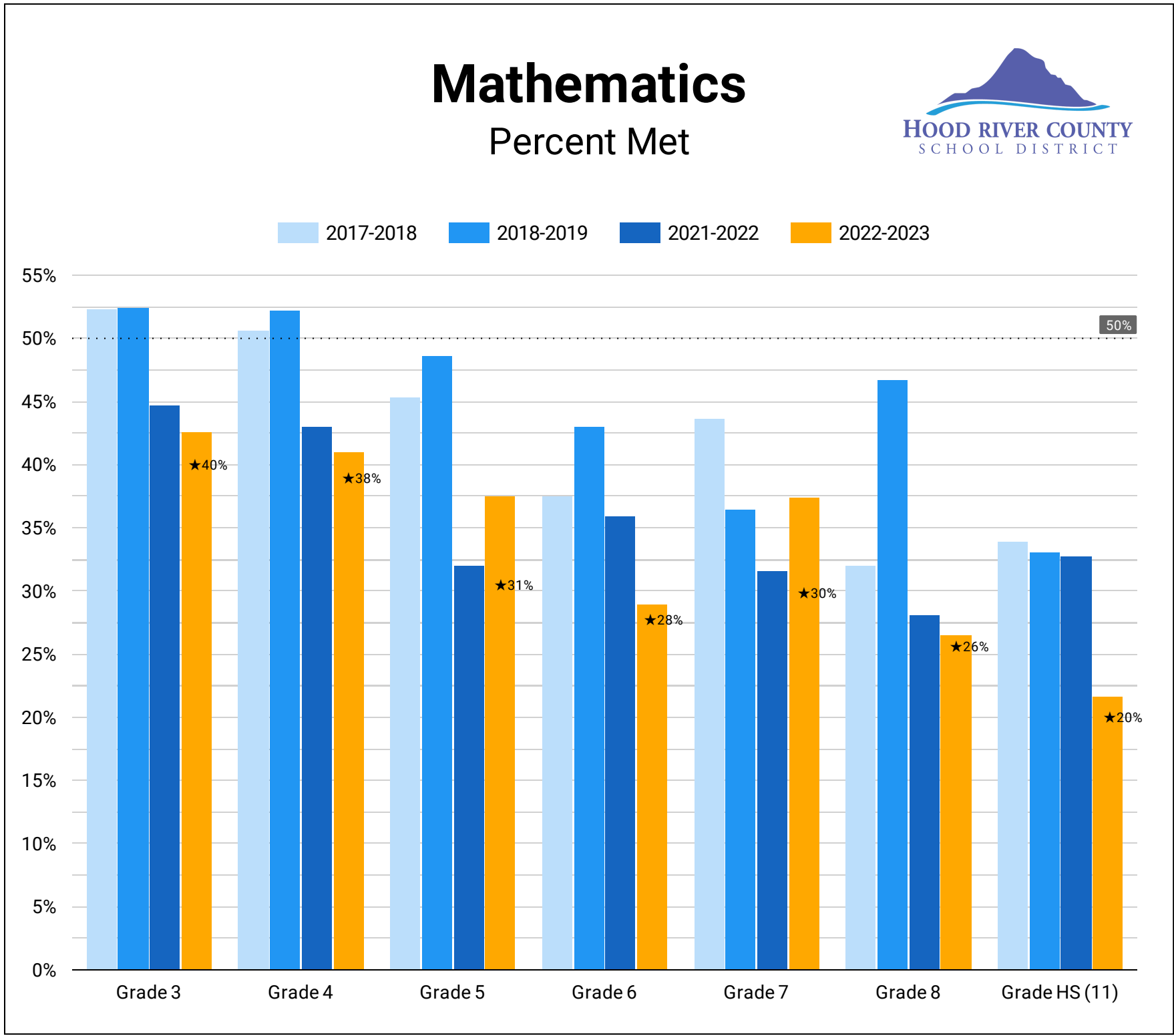
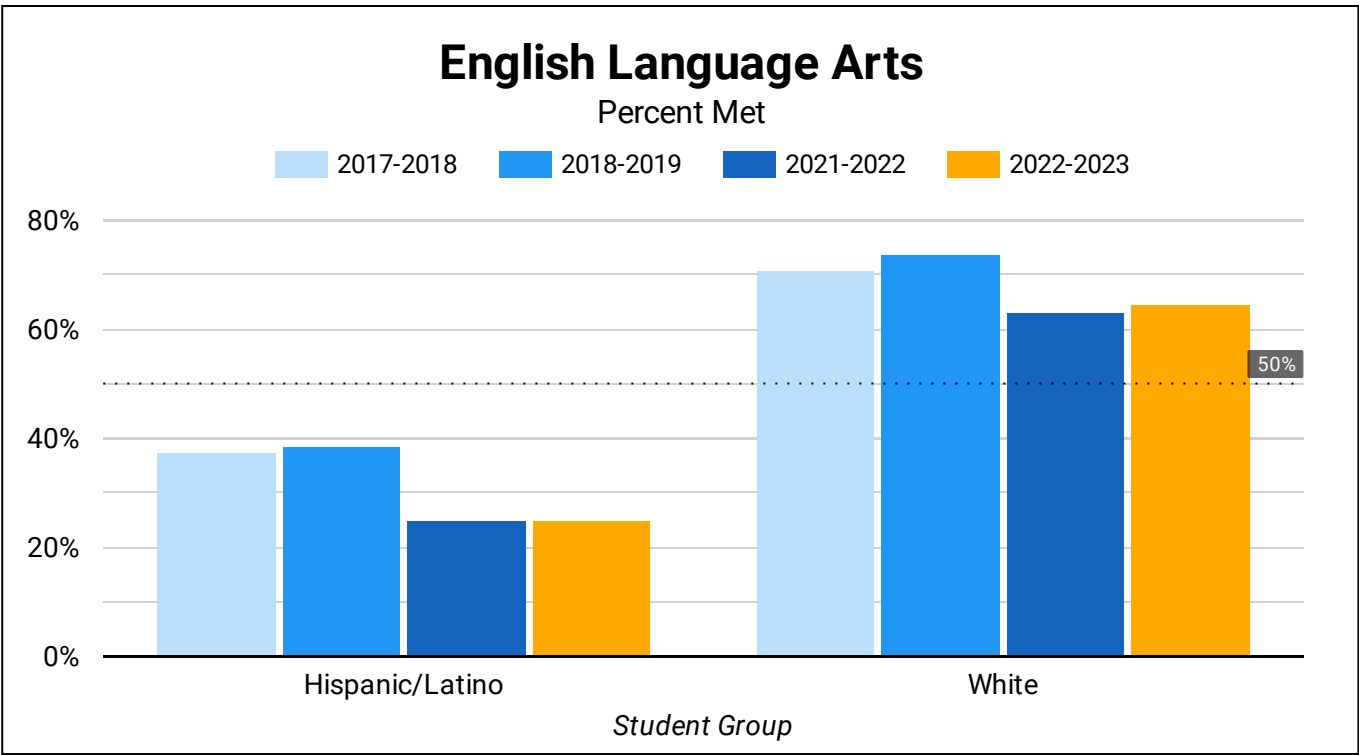
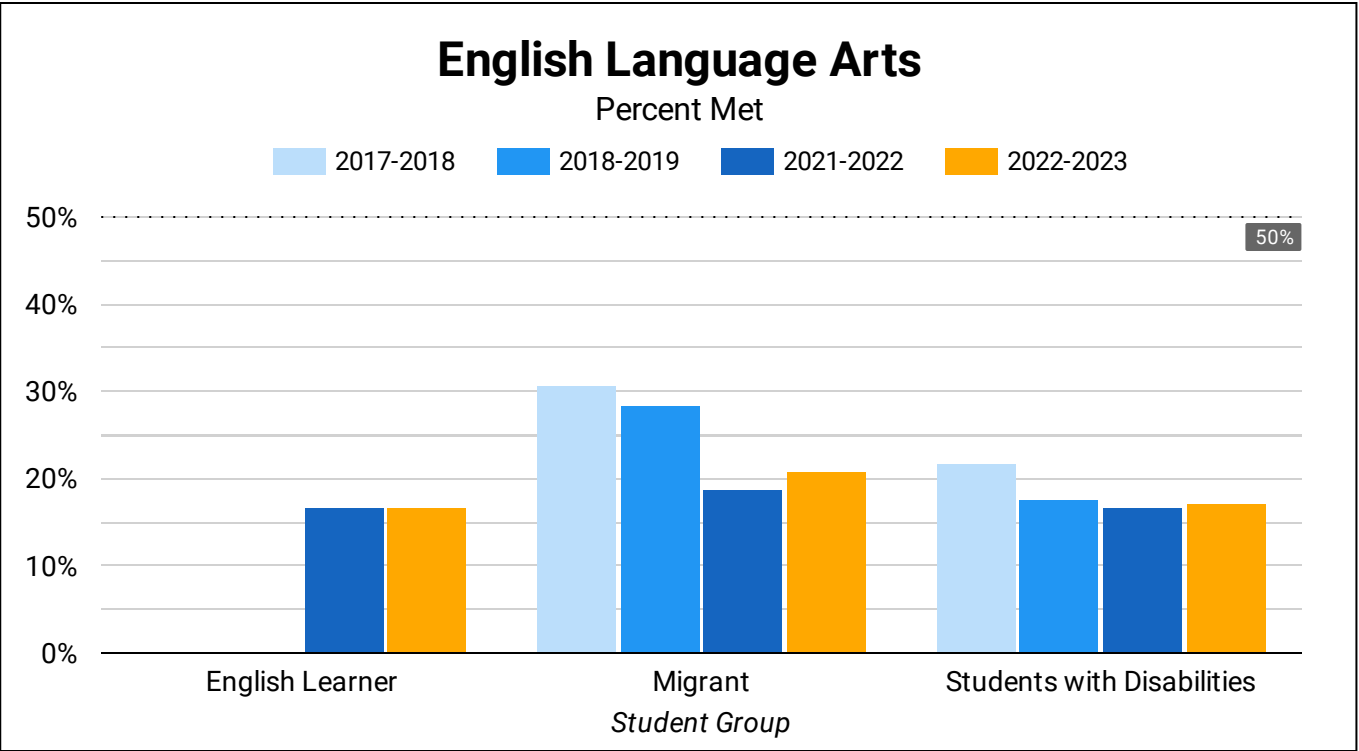
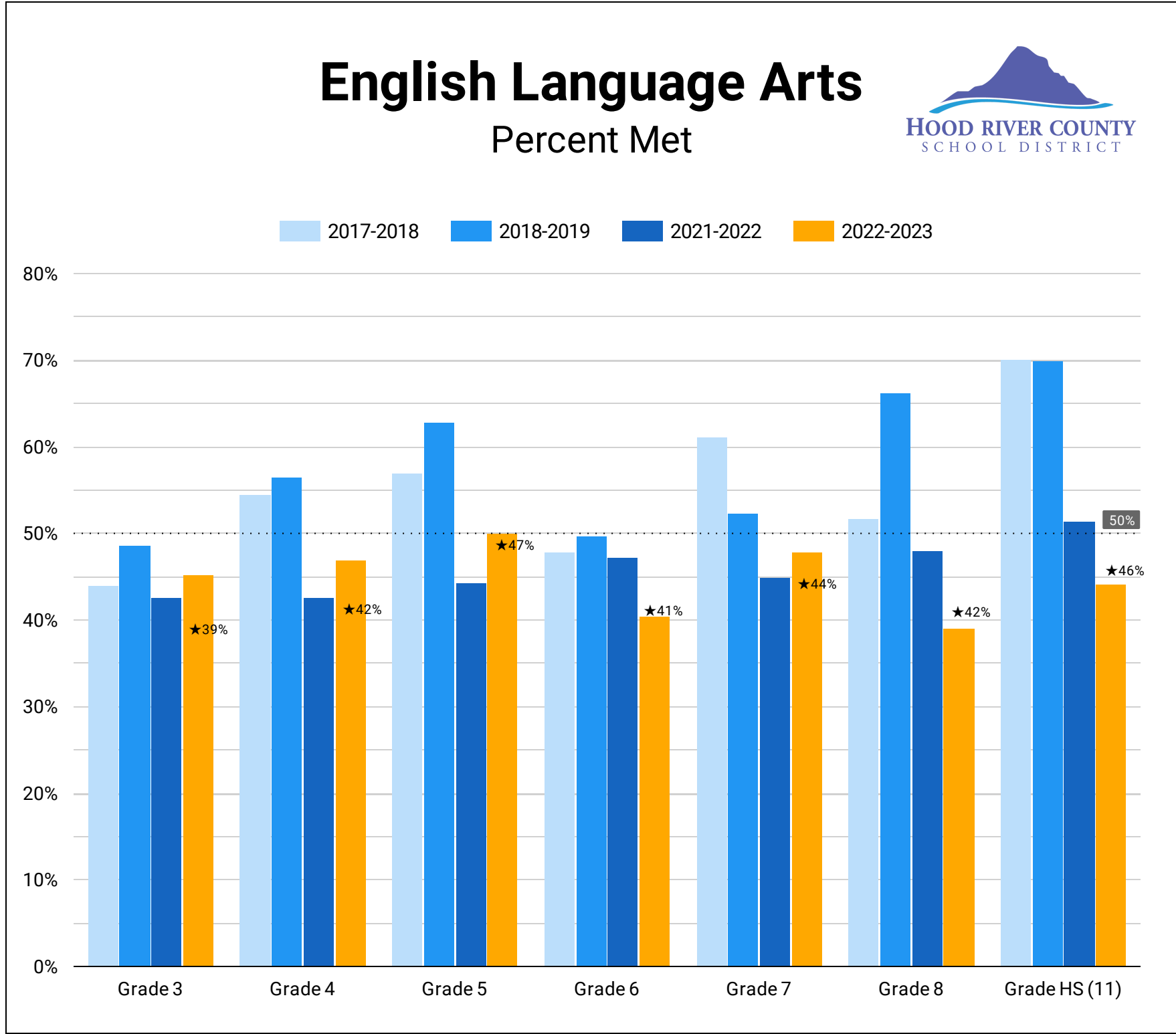
Science

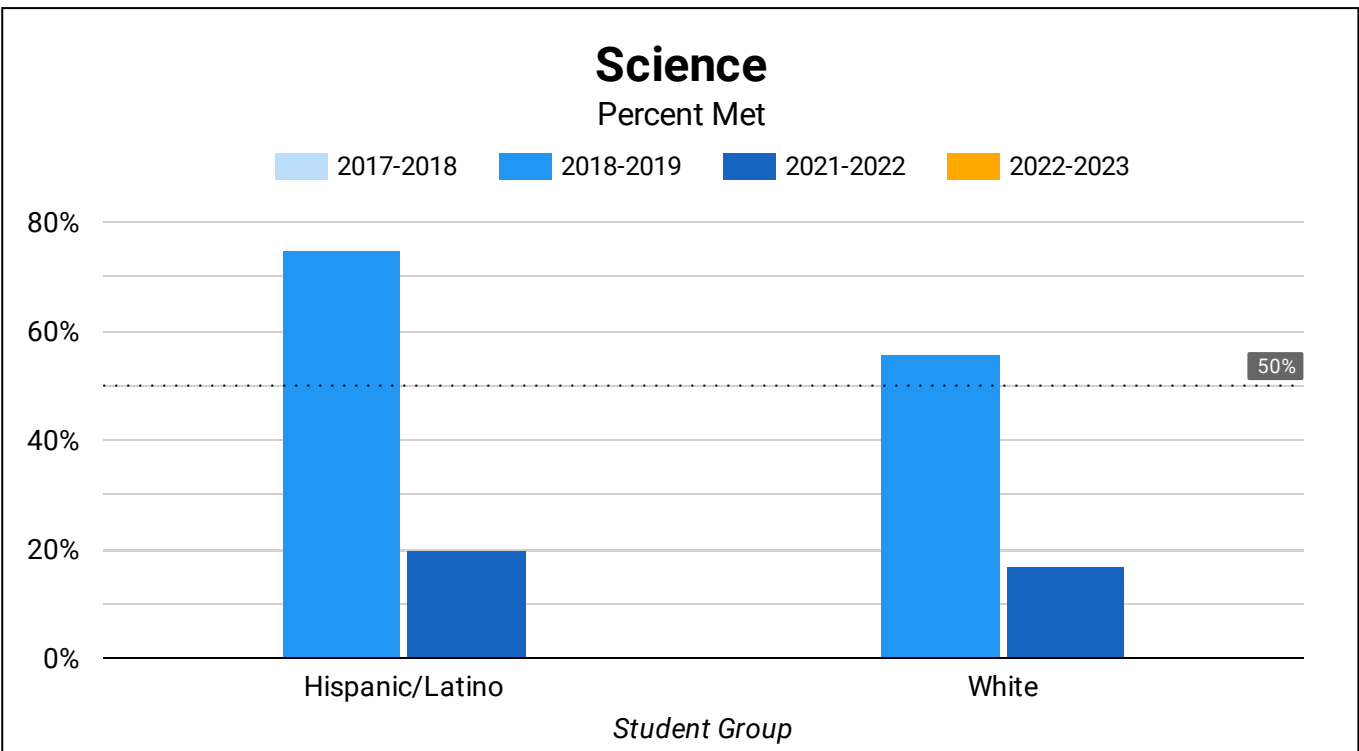
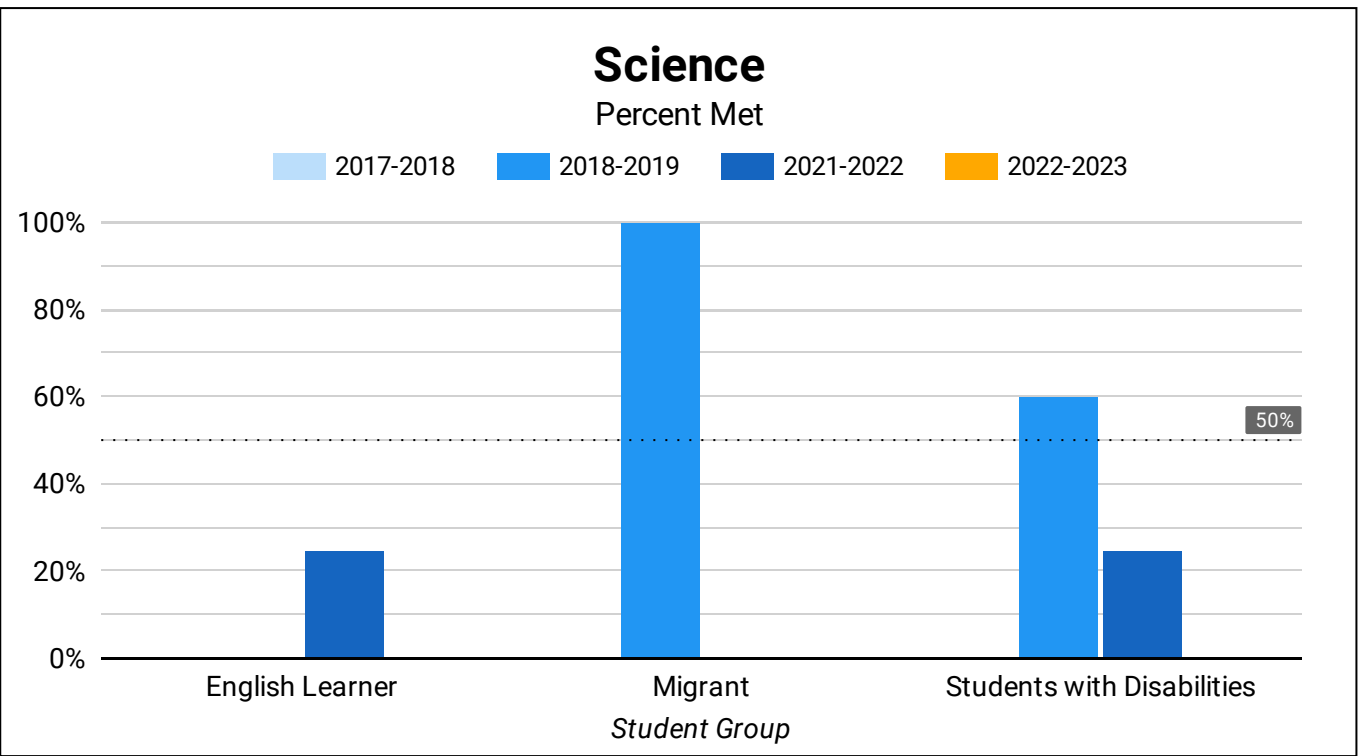
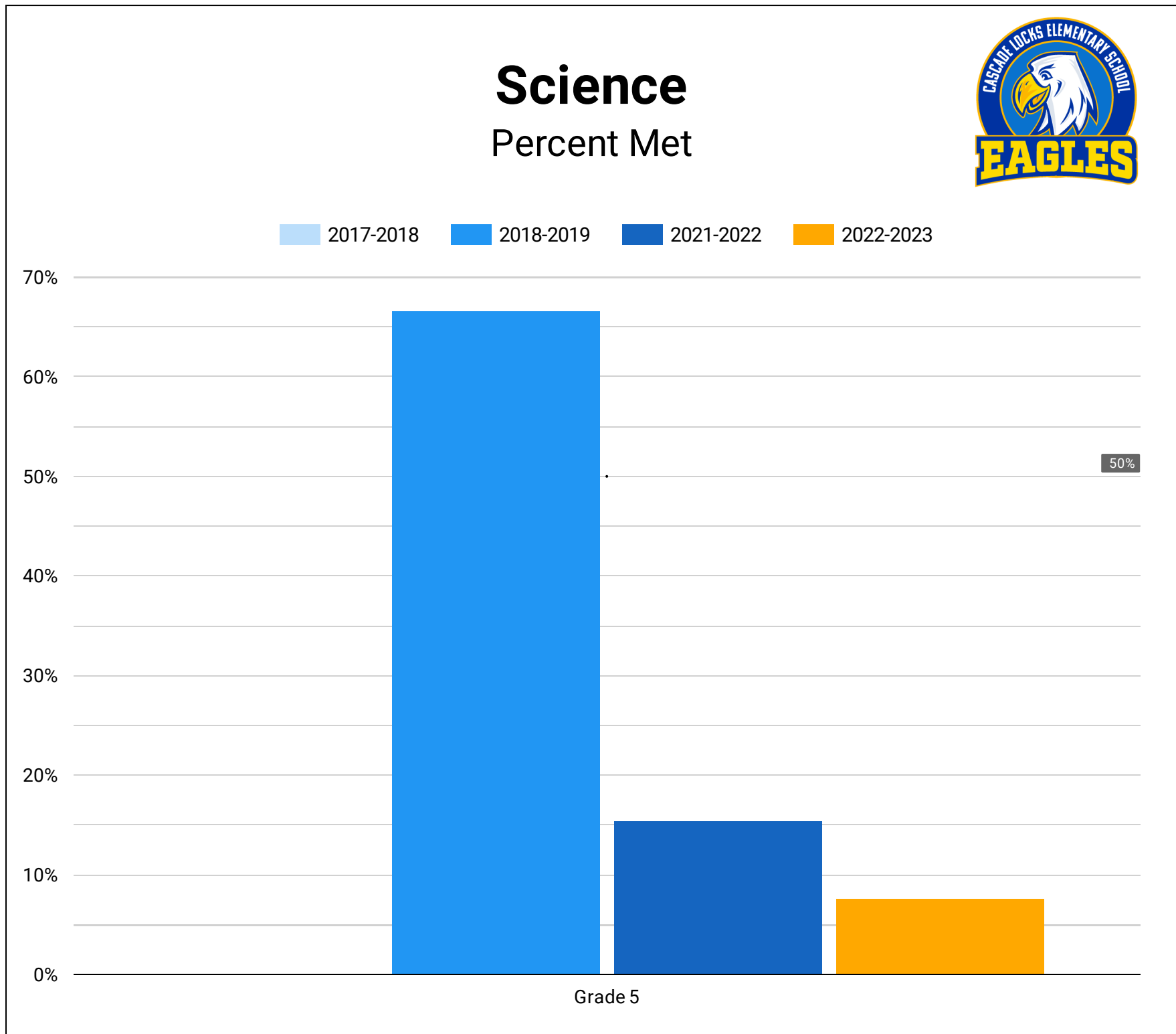
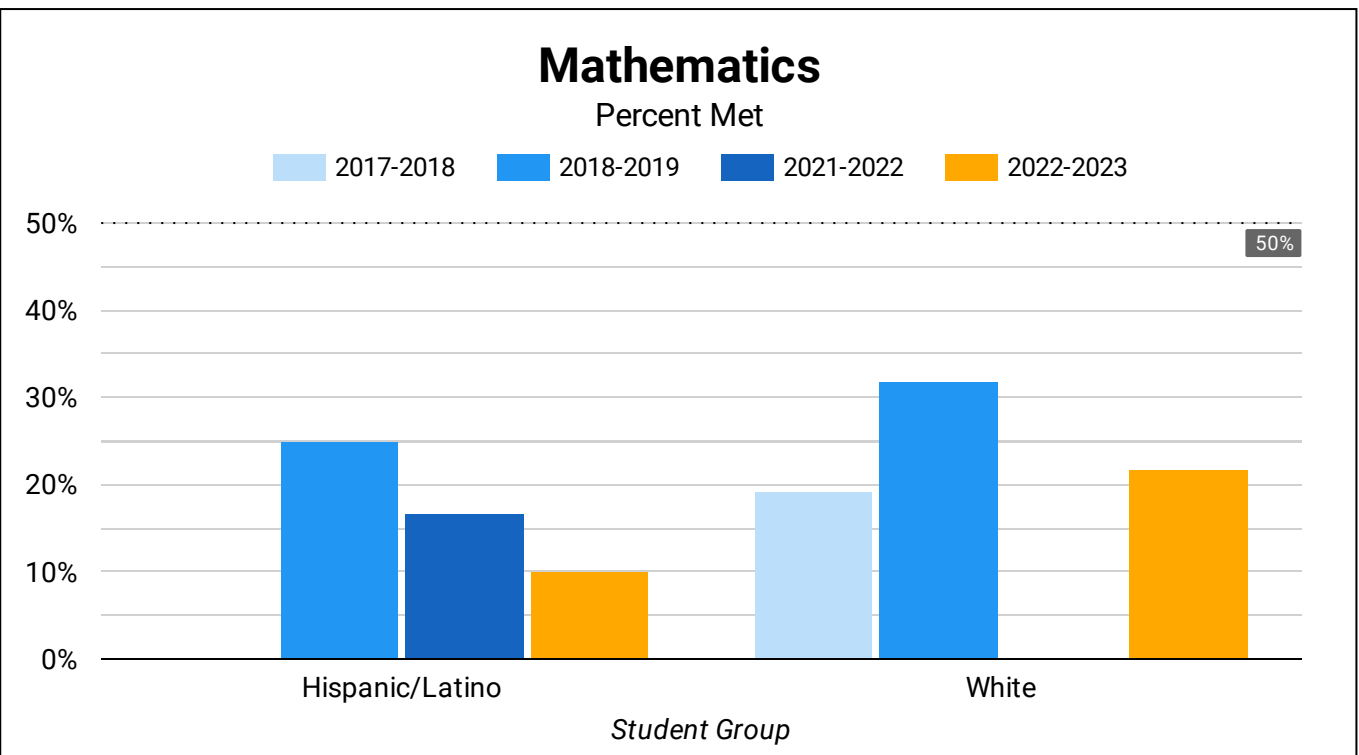
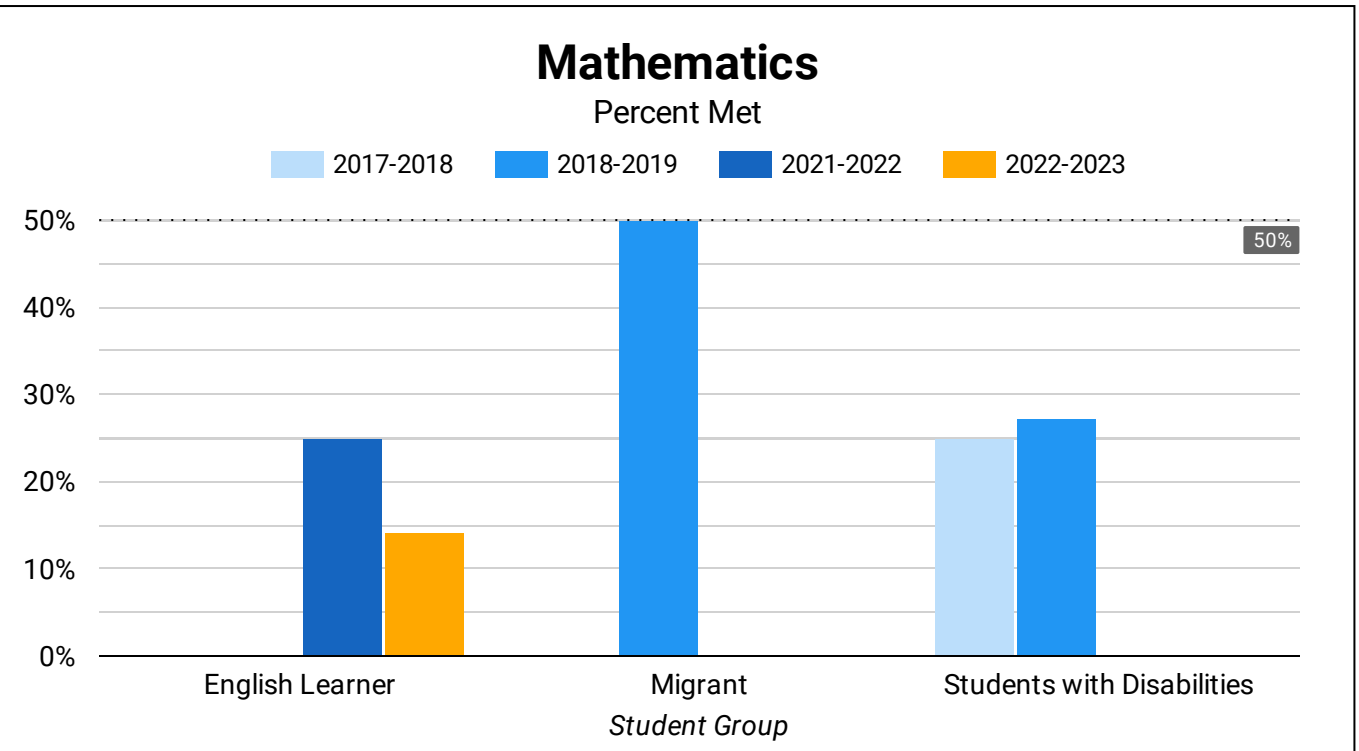
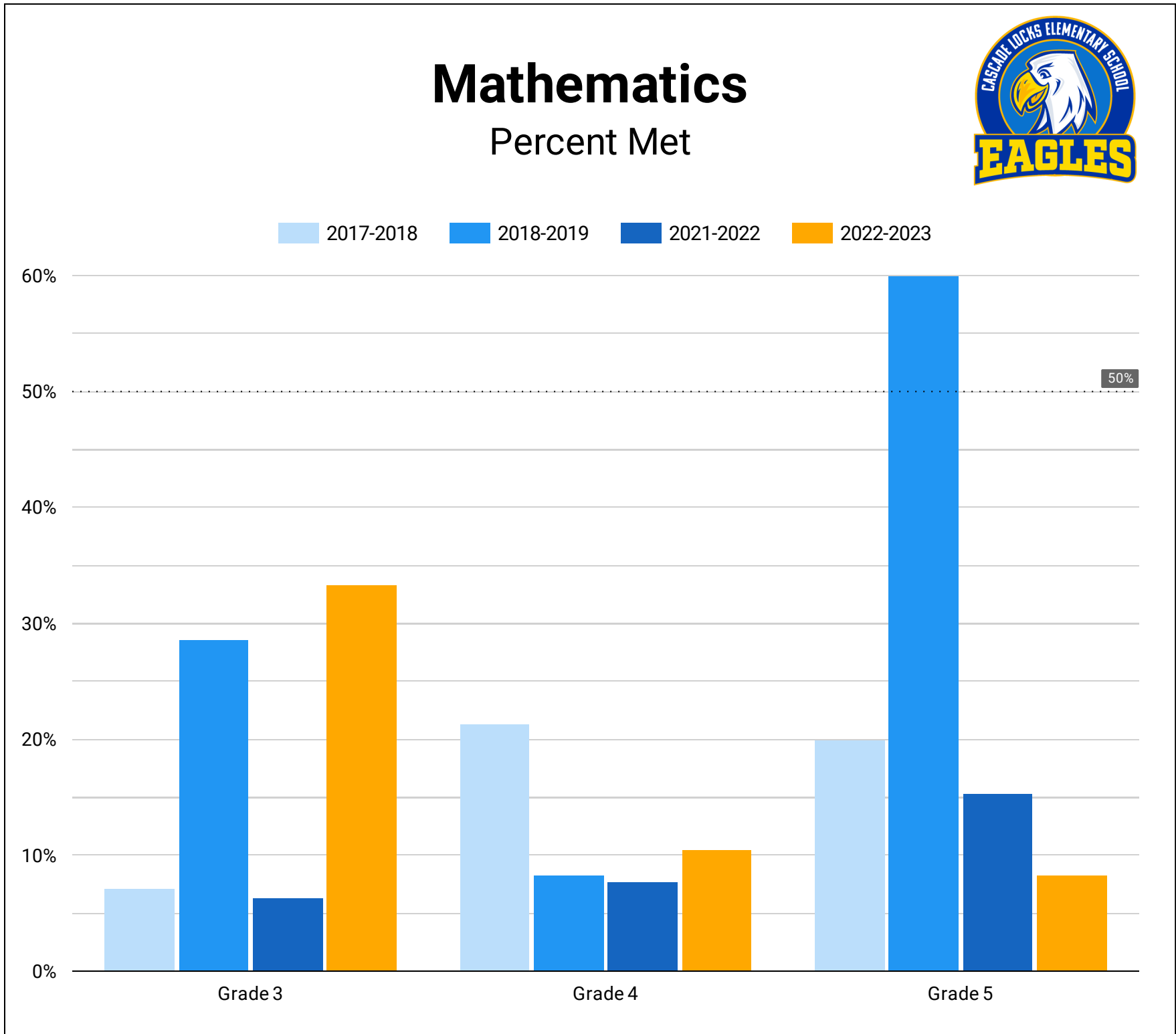
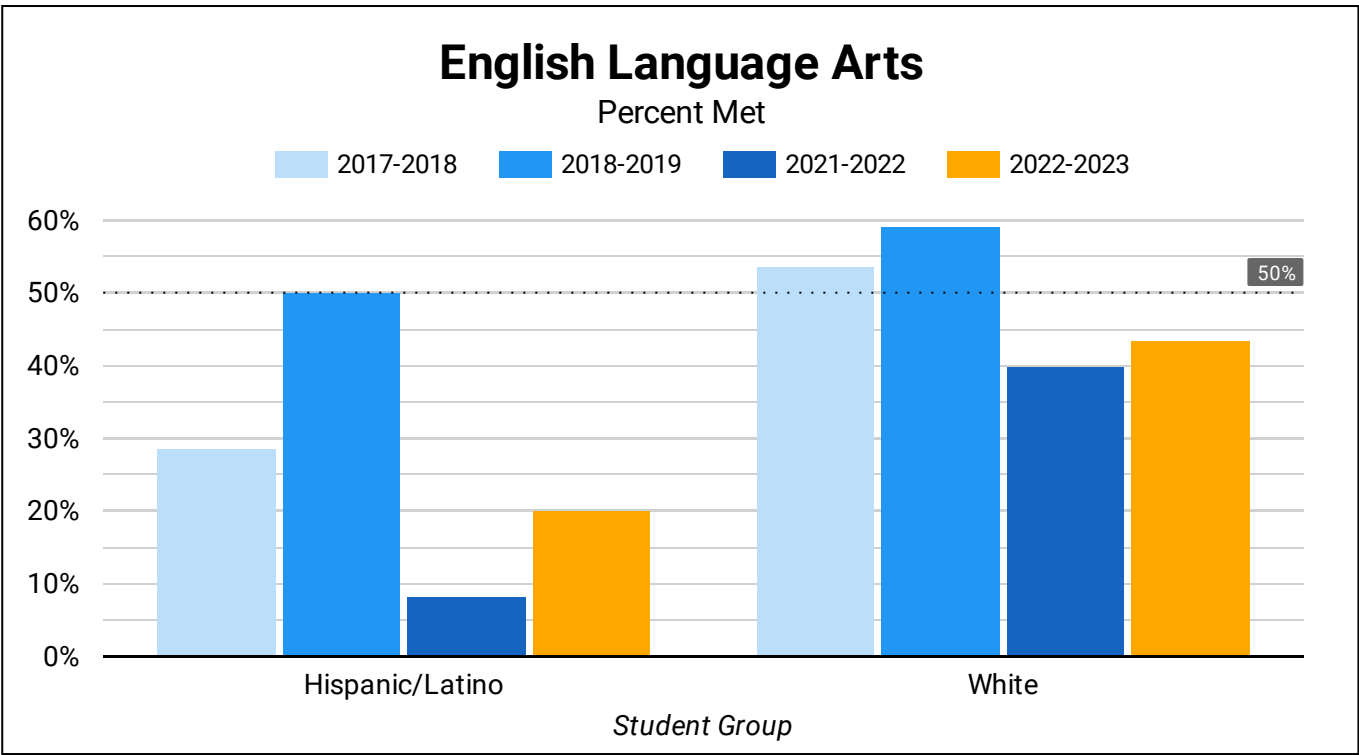
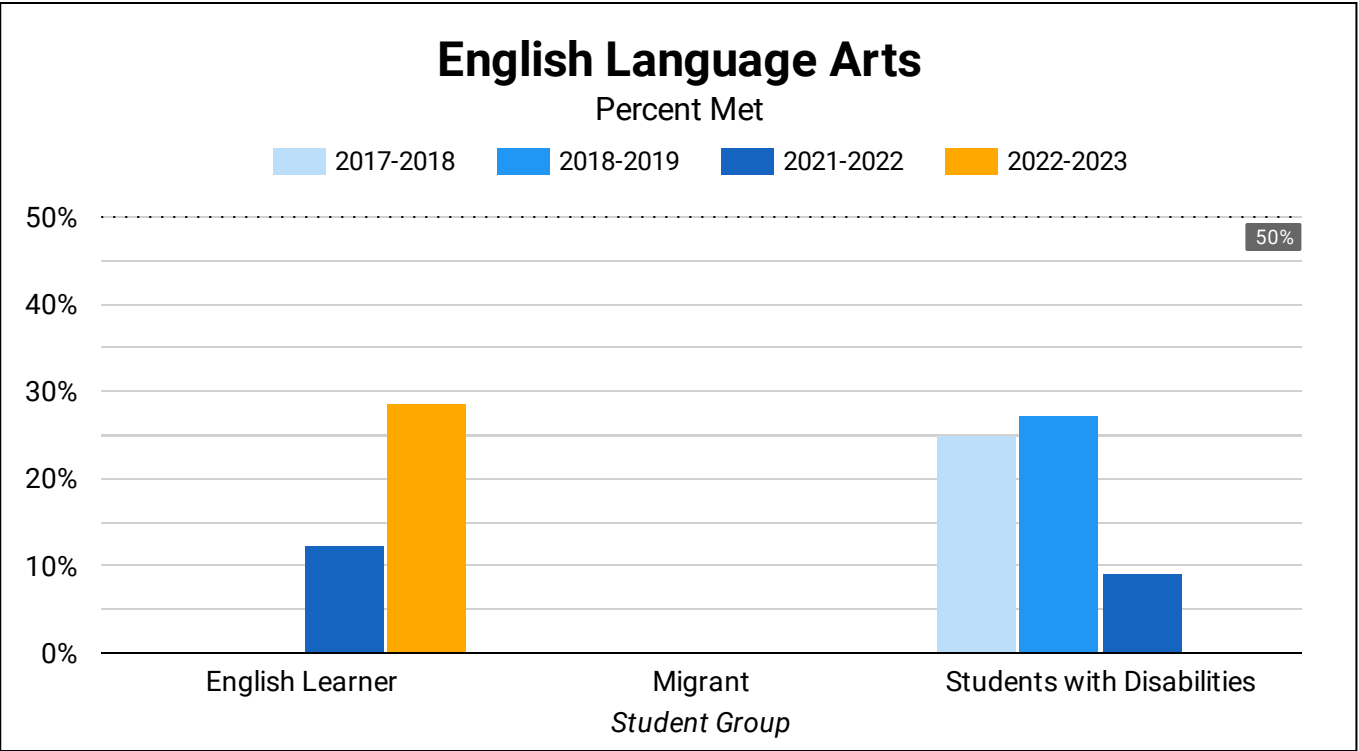
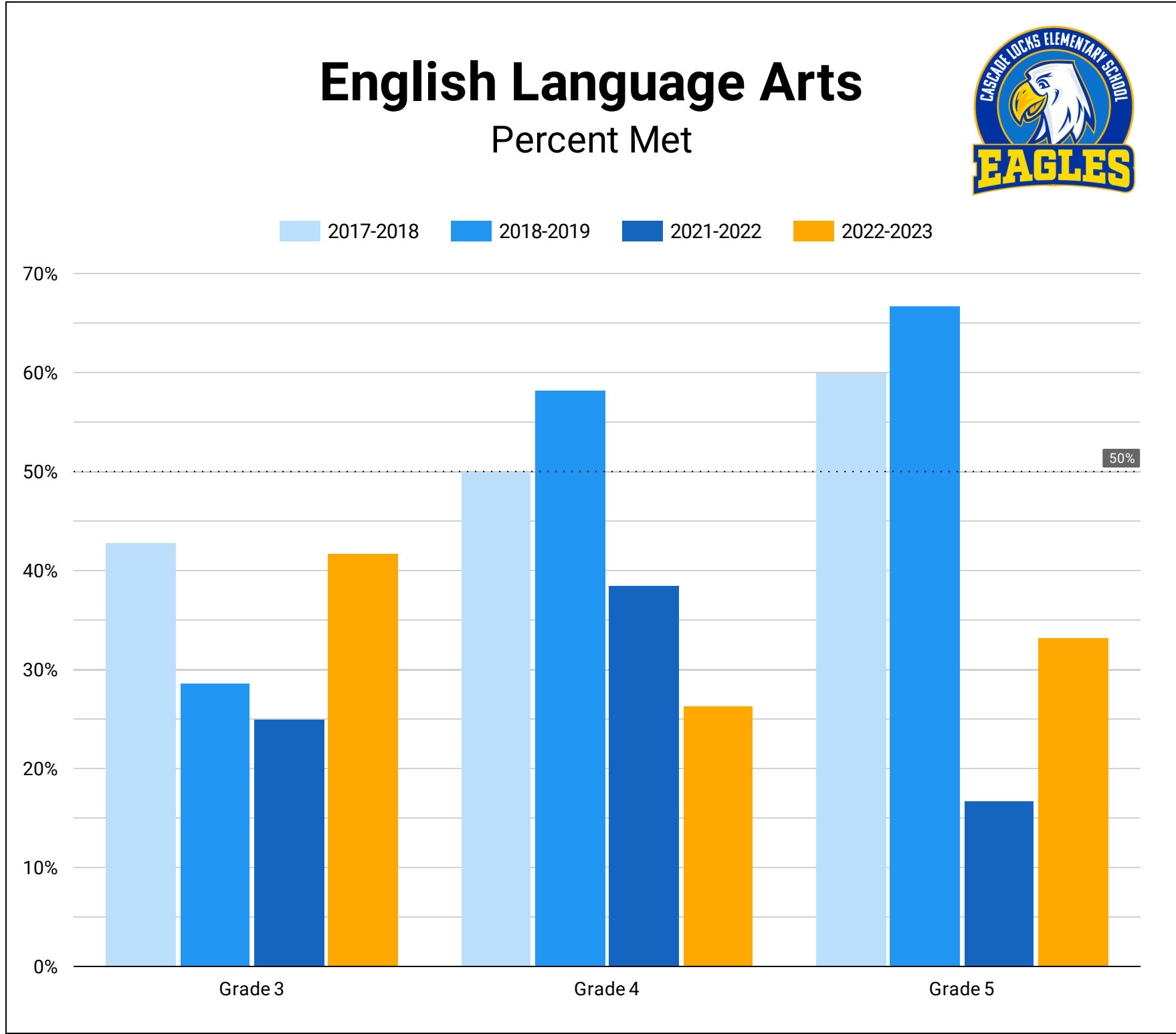
Participation Rate

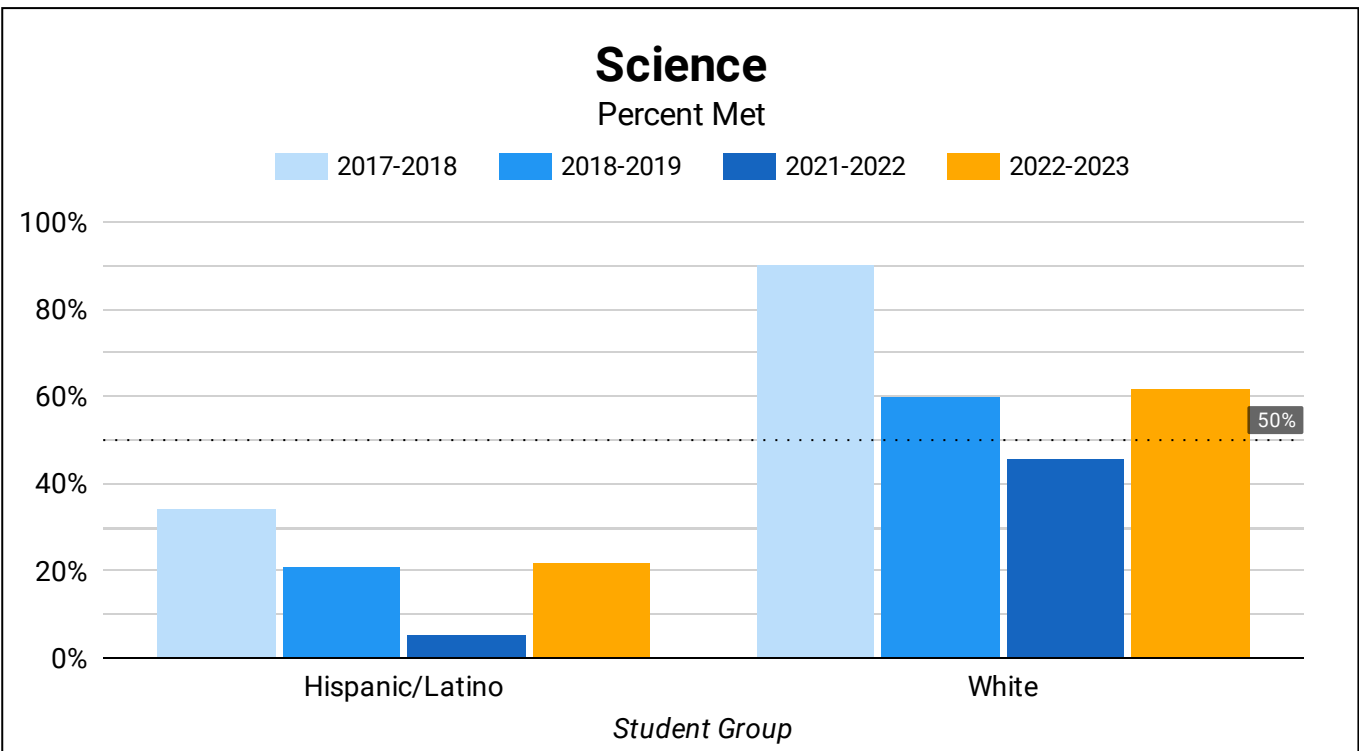
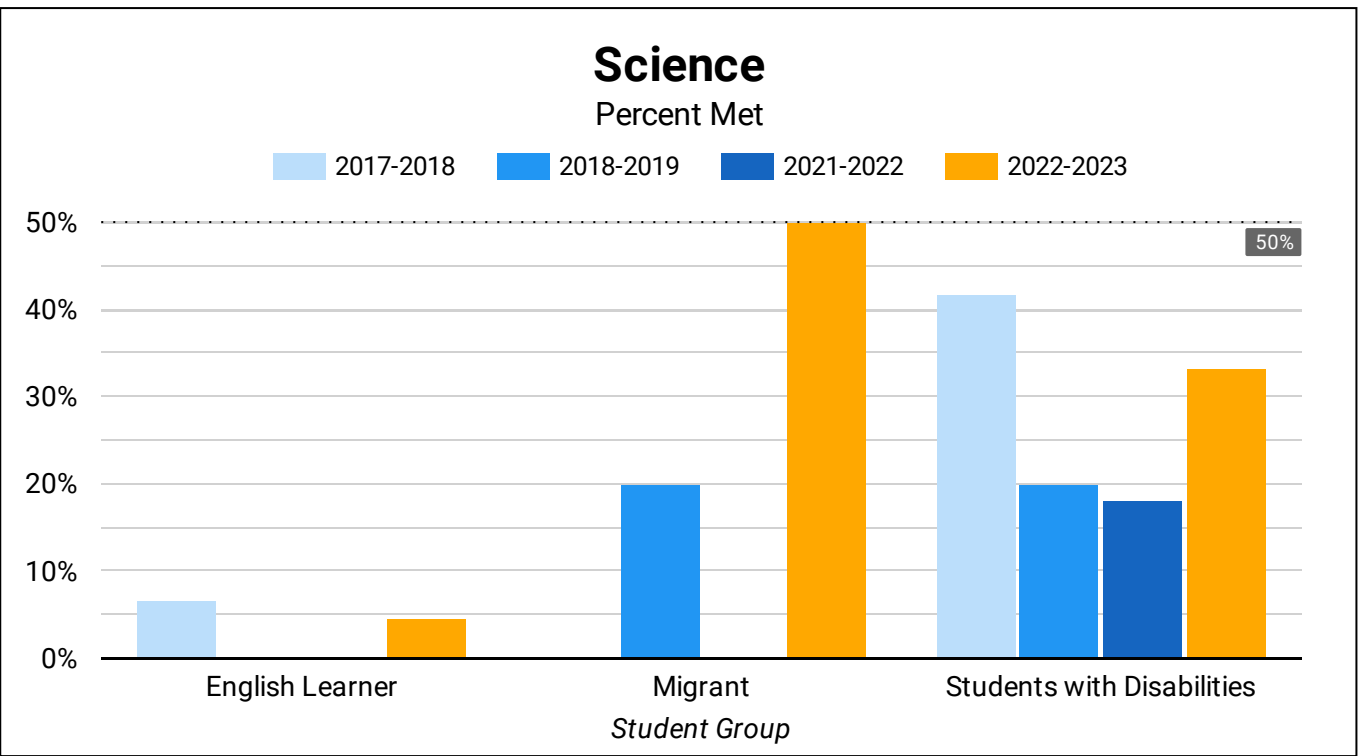
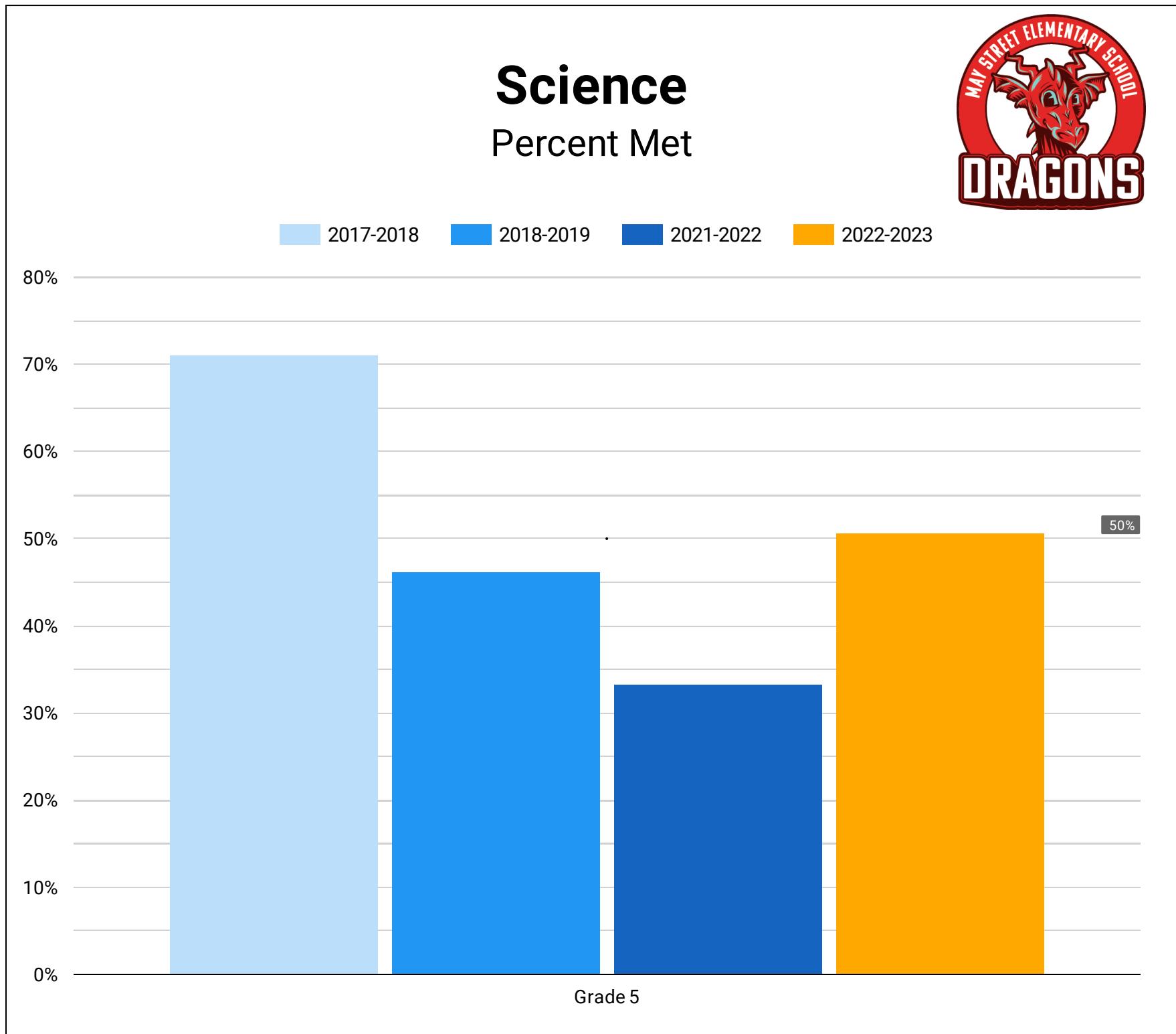
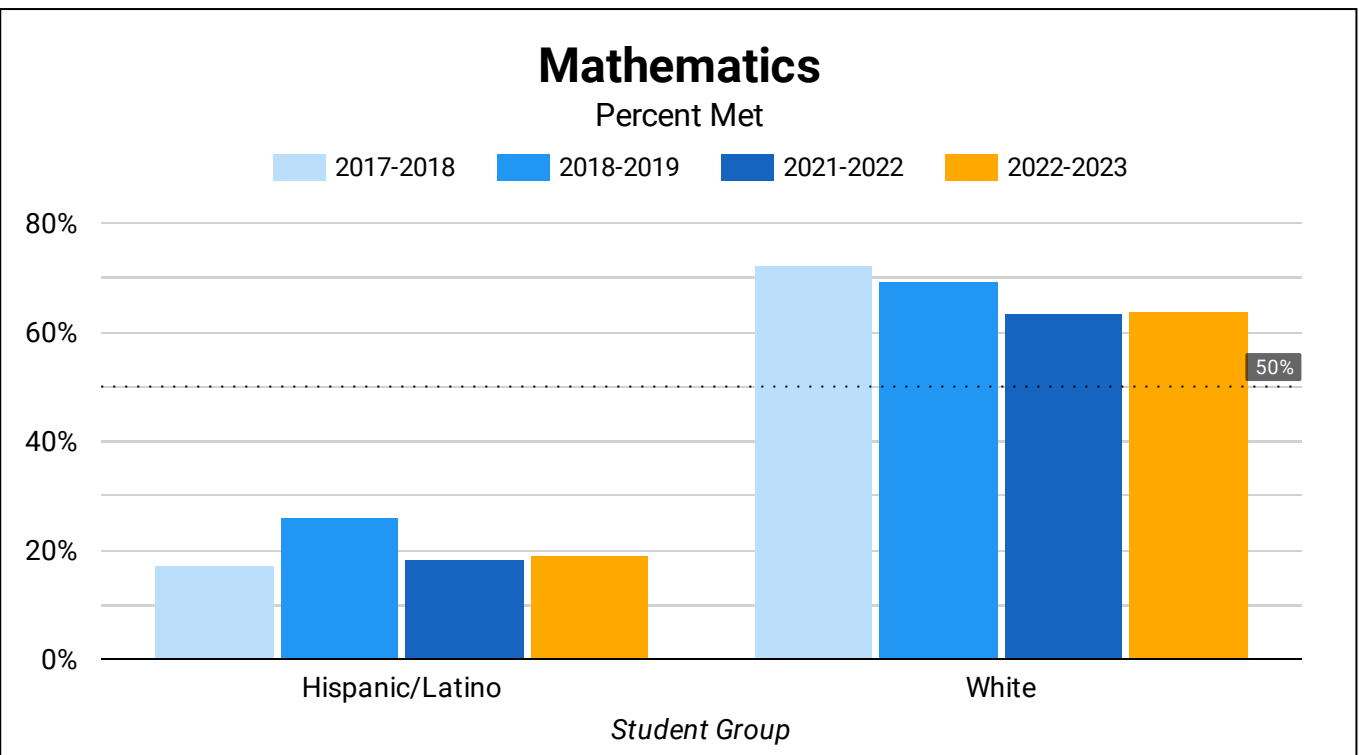
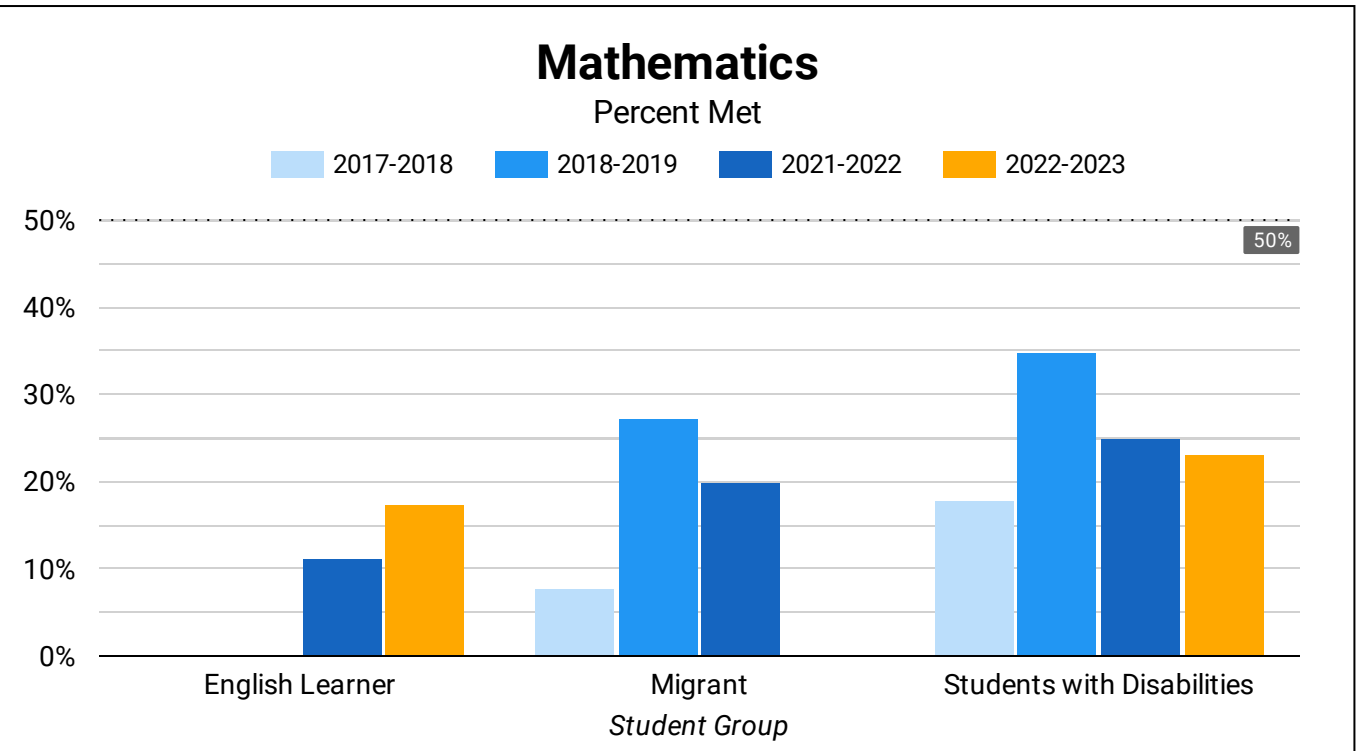
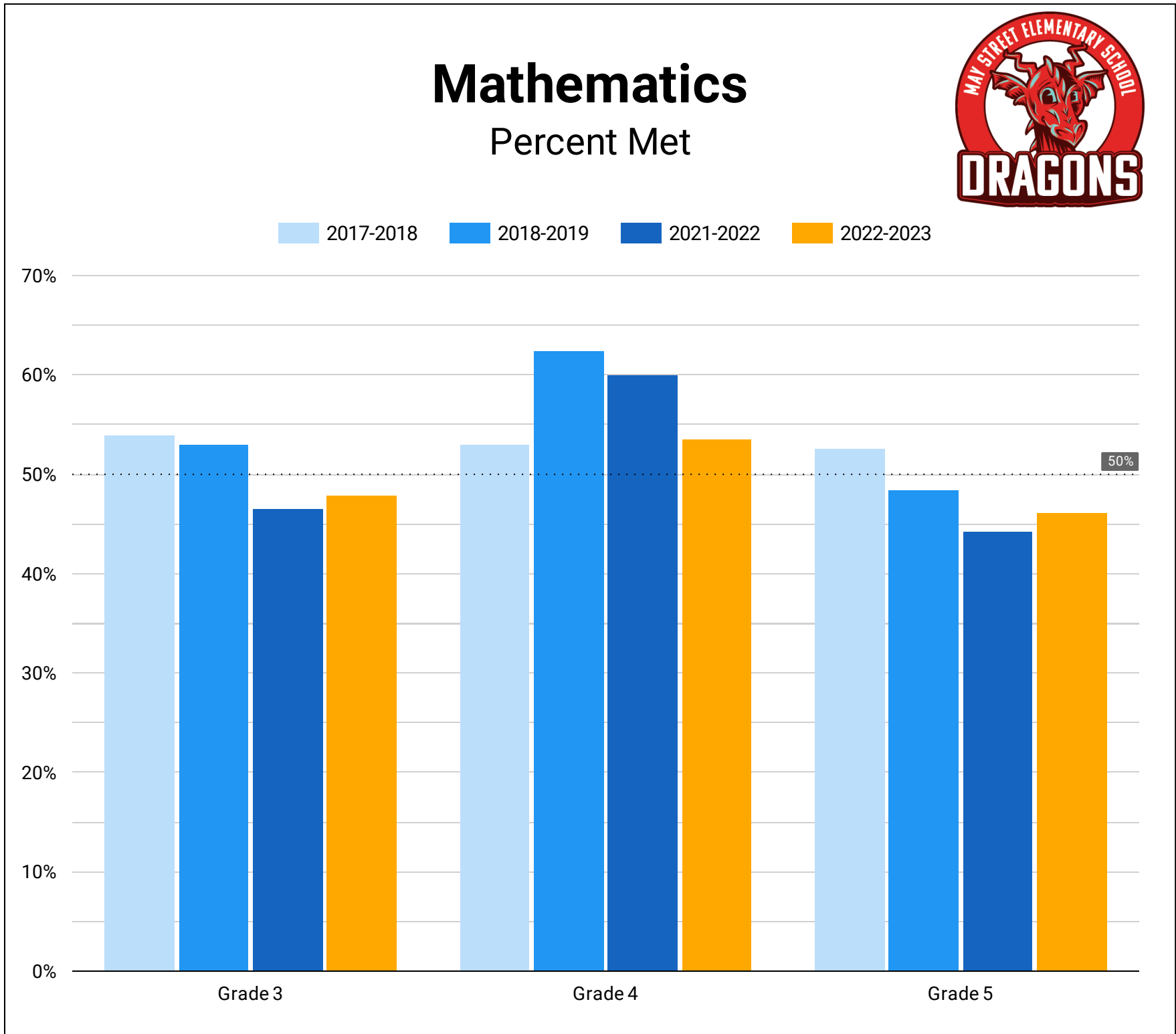
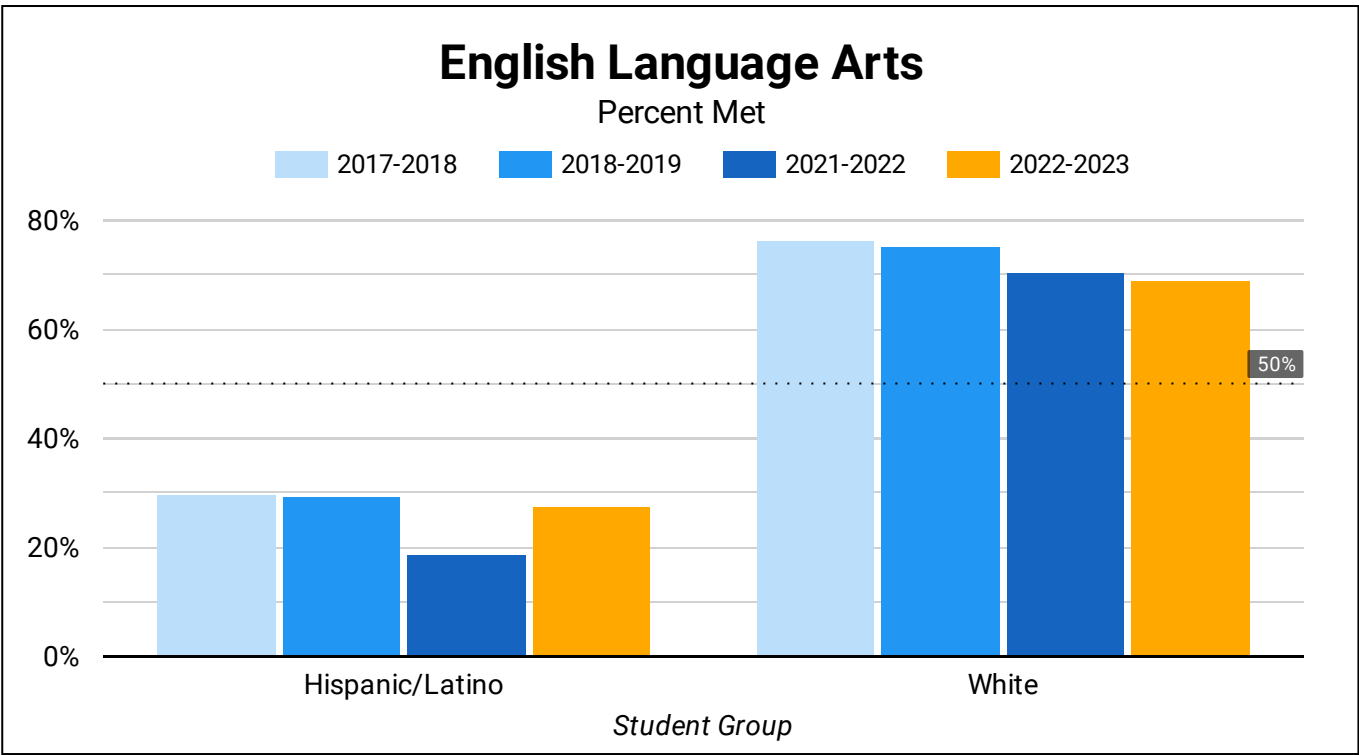
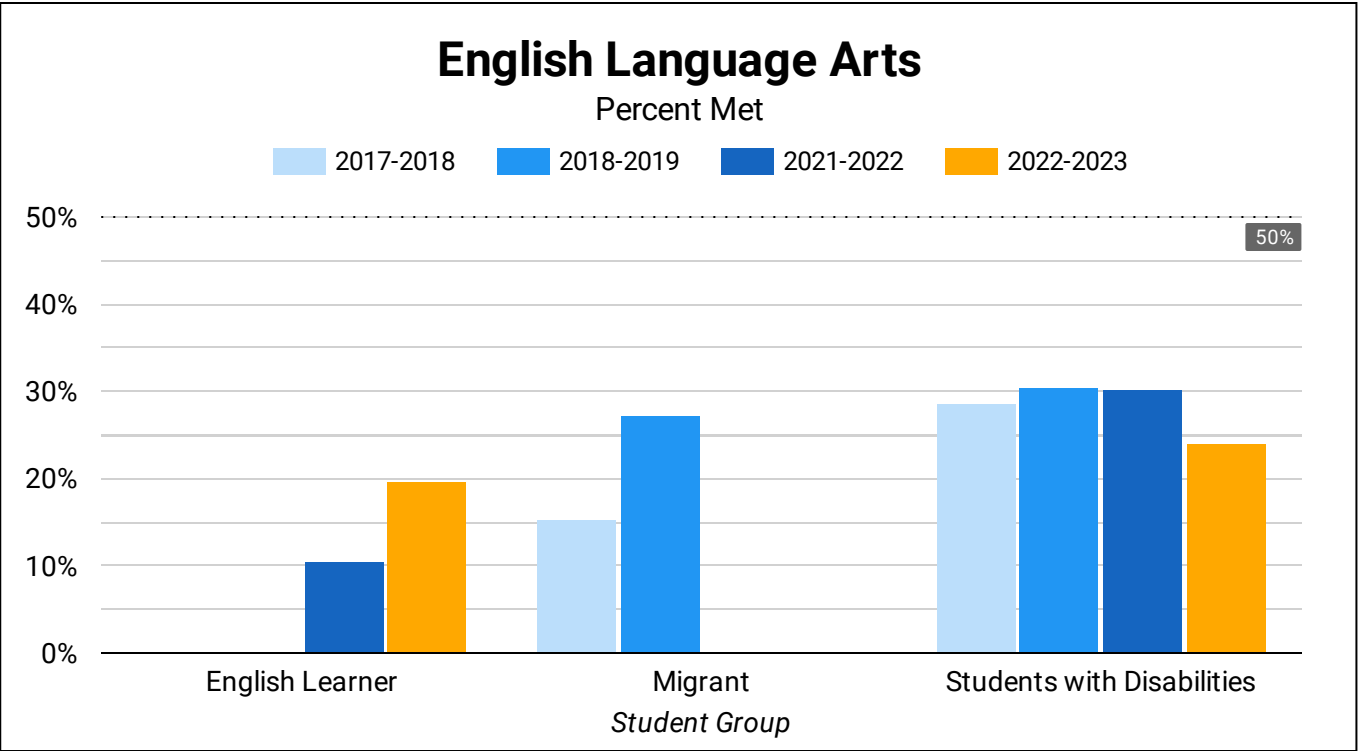
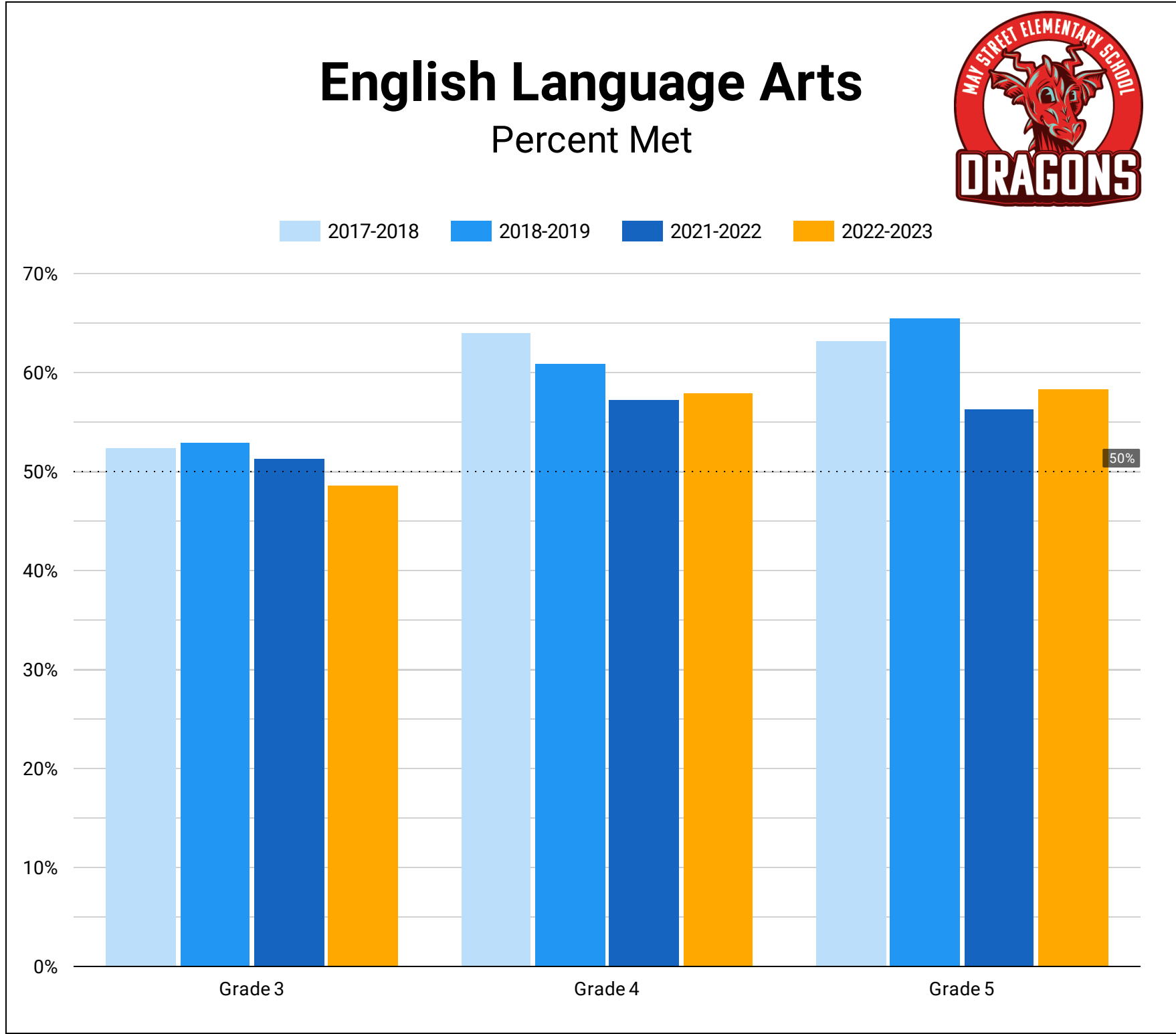
2017-2018 2018-2019 2021-2022 2022-2023

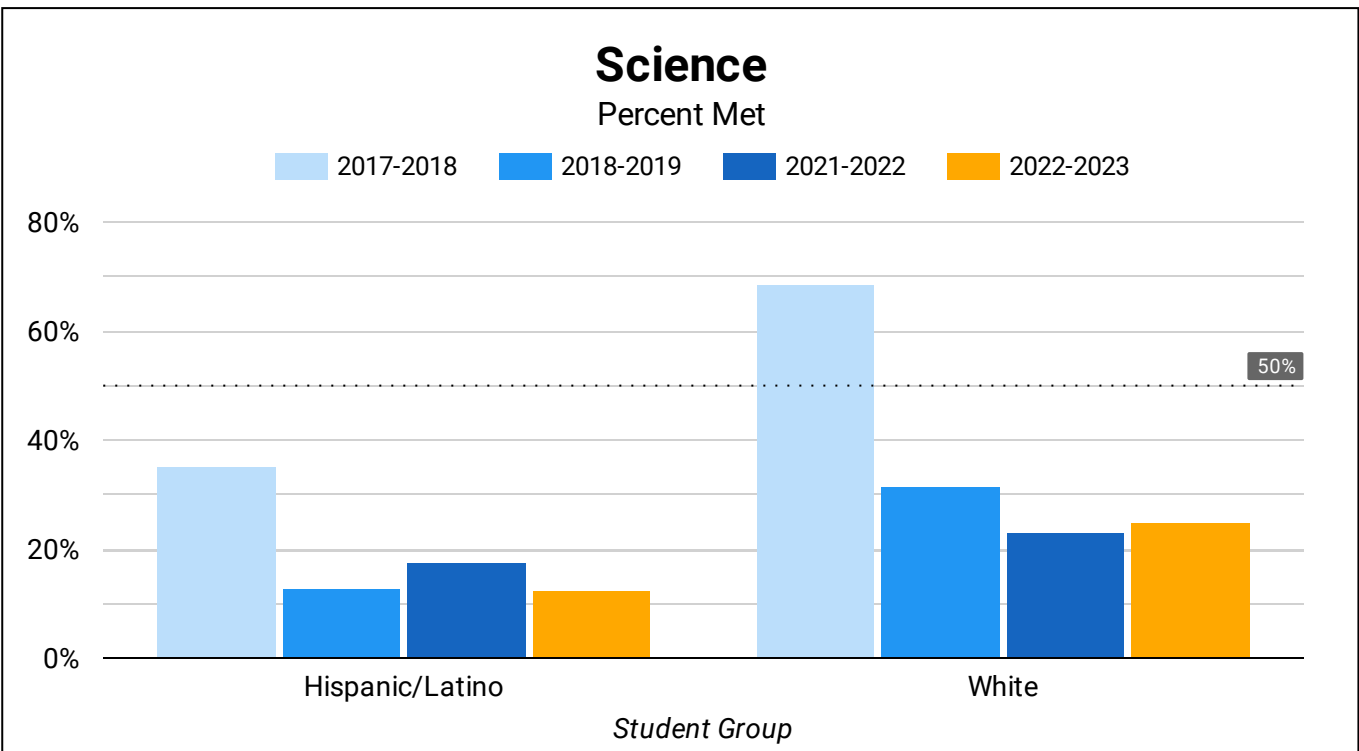
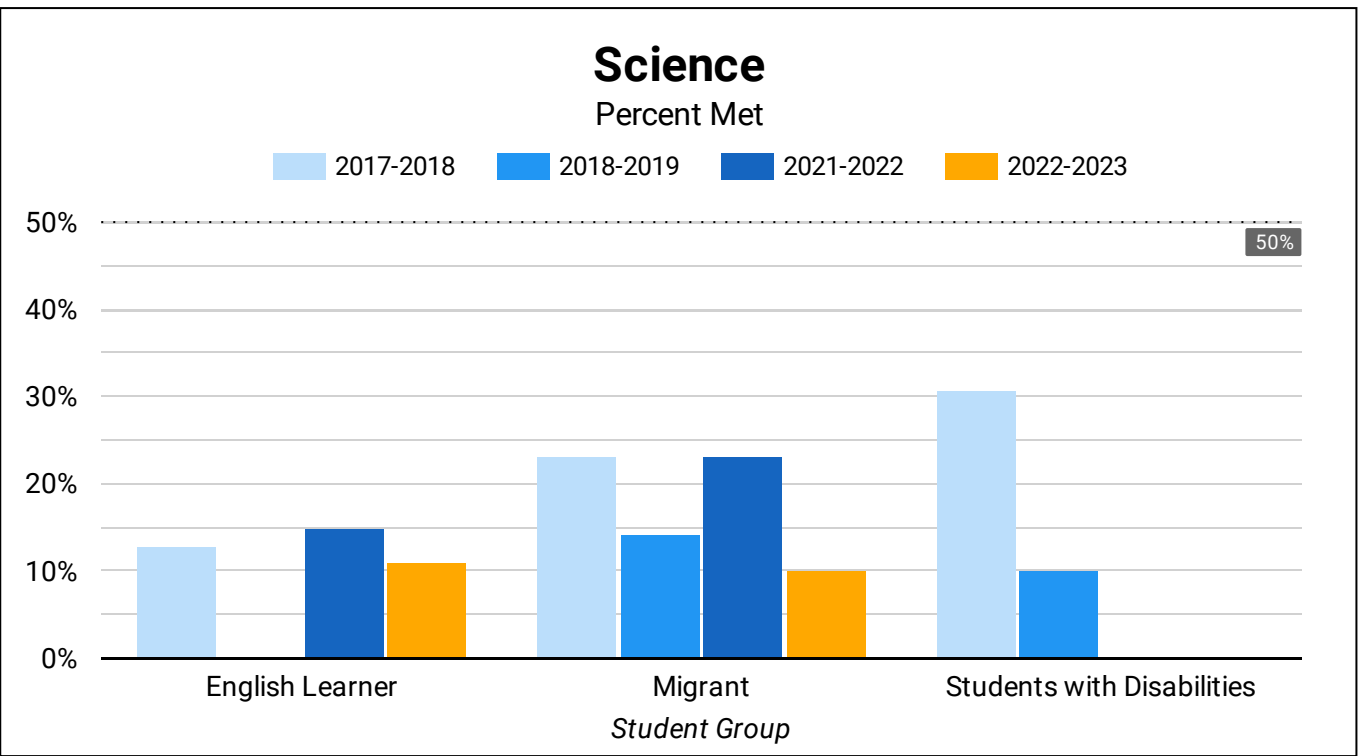
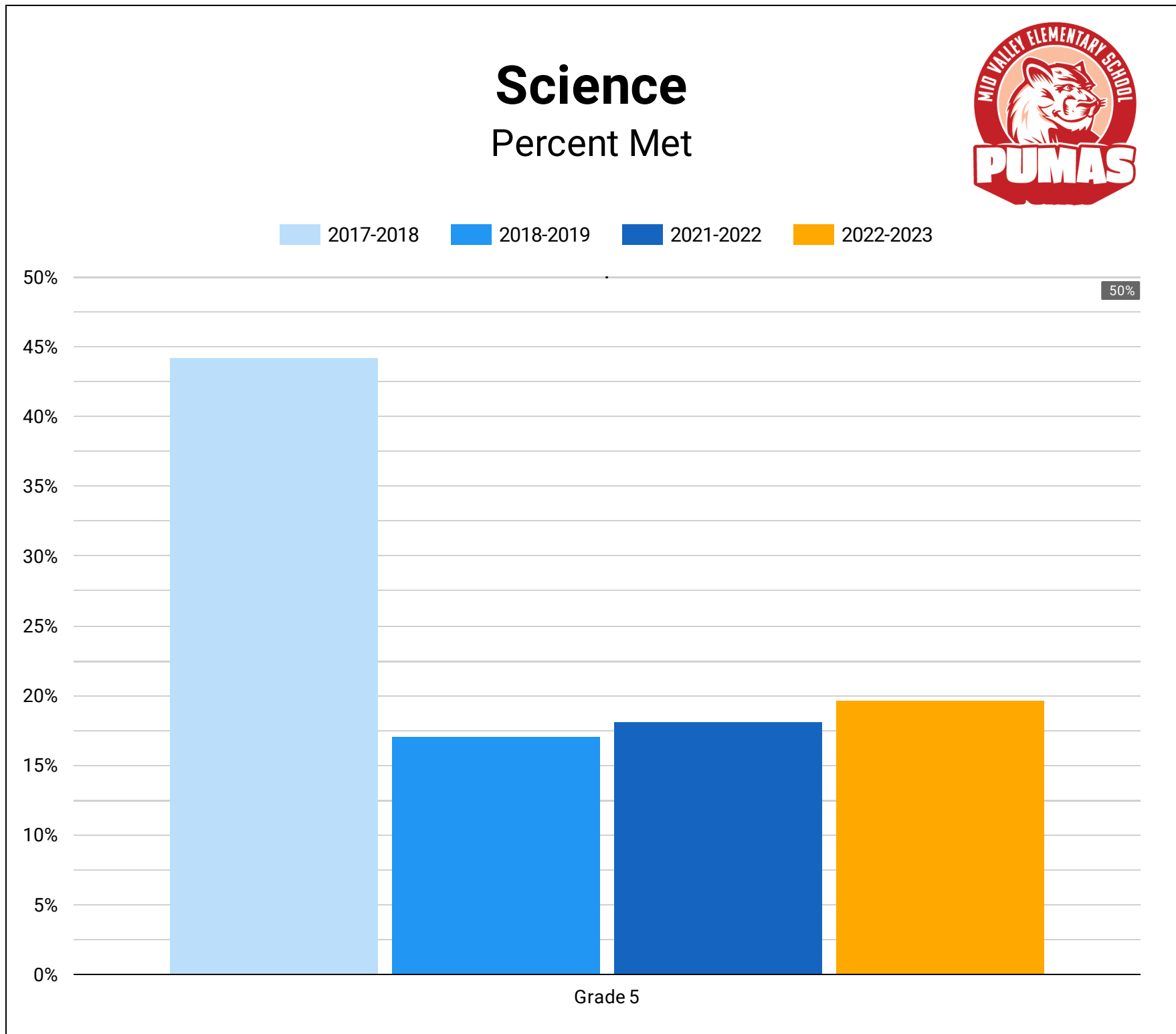
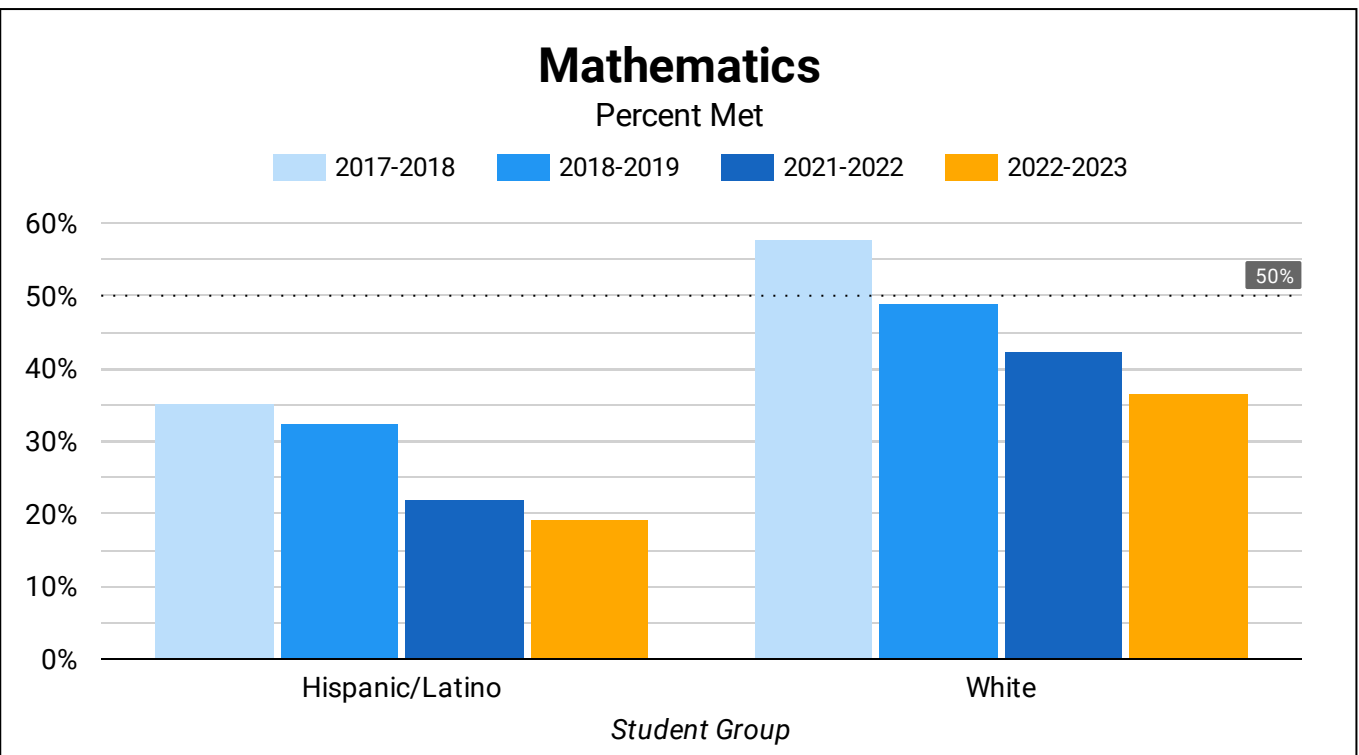
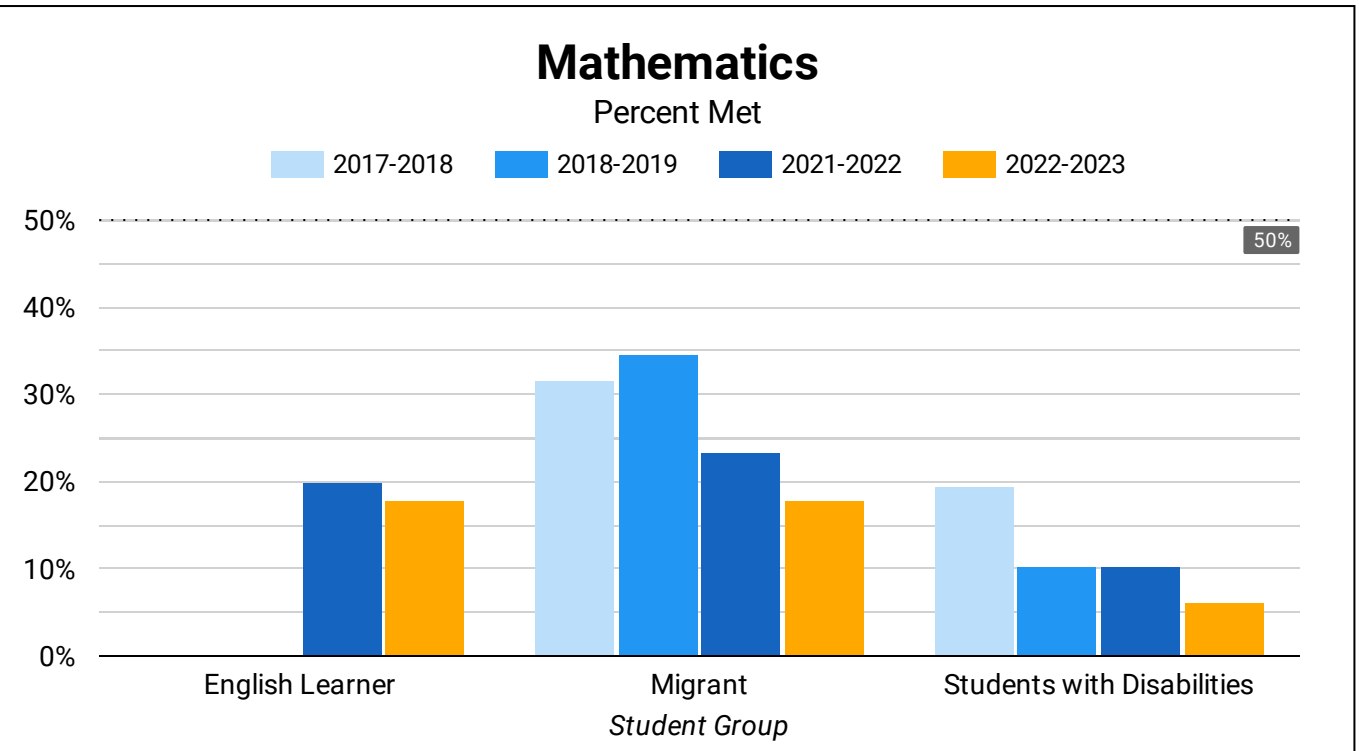
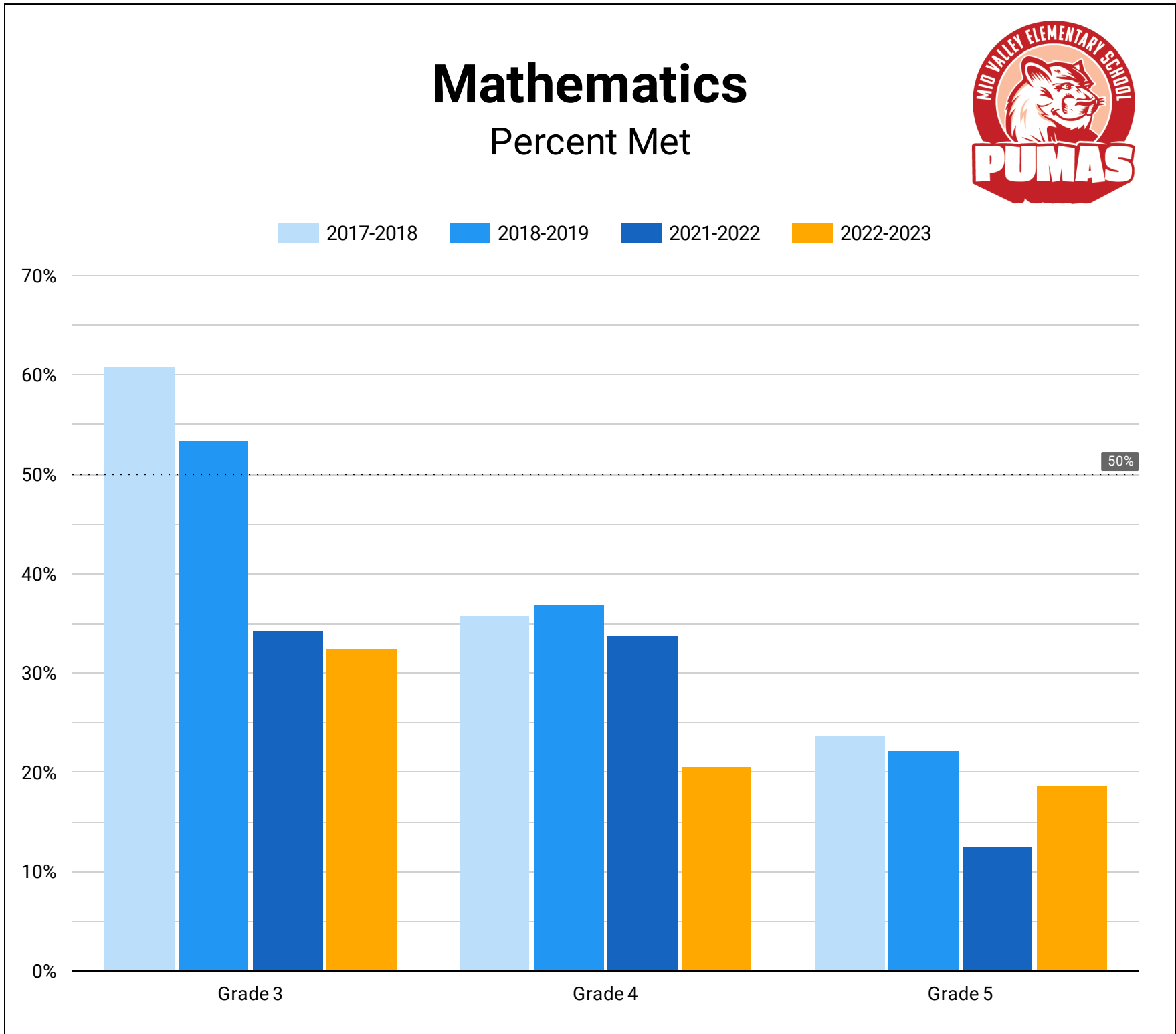
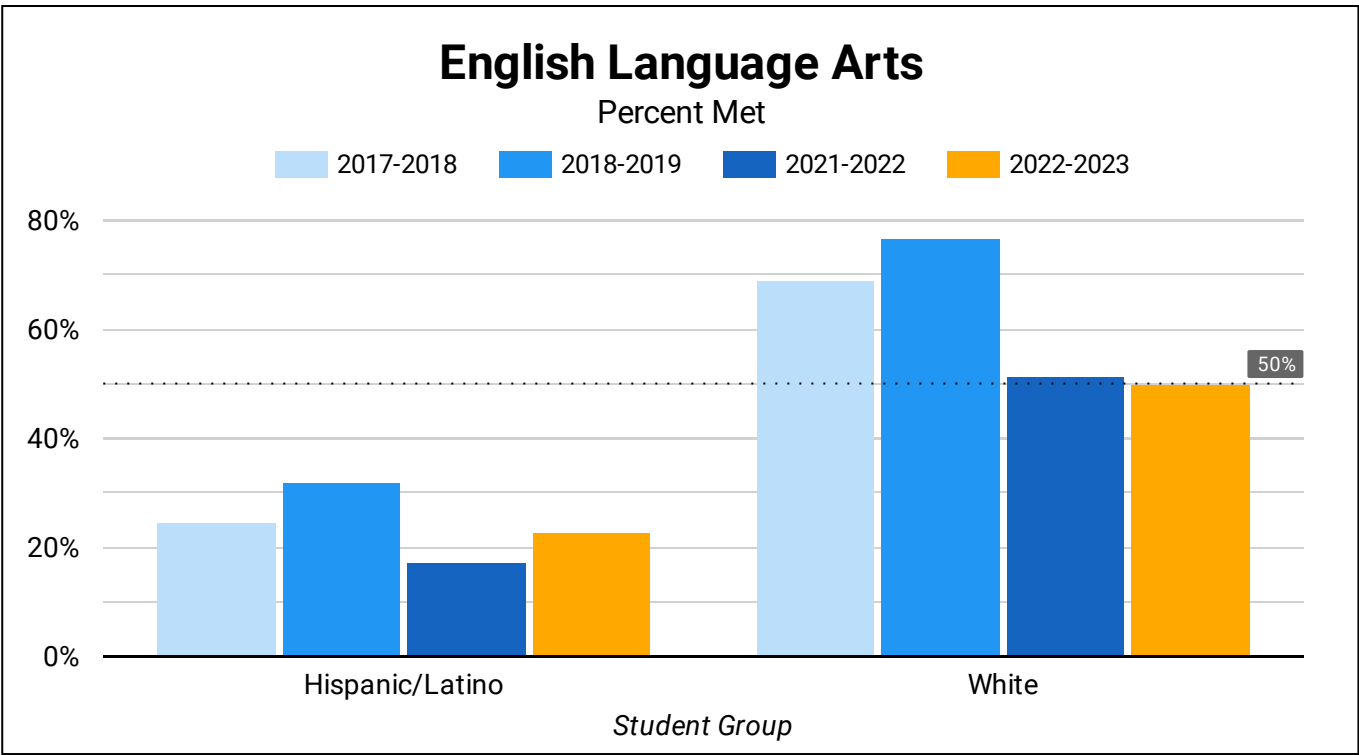
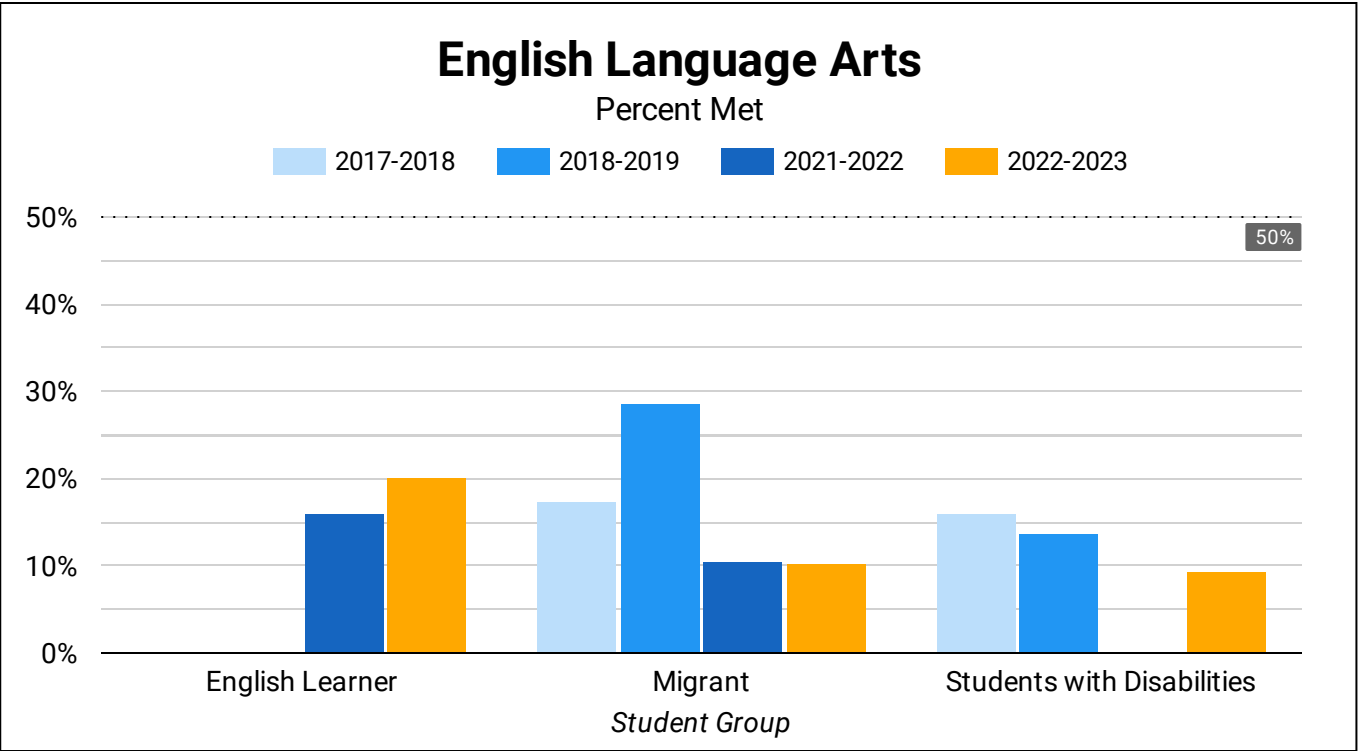
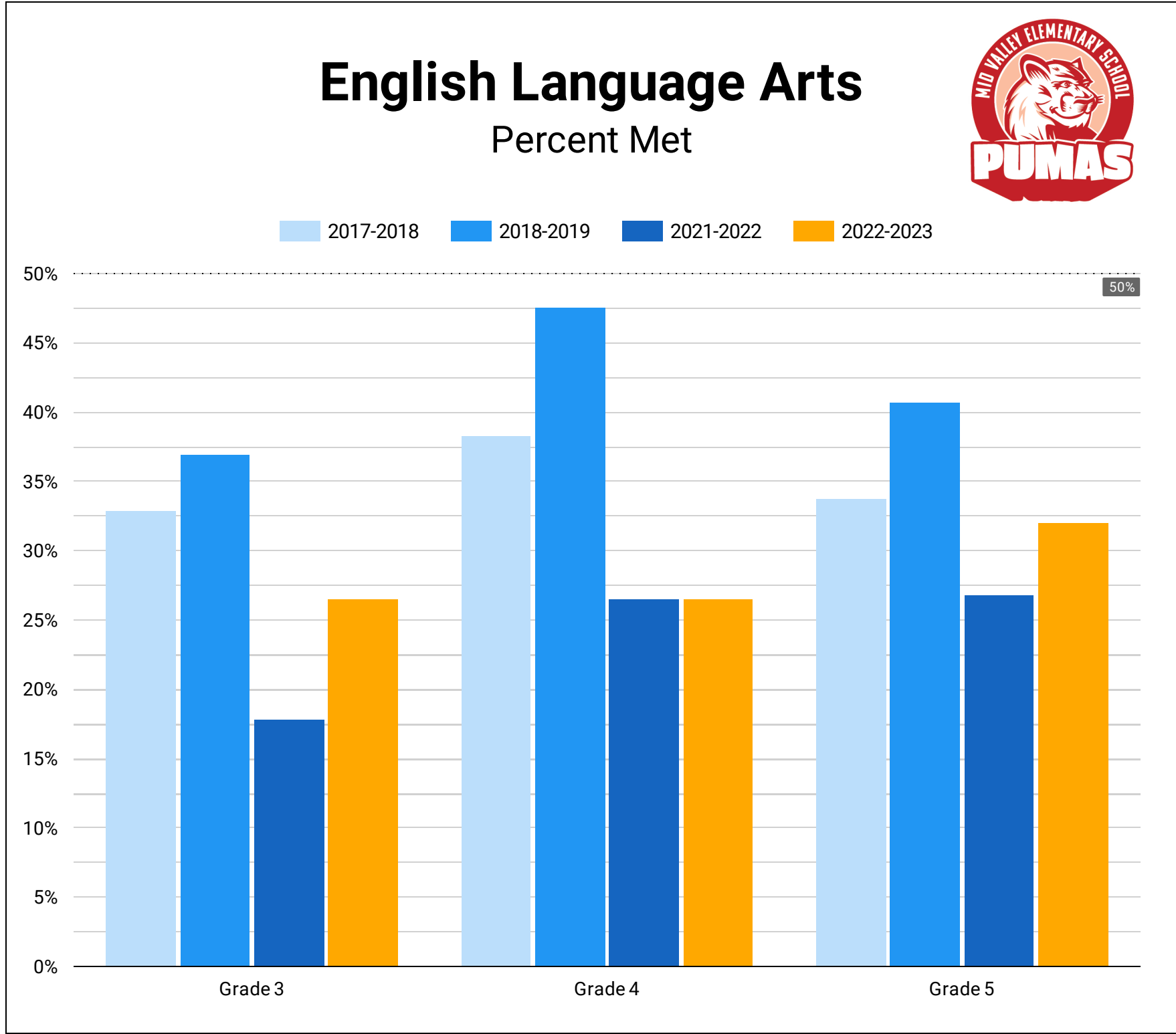


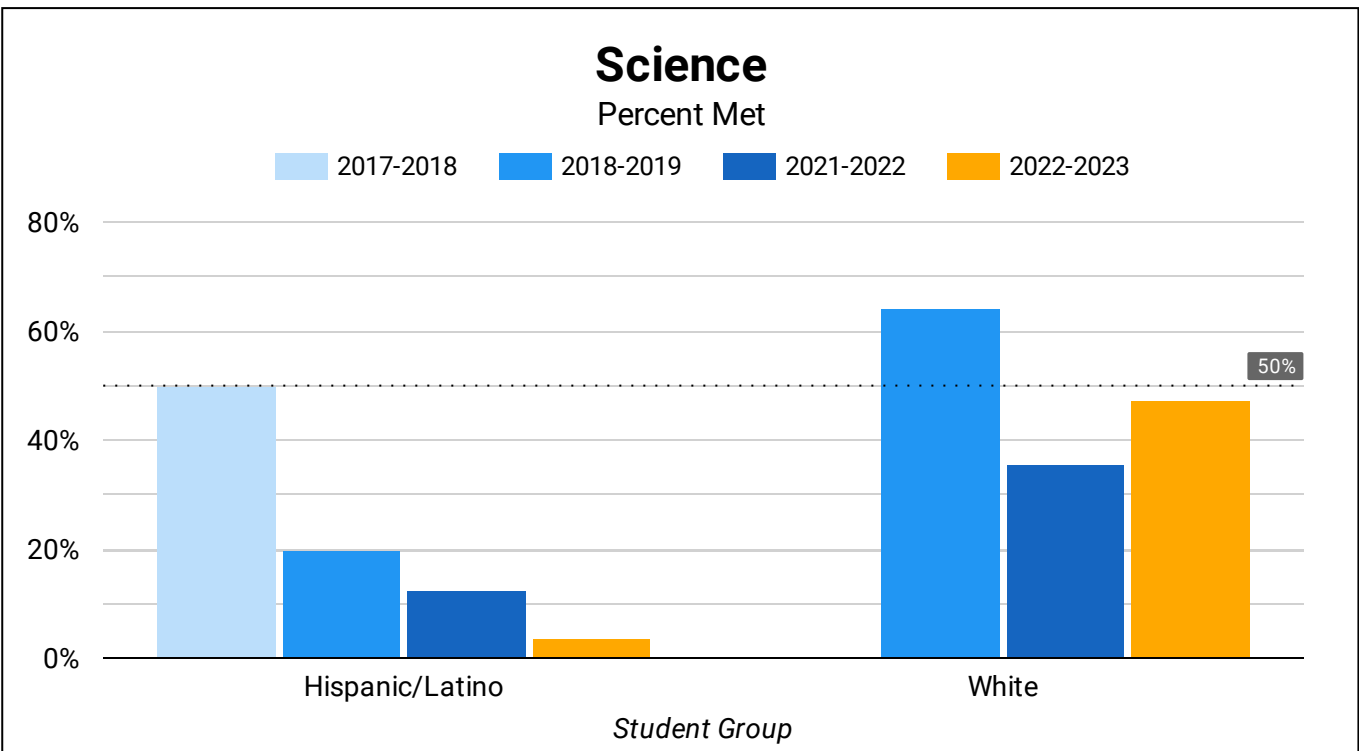
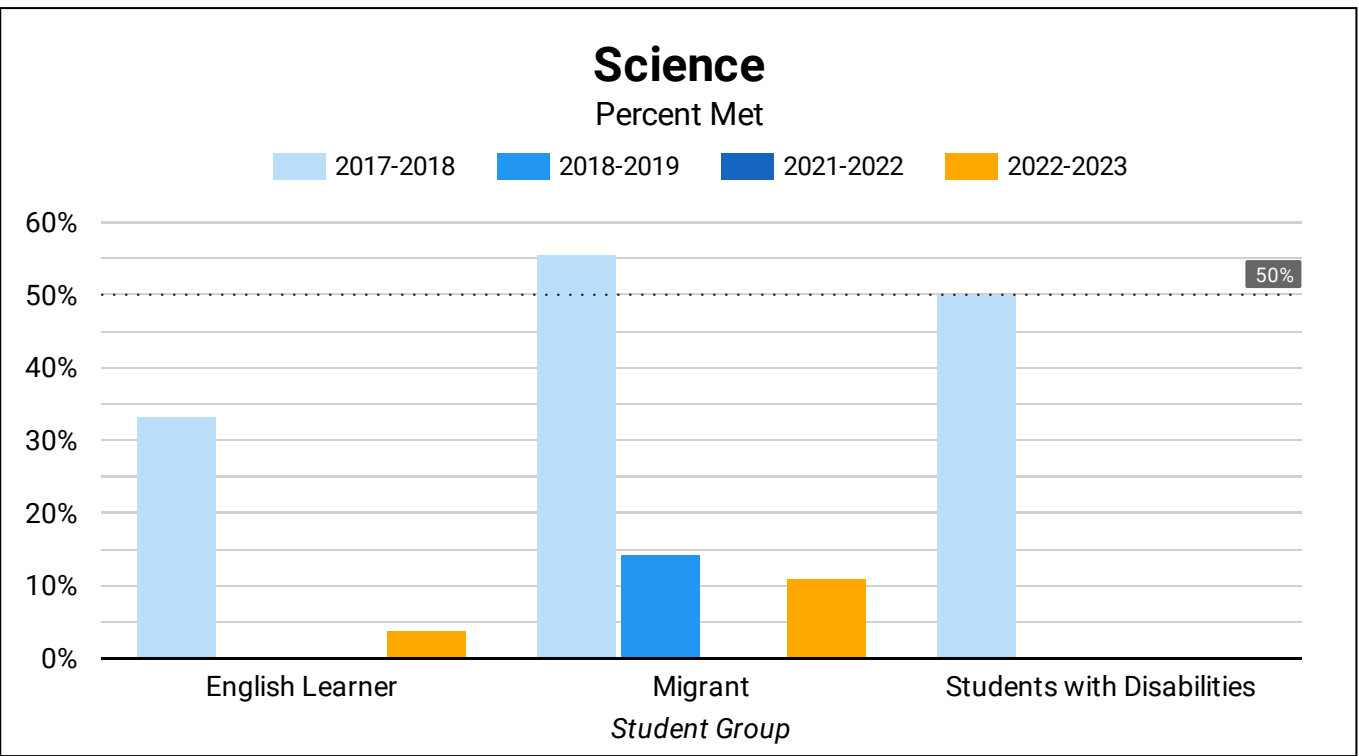
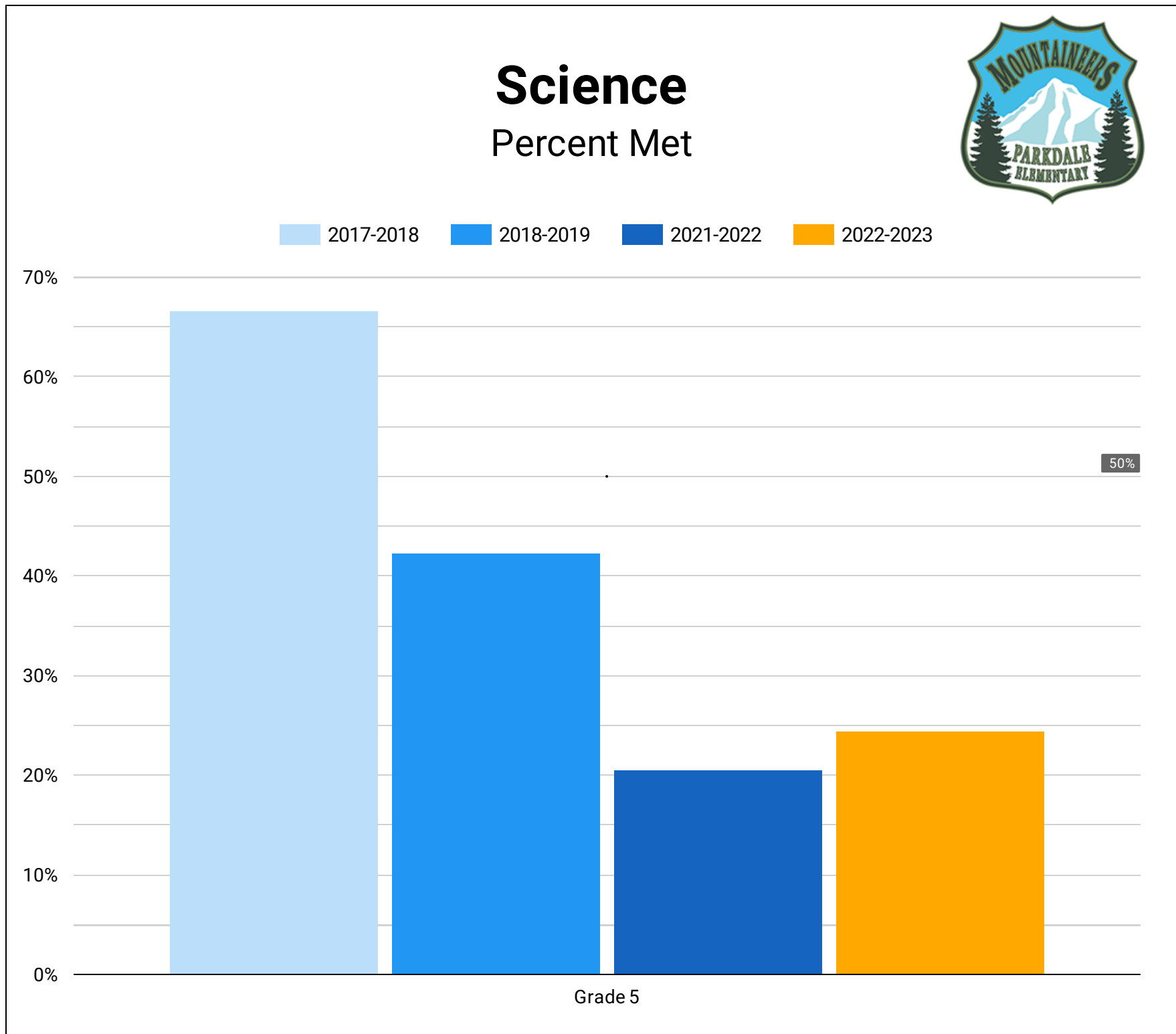
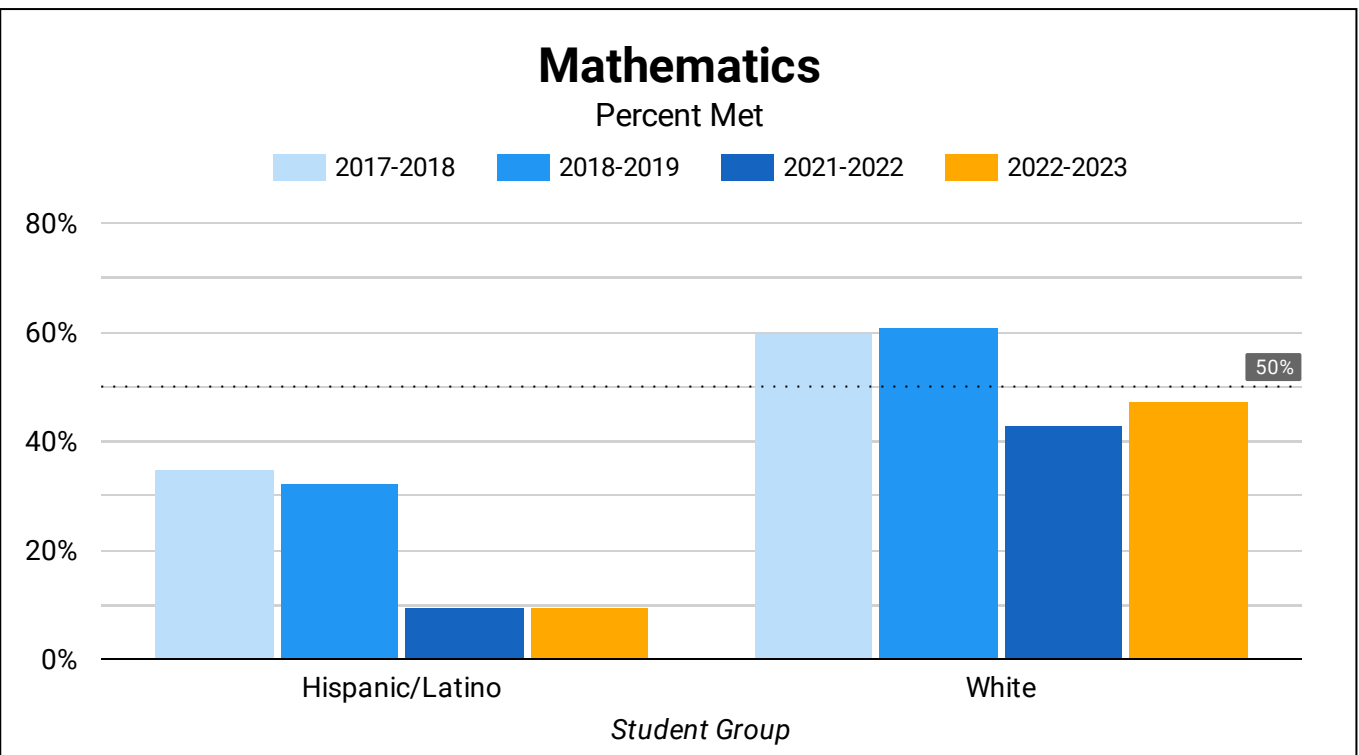
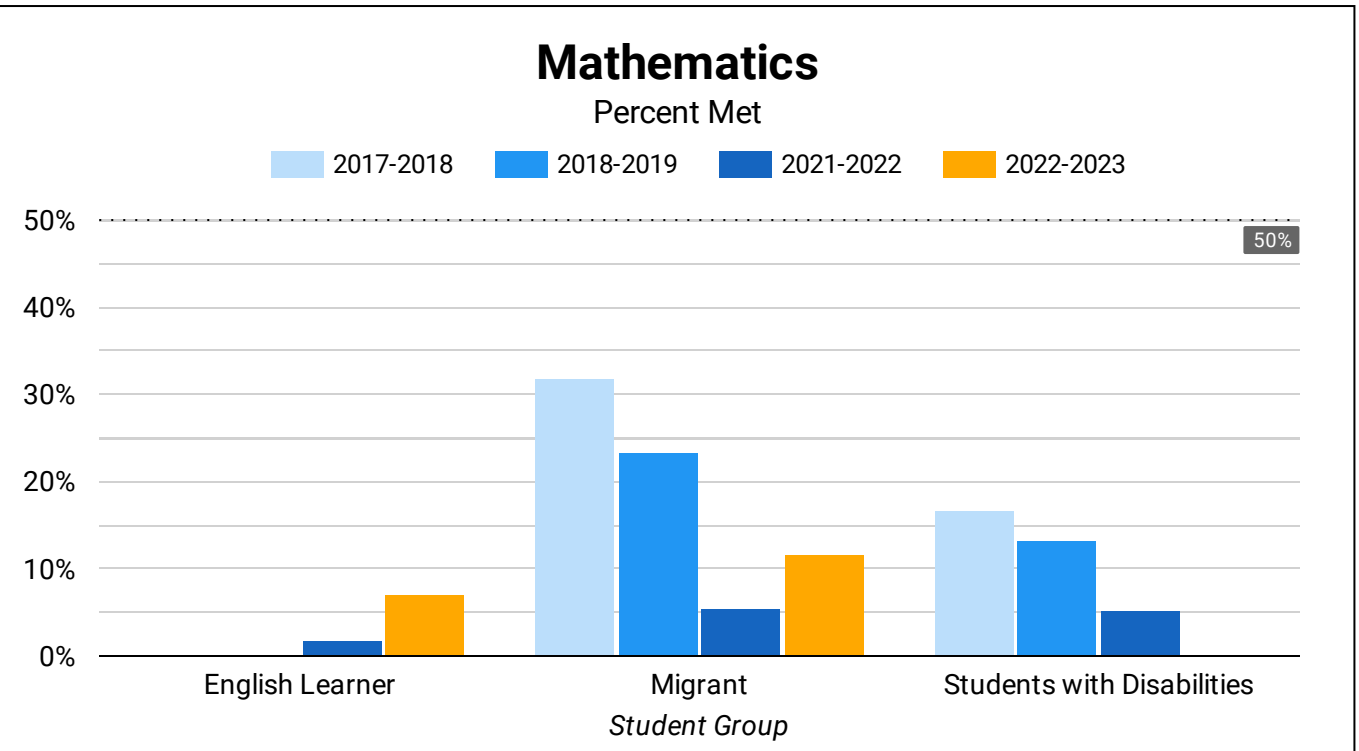
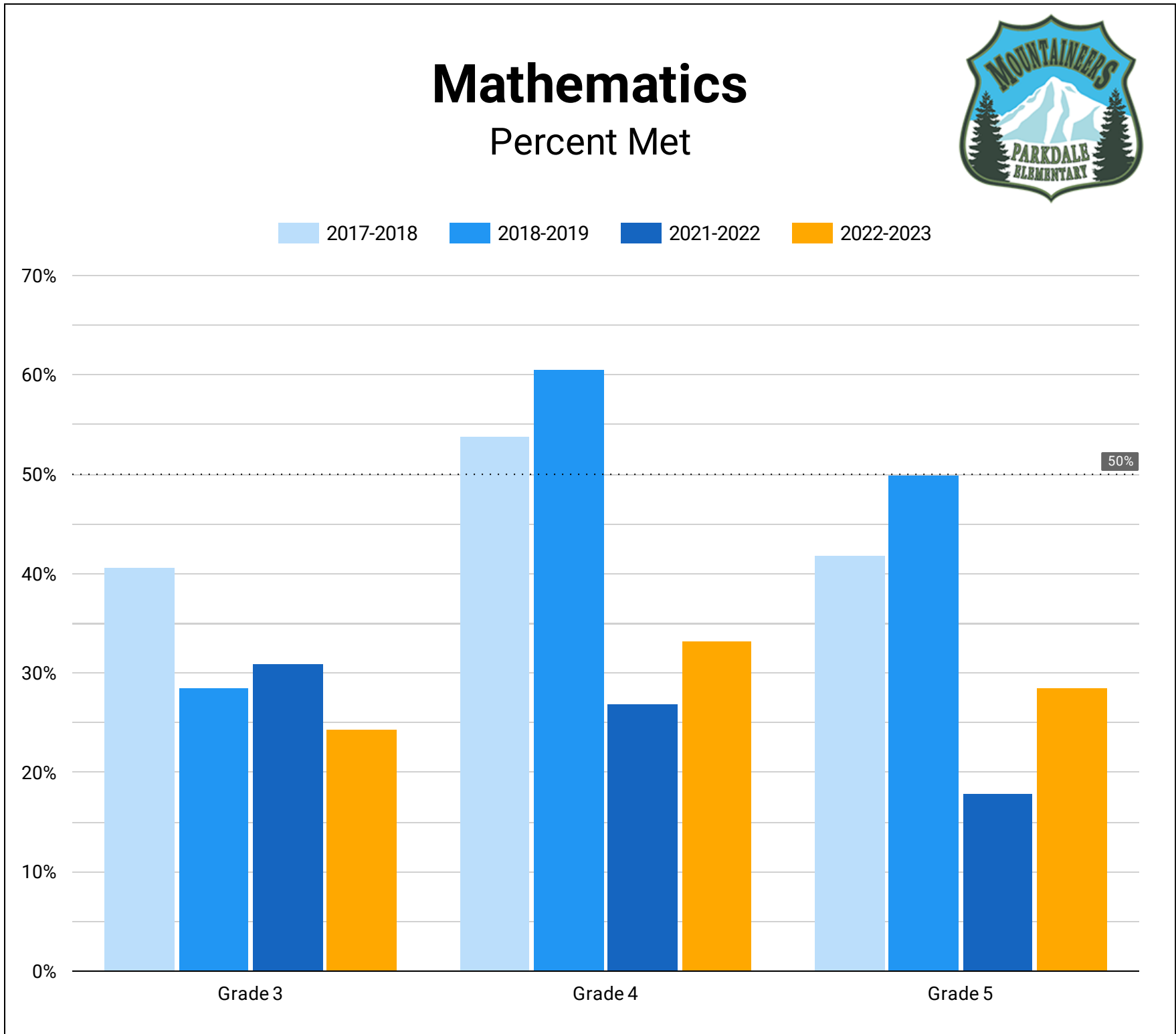
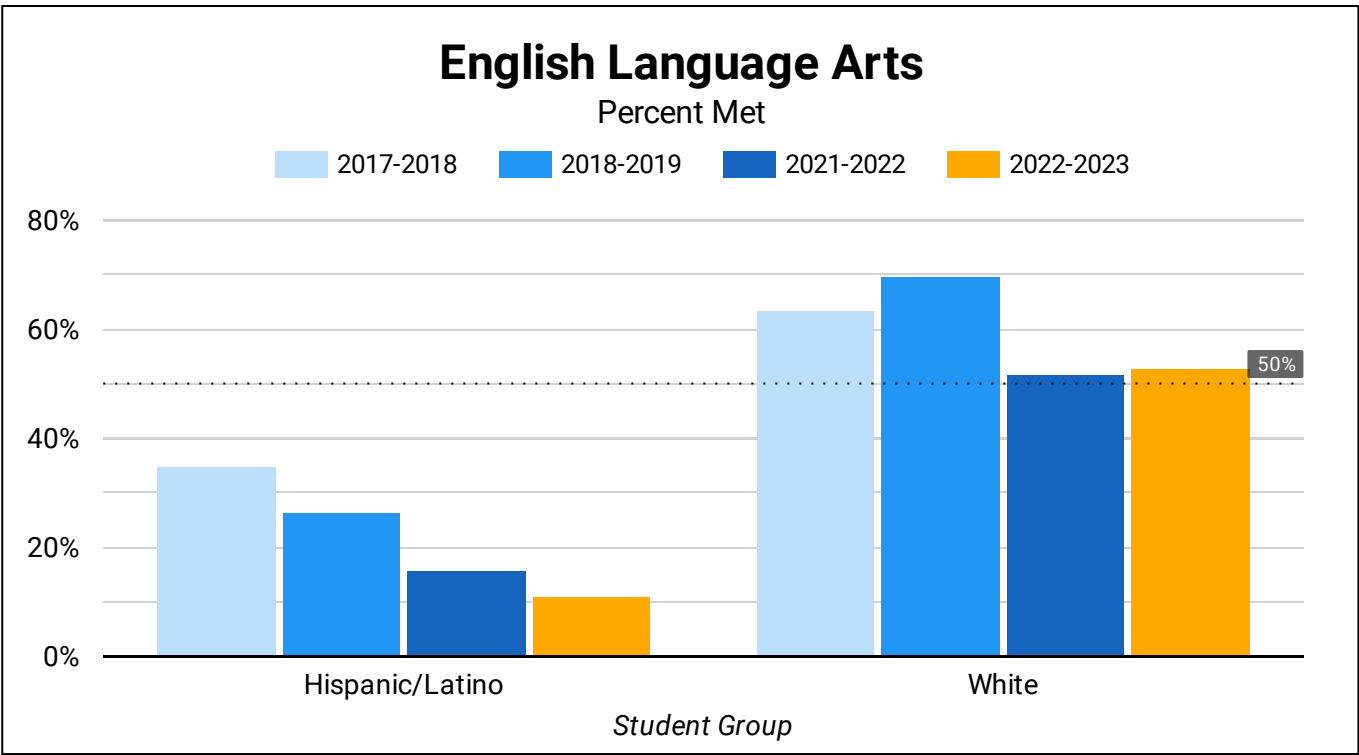
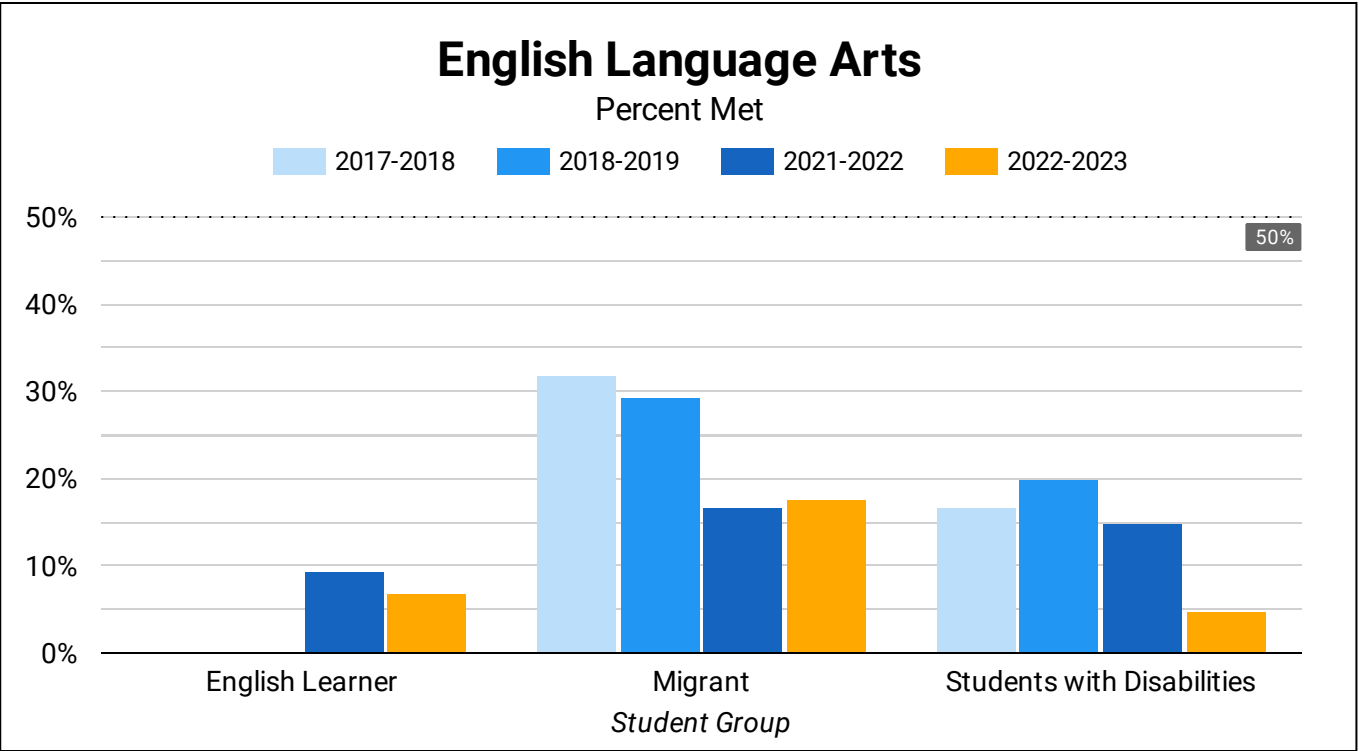
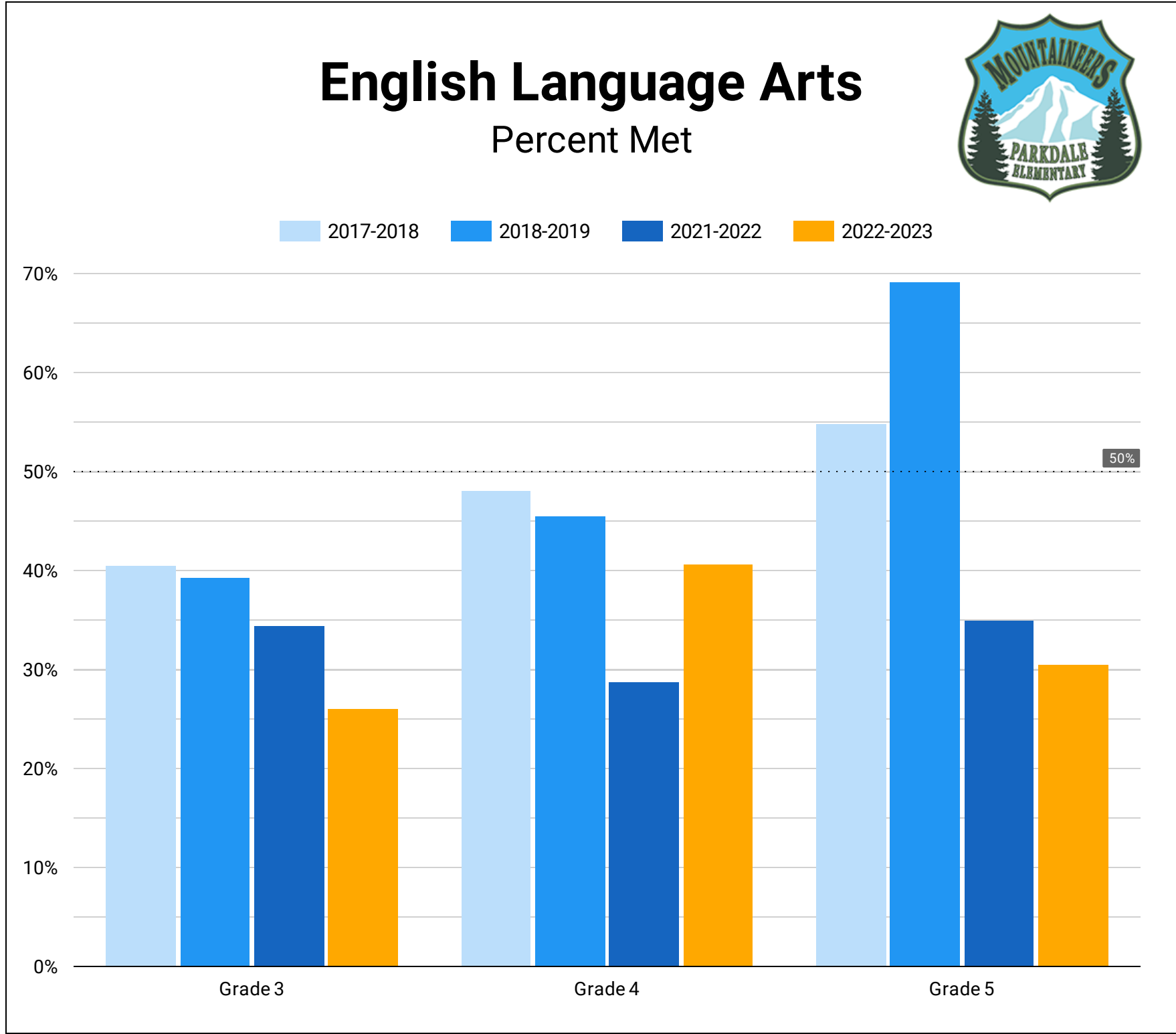
Student Group

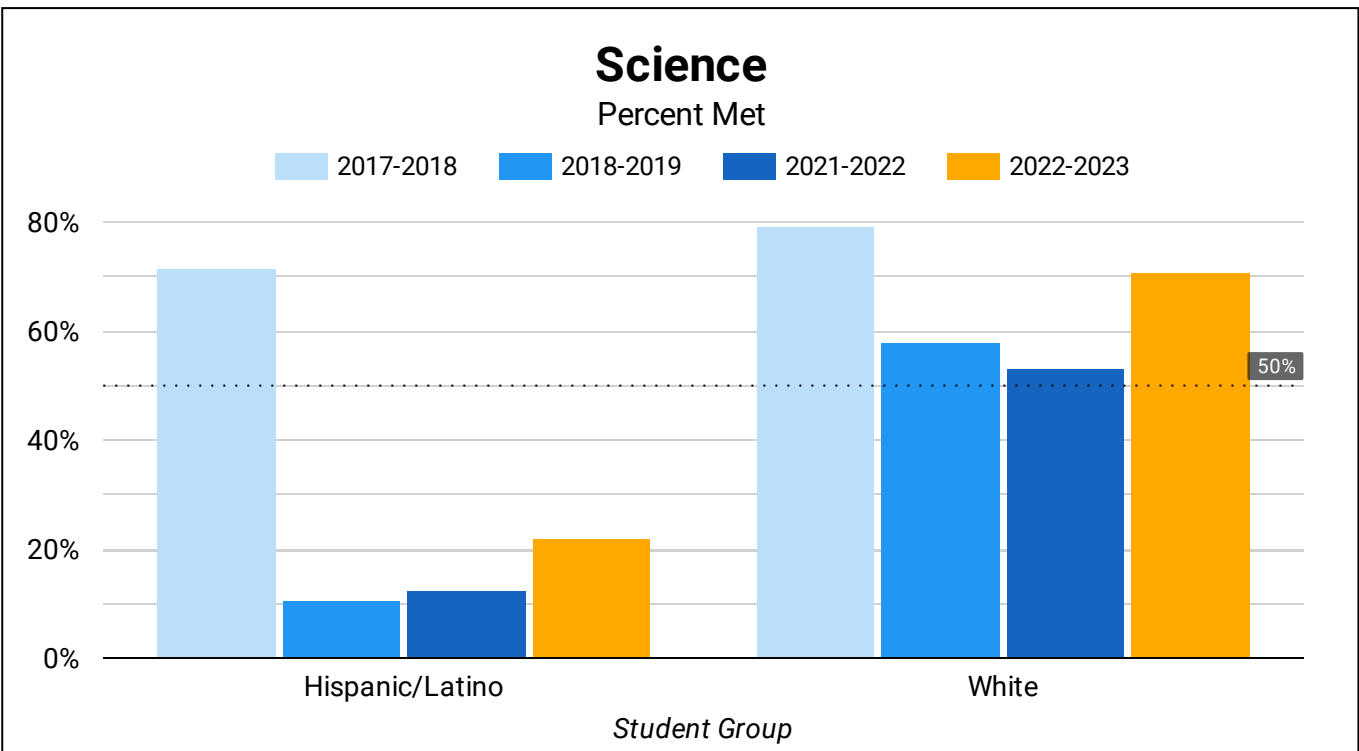
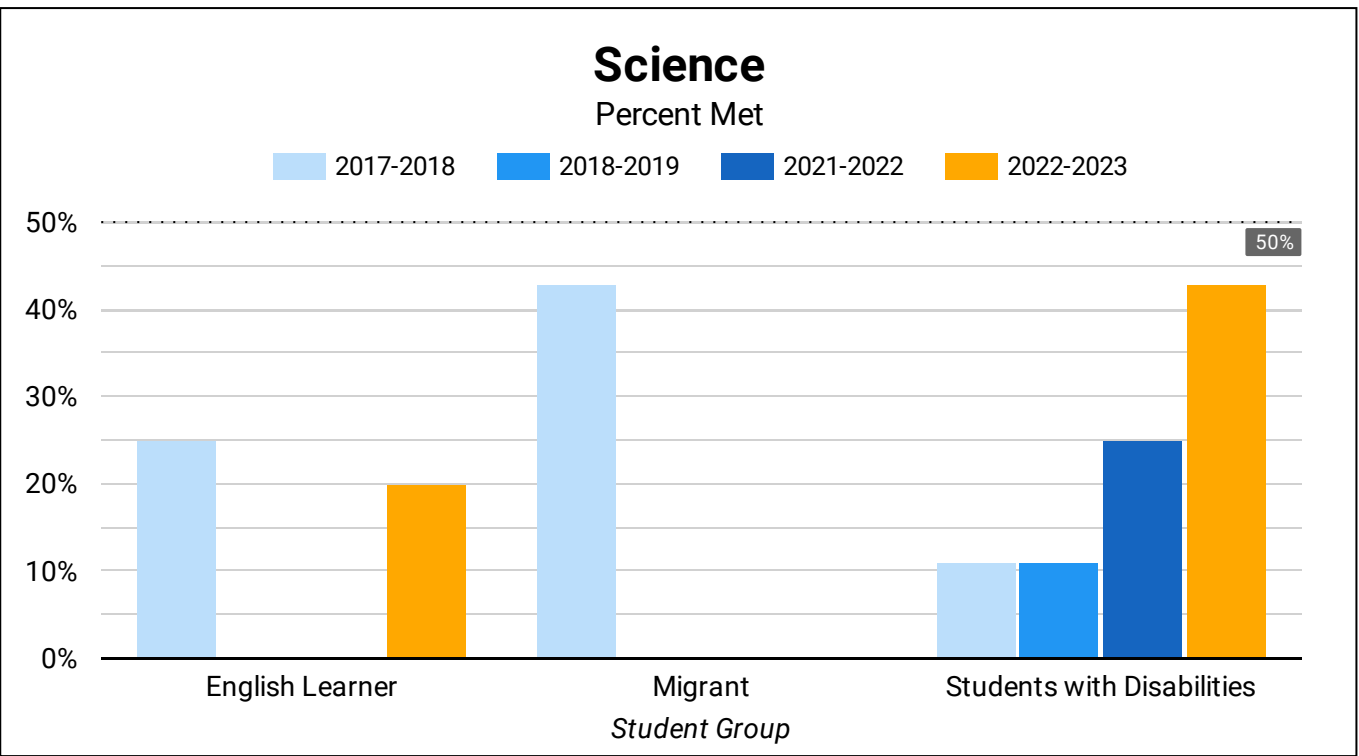
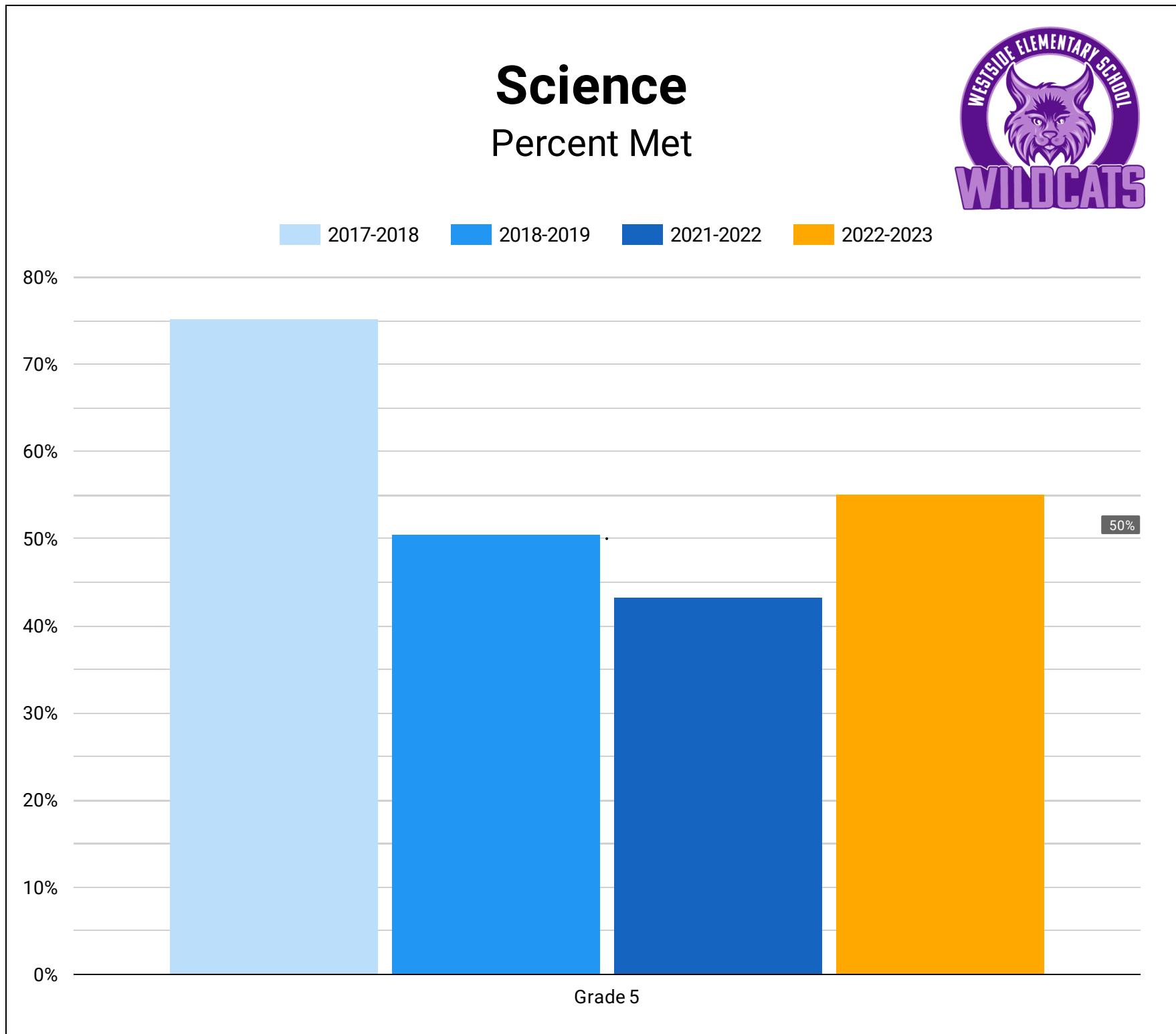
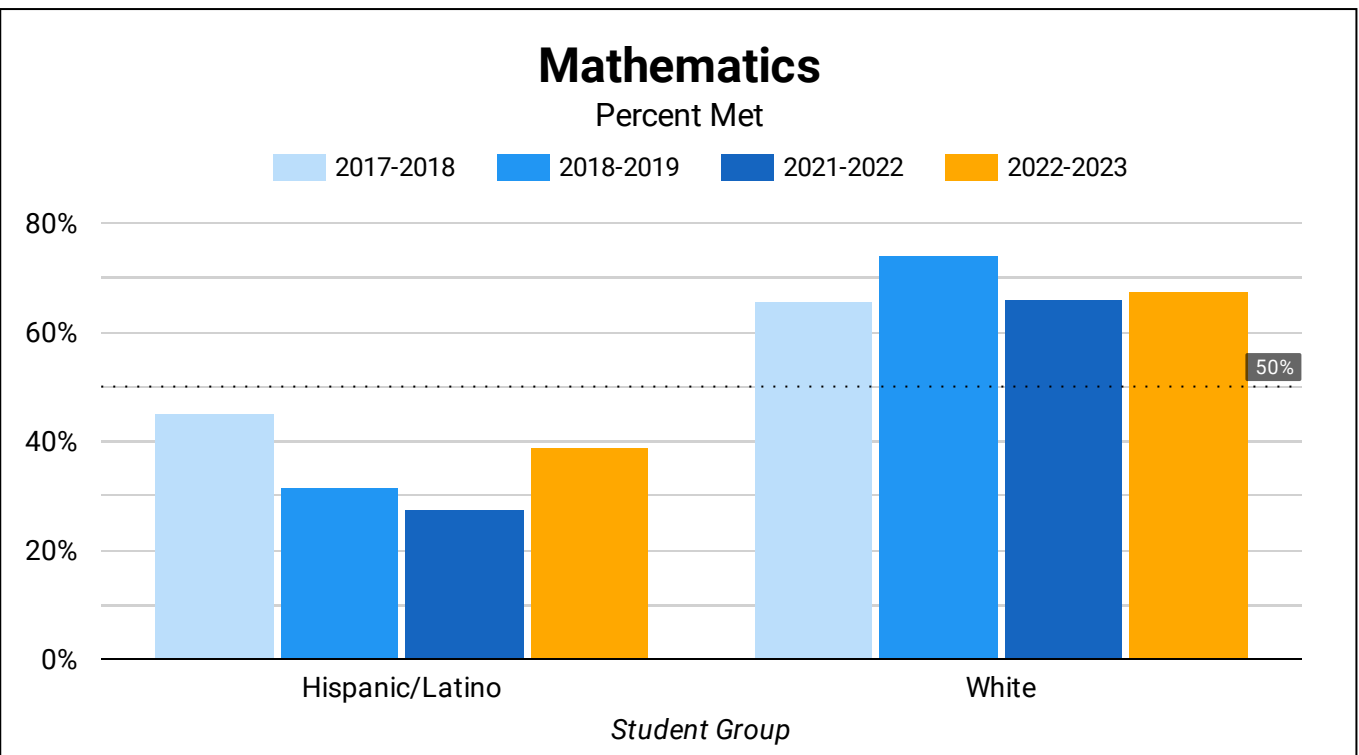
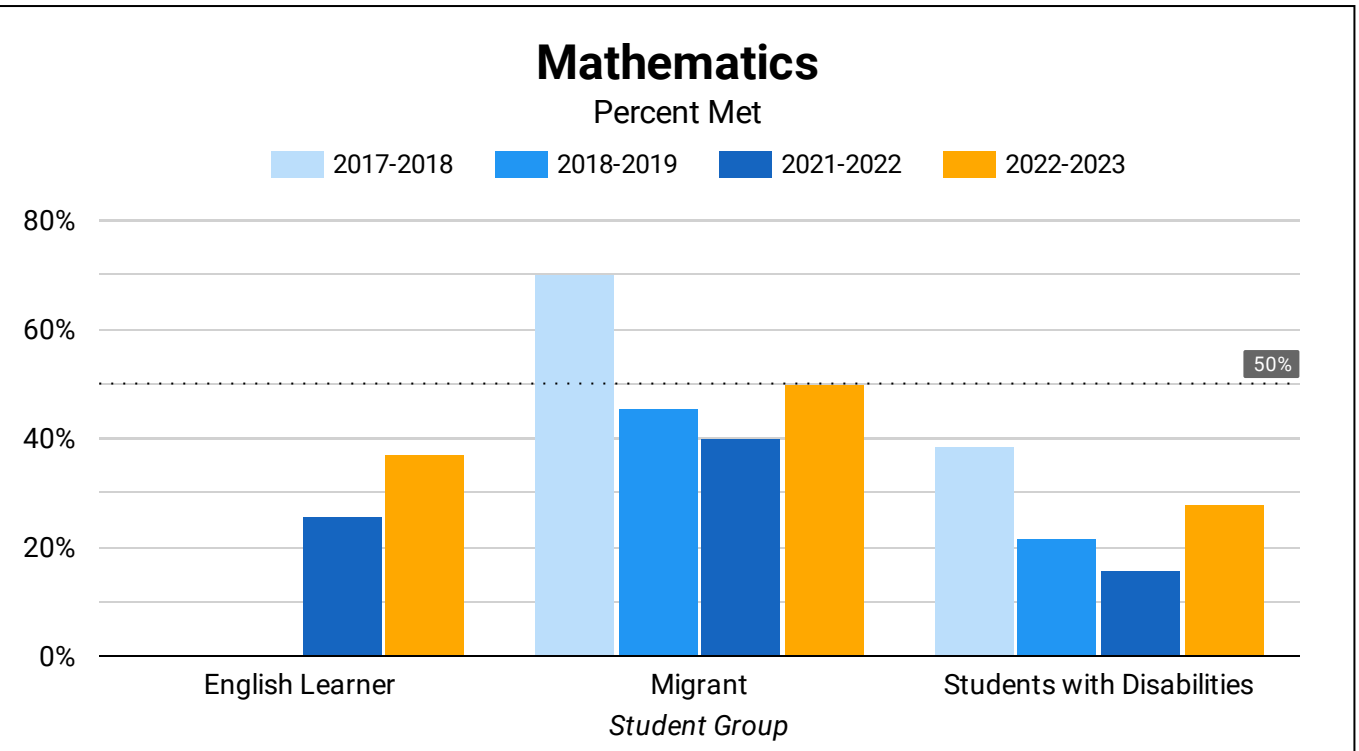
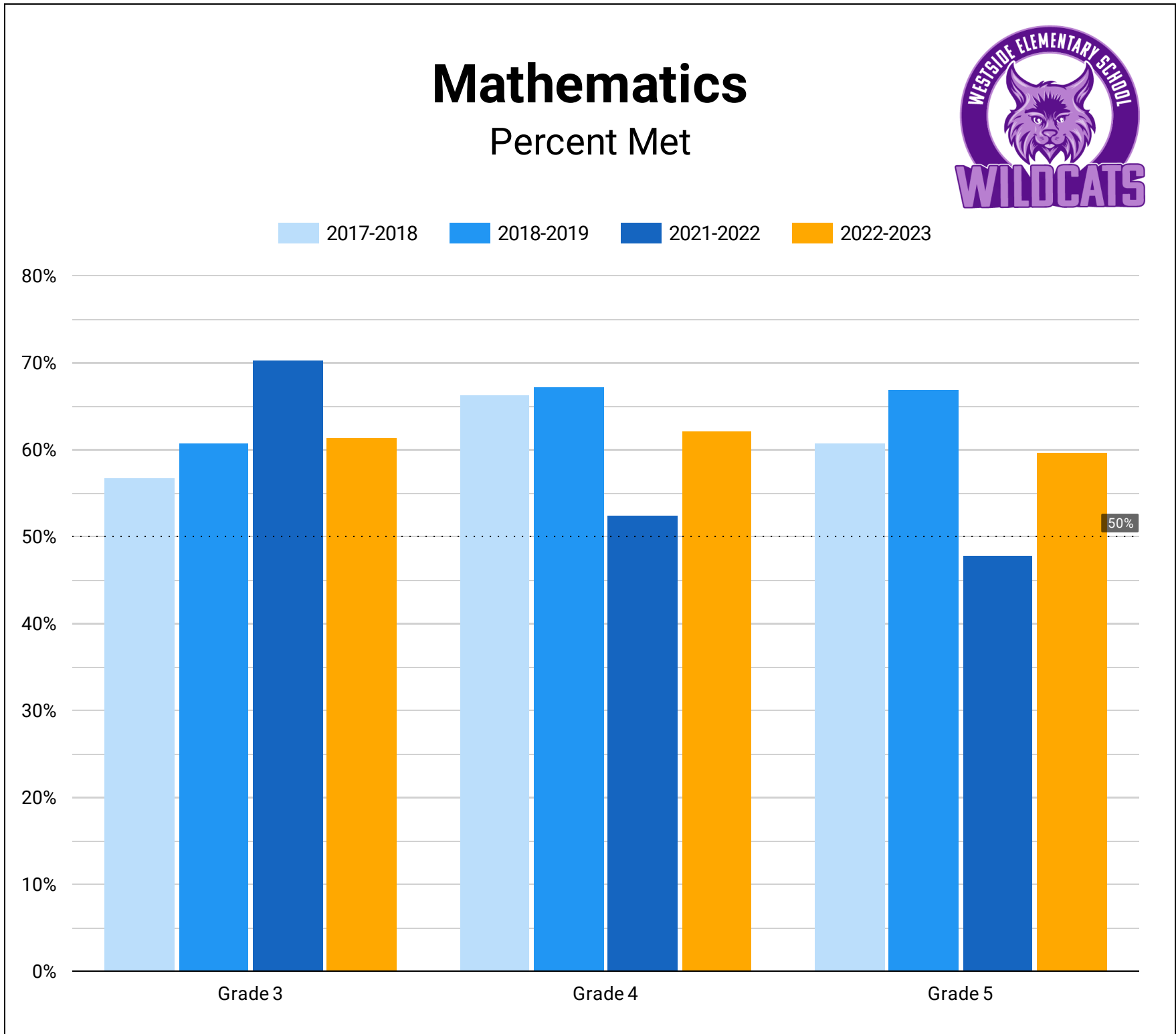
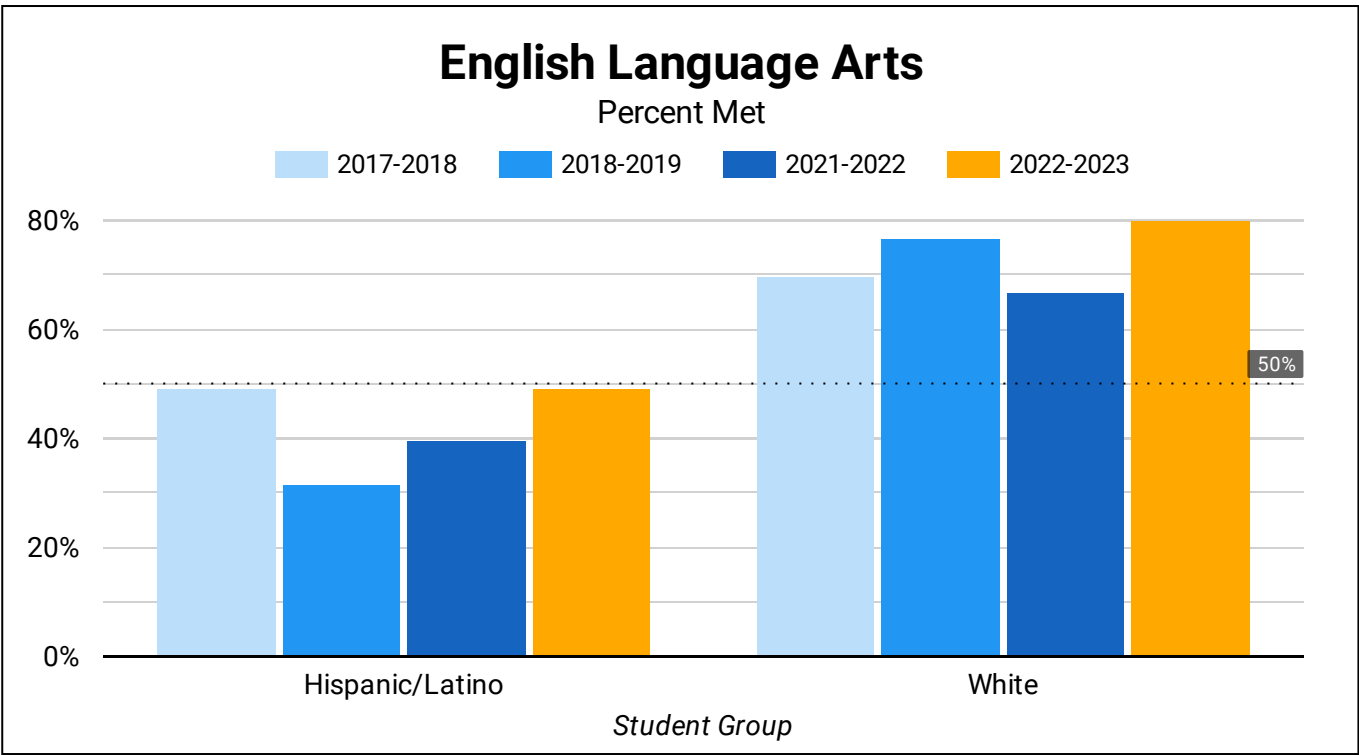
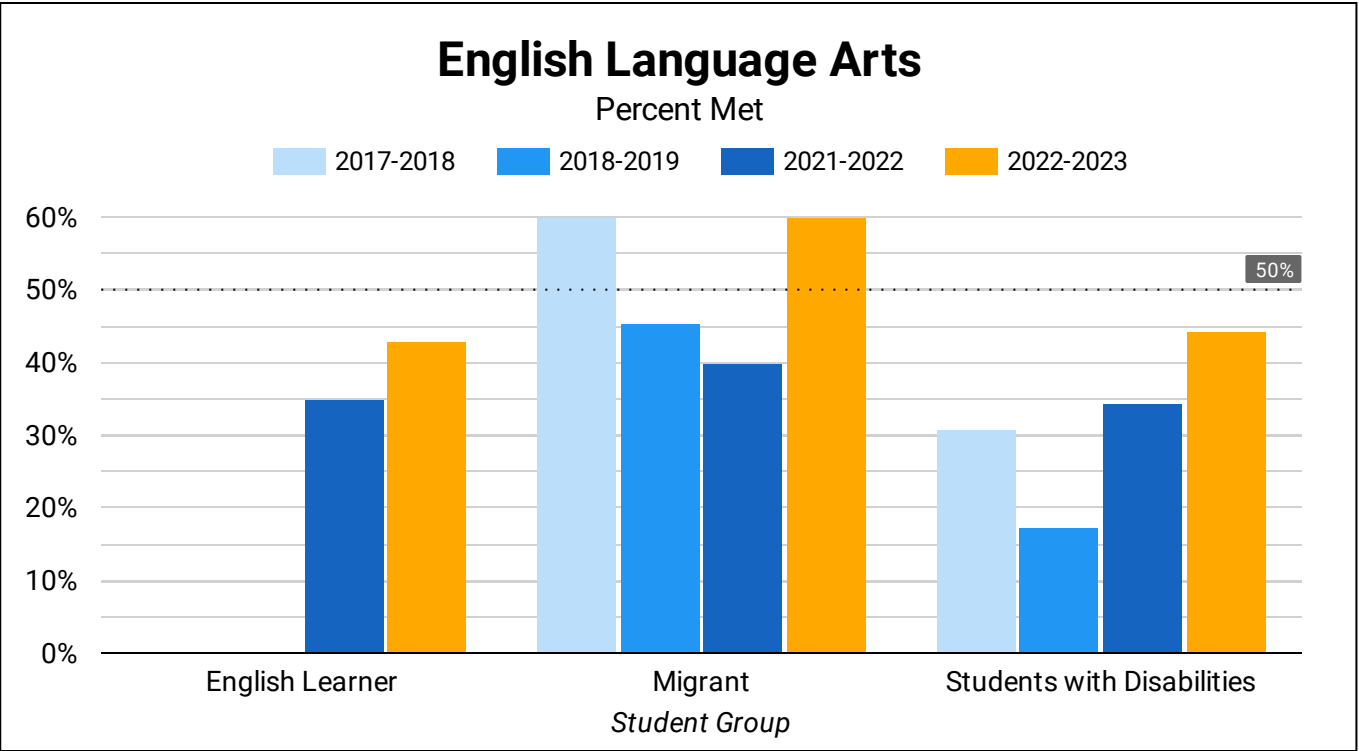
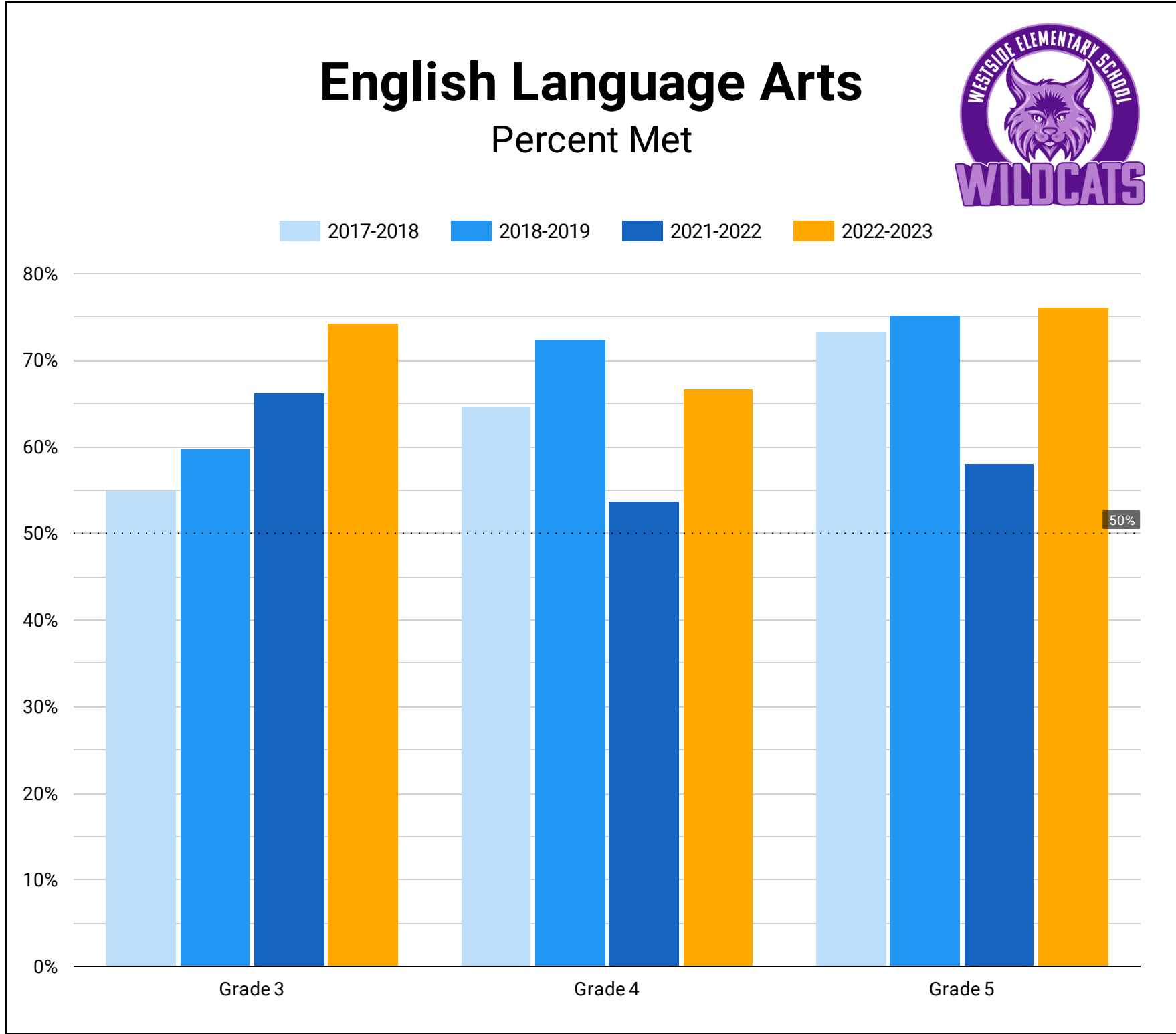


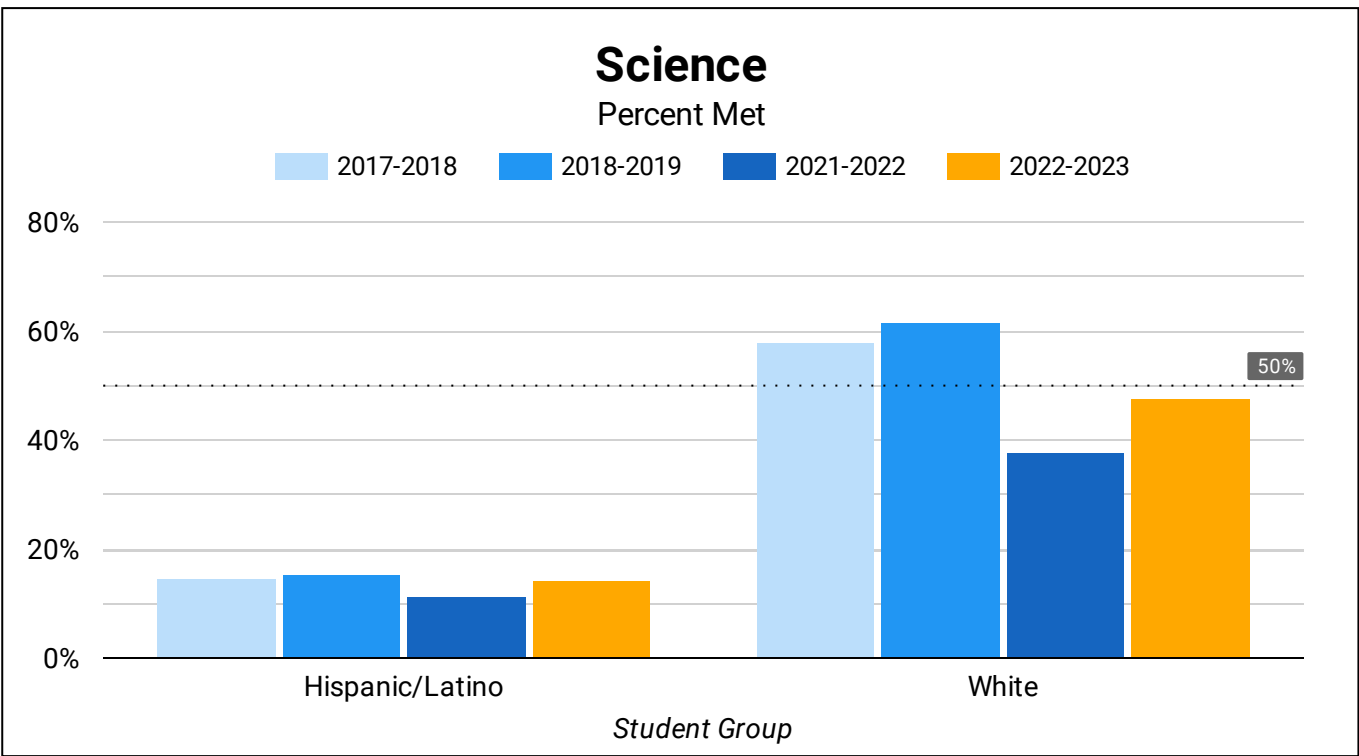
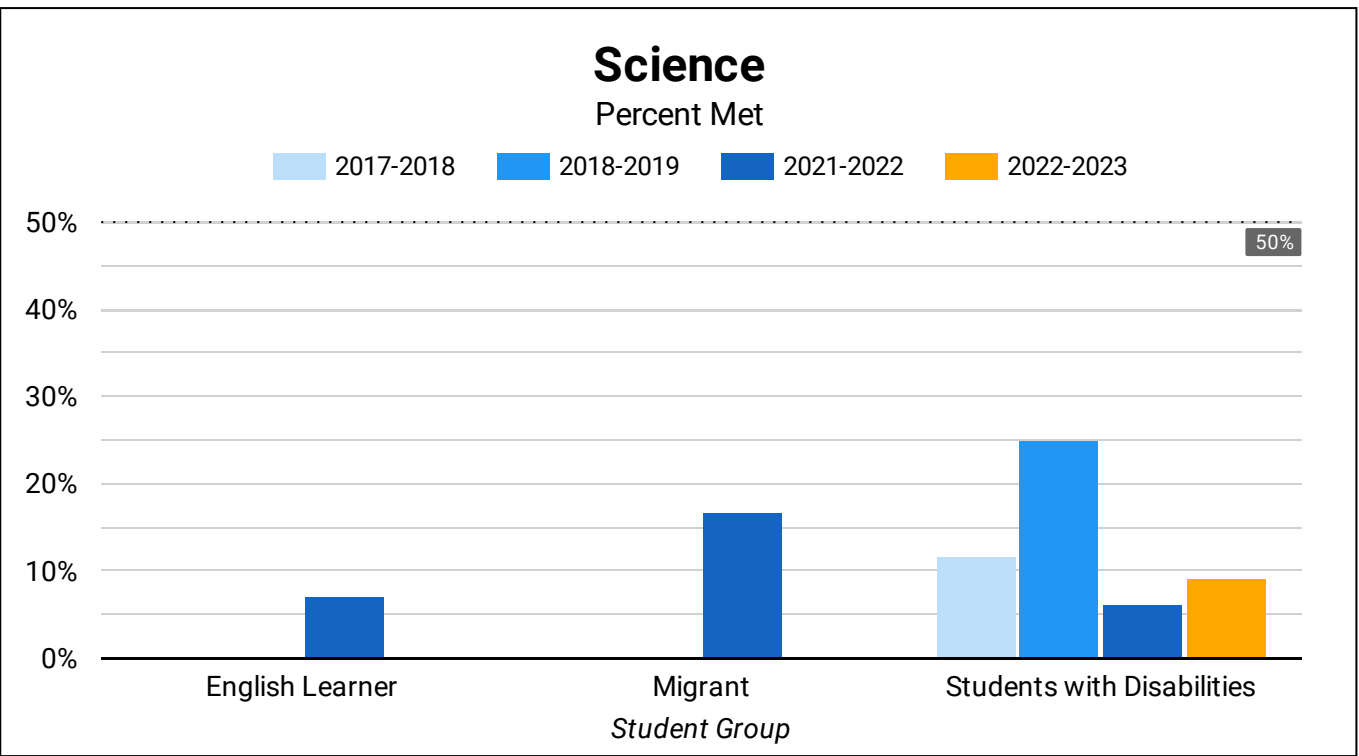
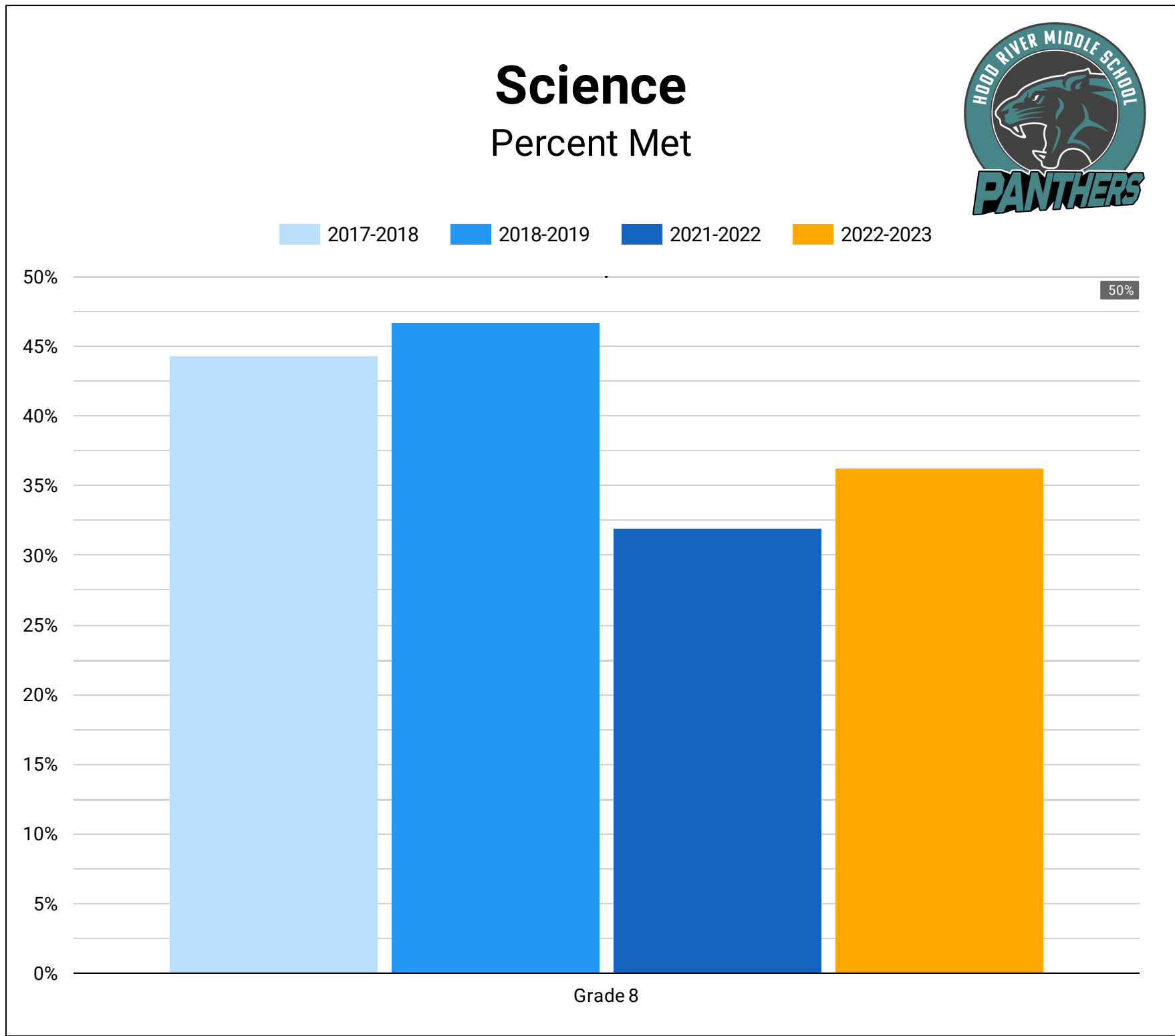
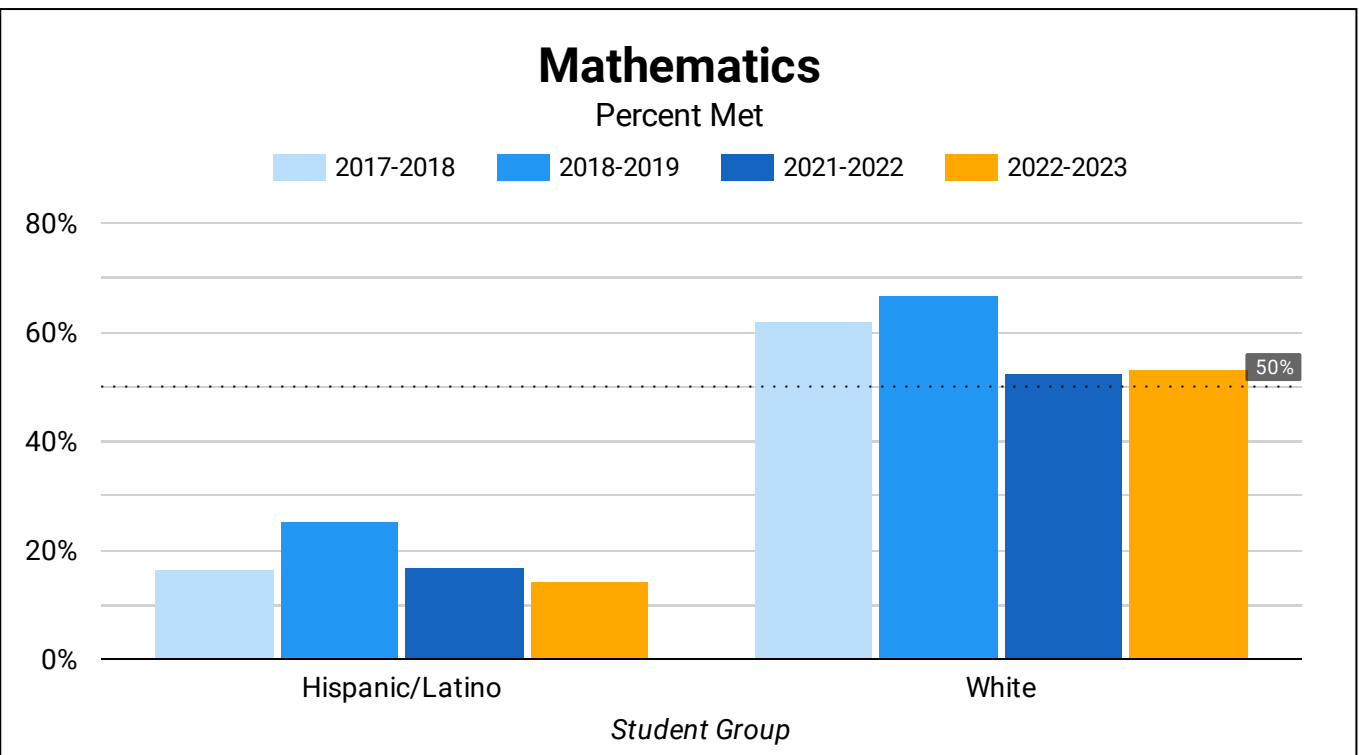
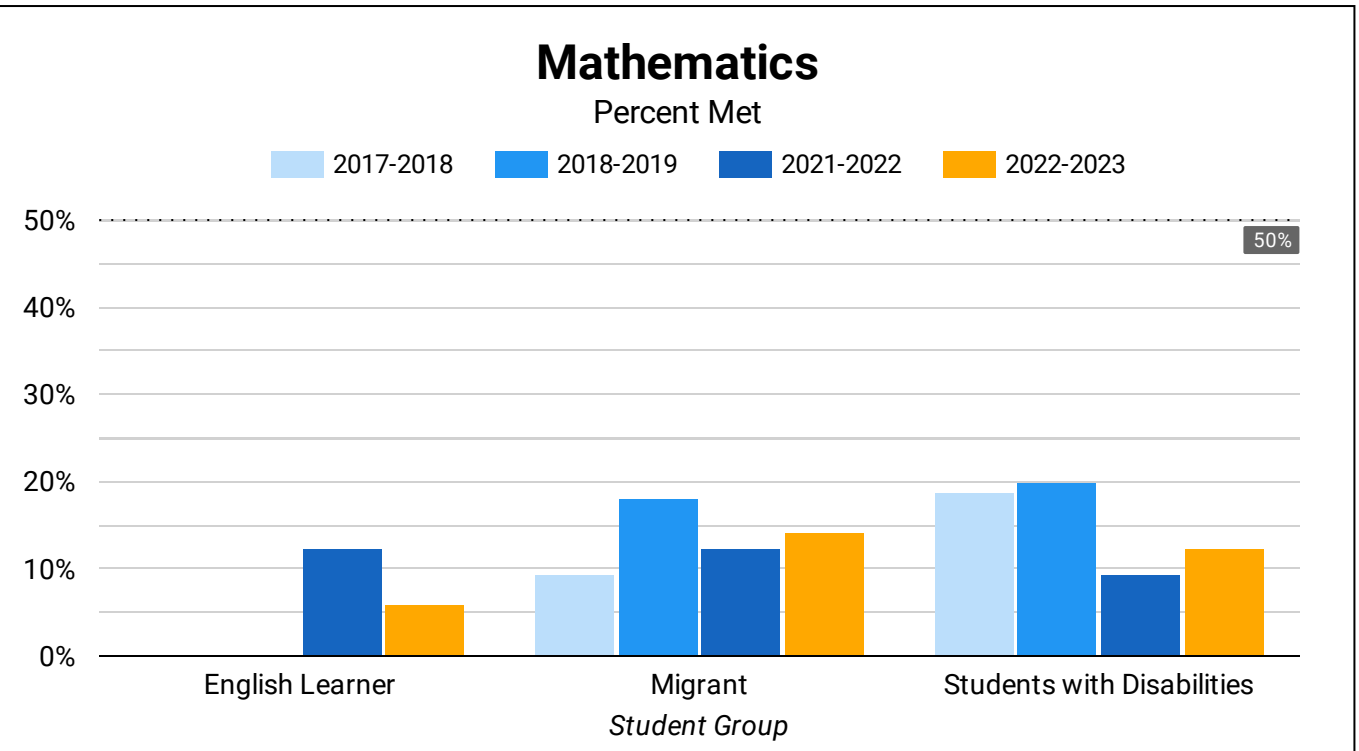
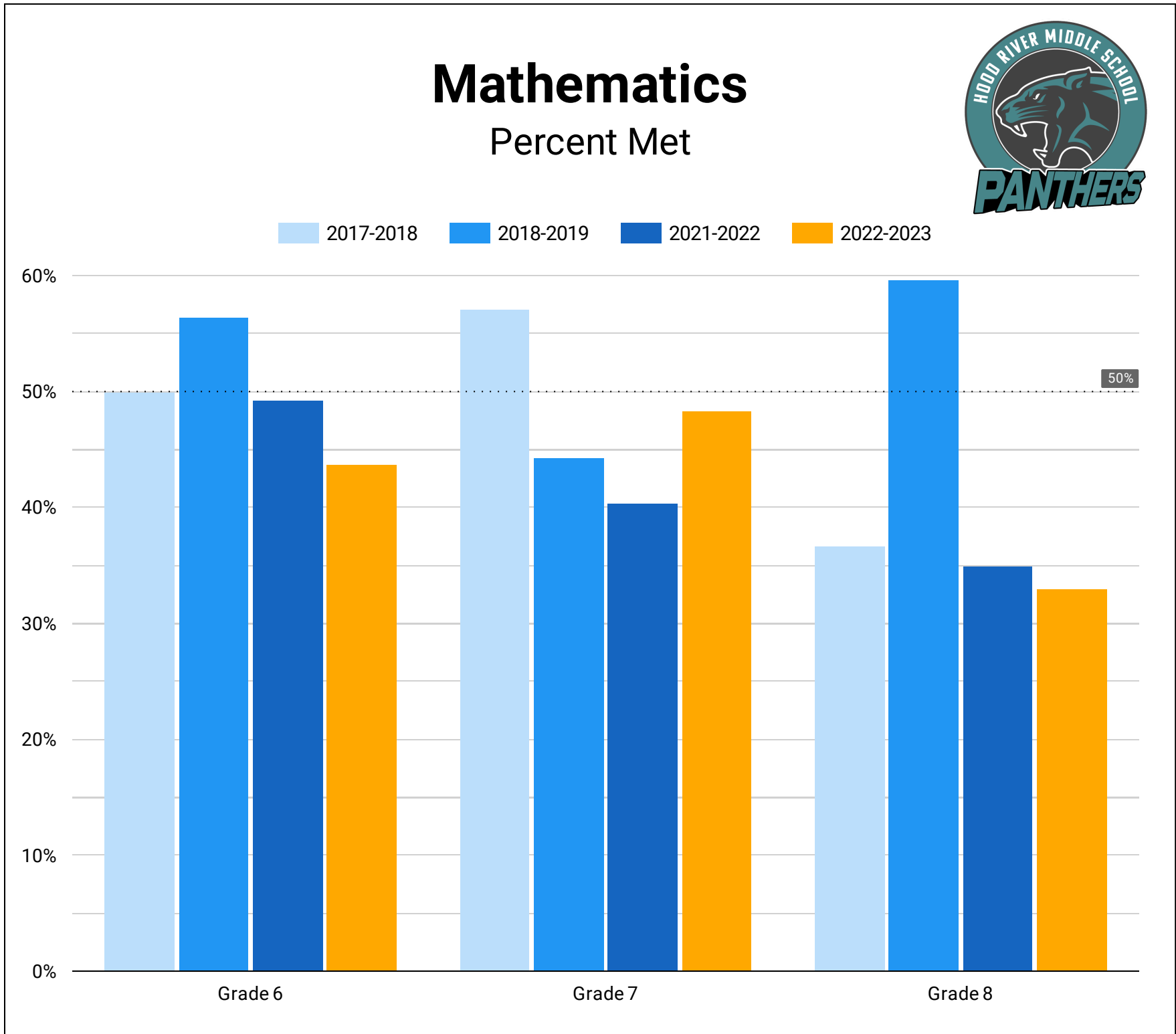
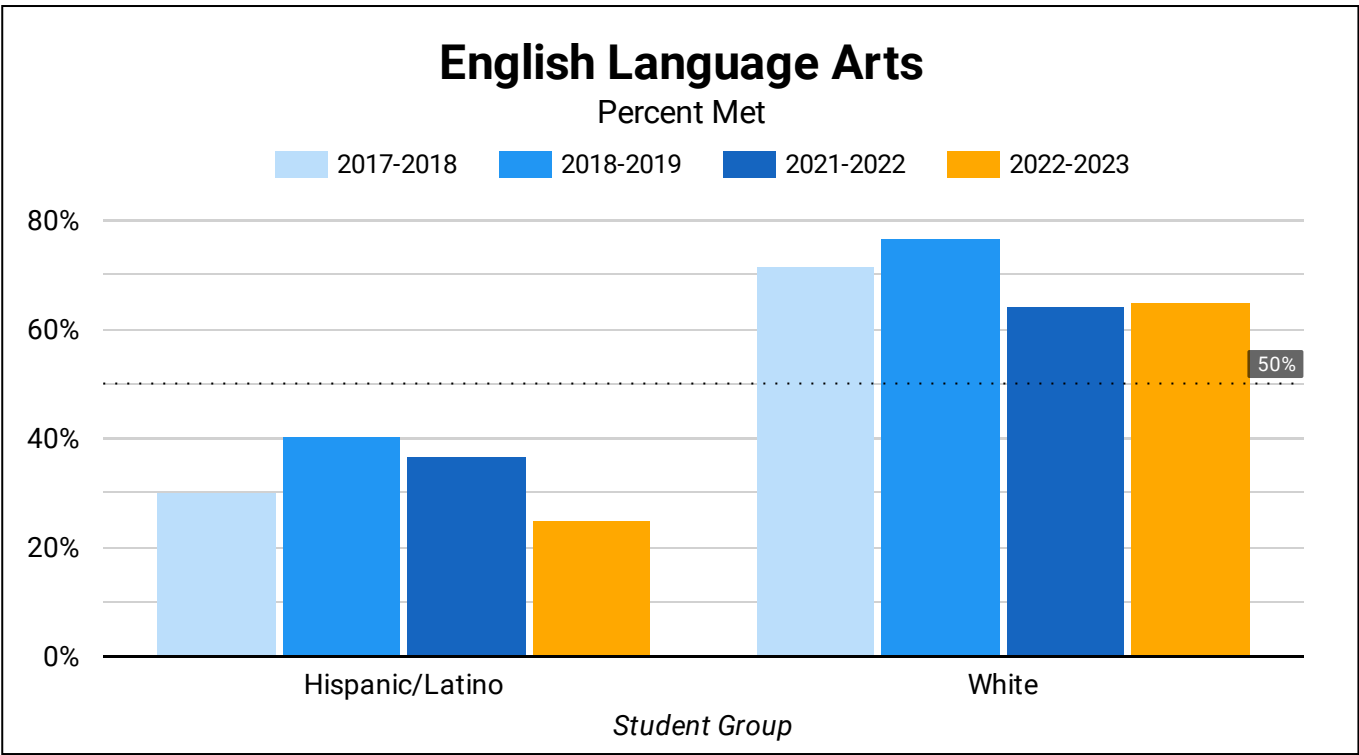
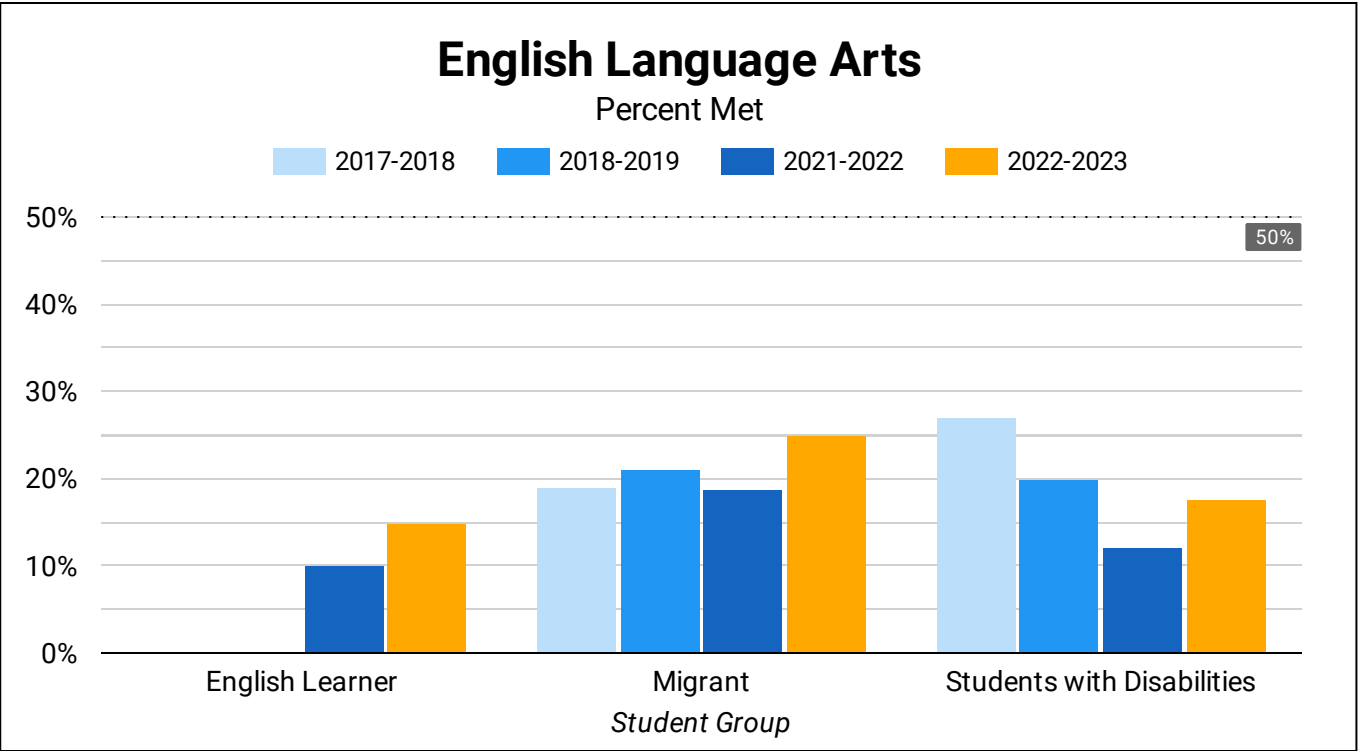
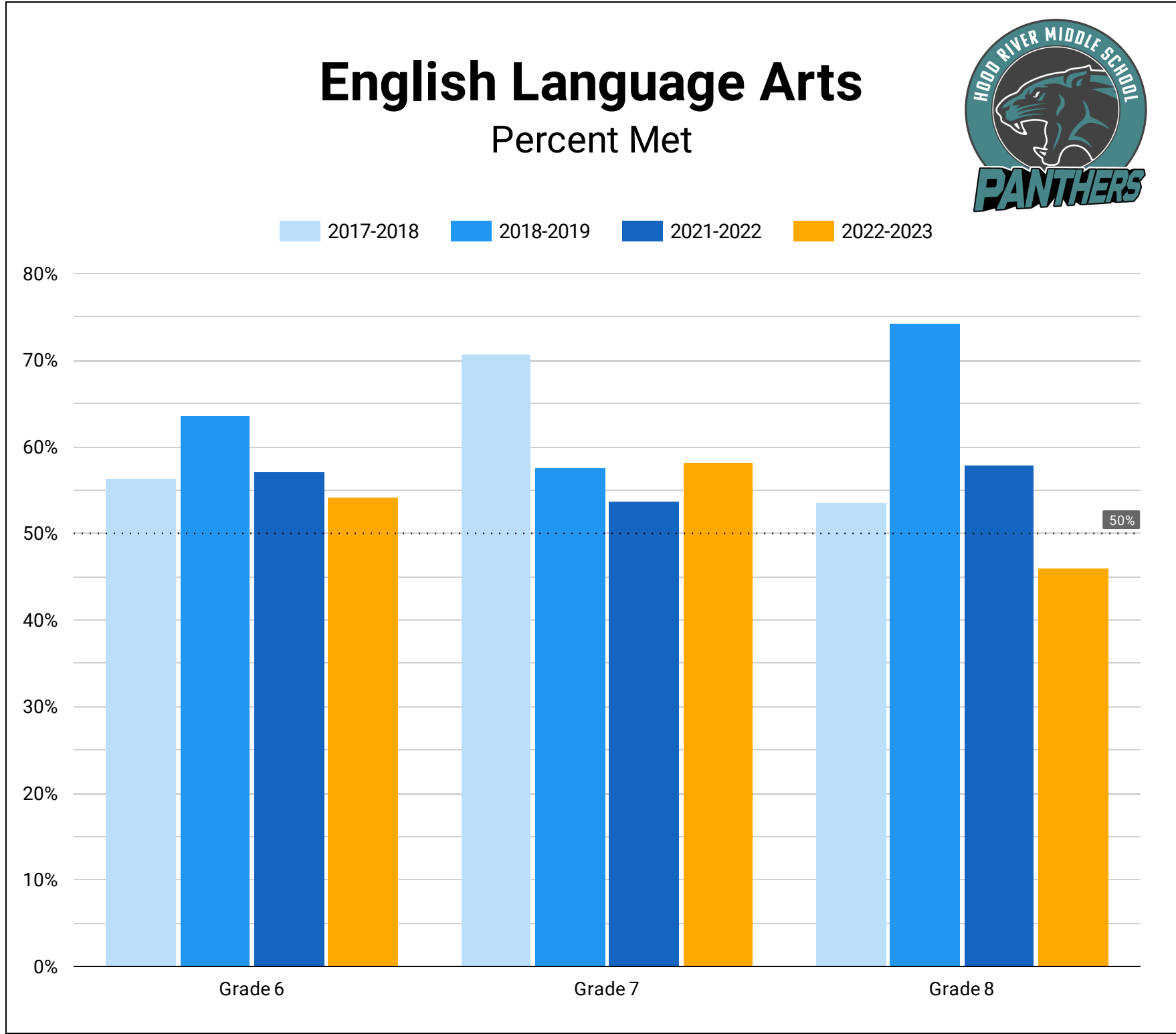


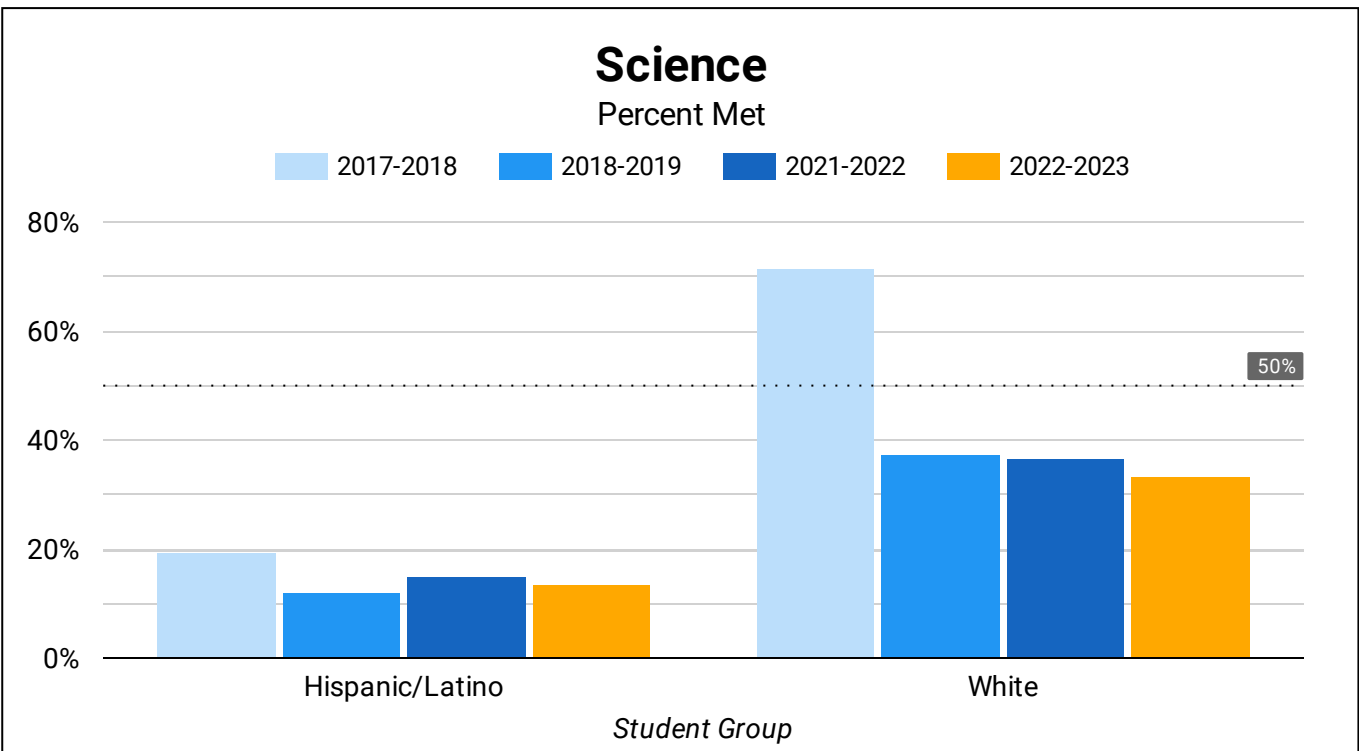
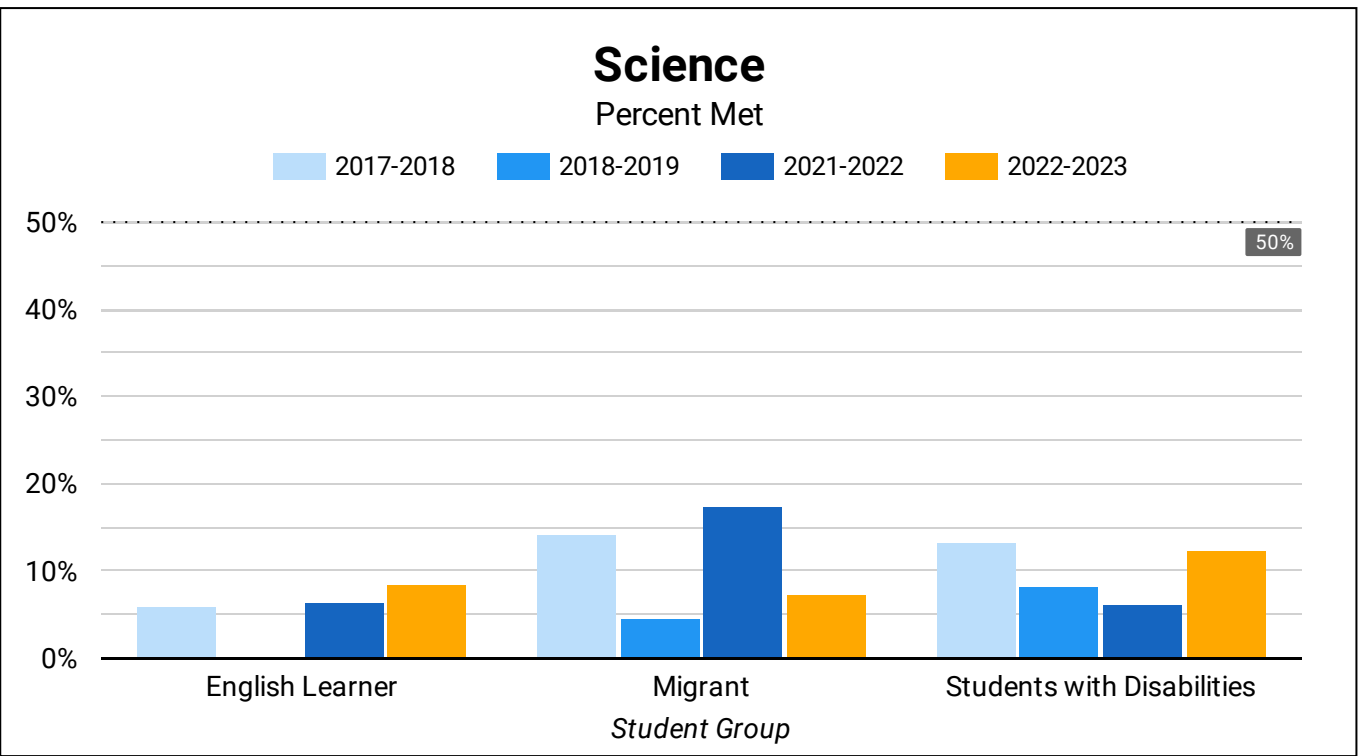
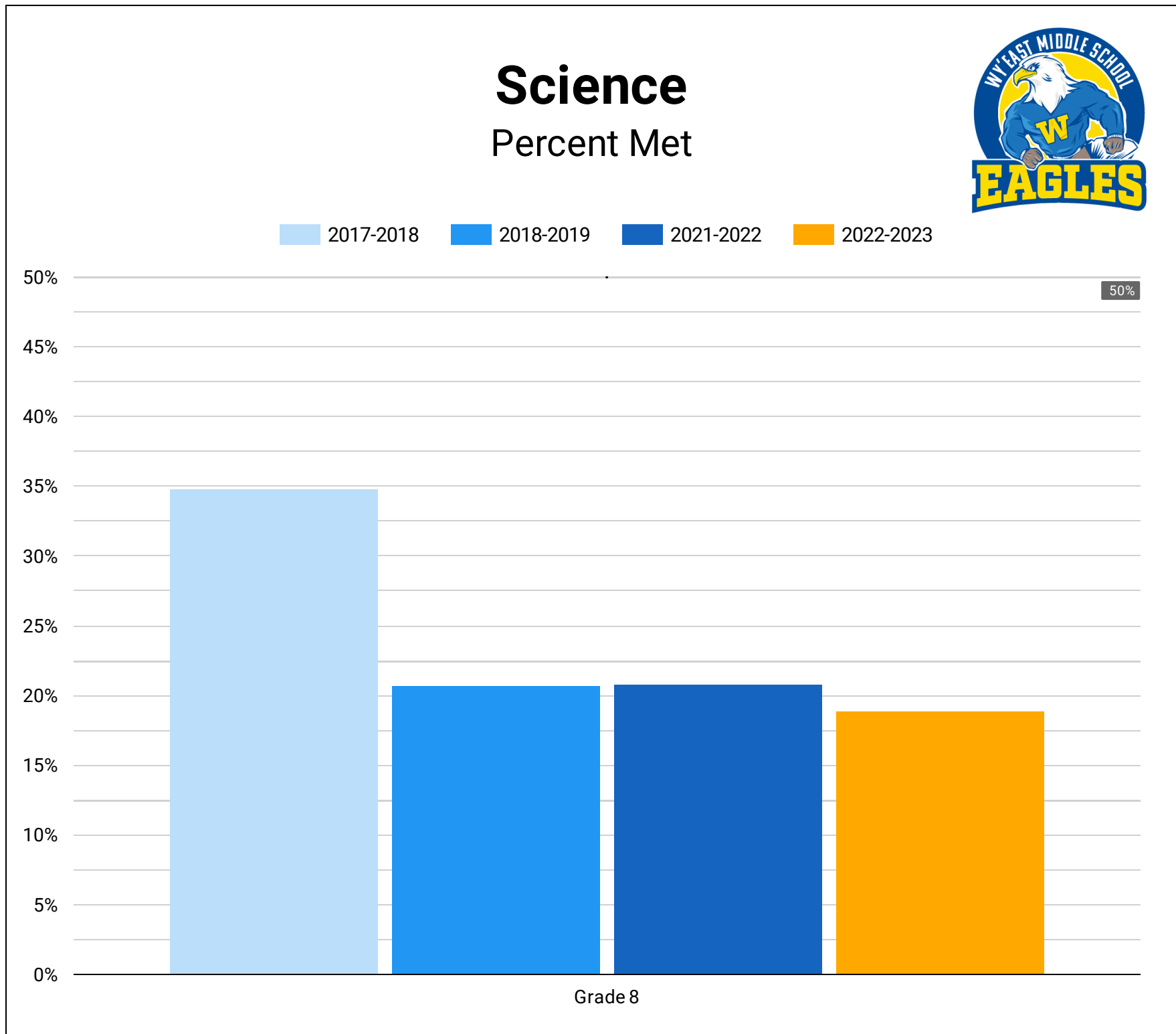
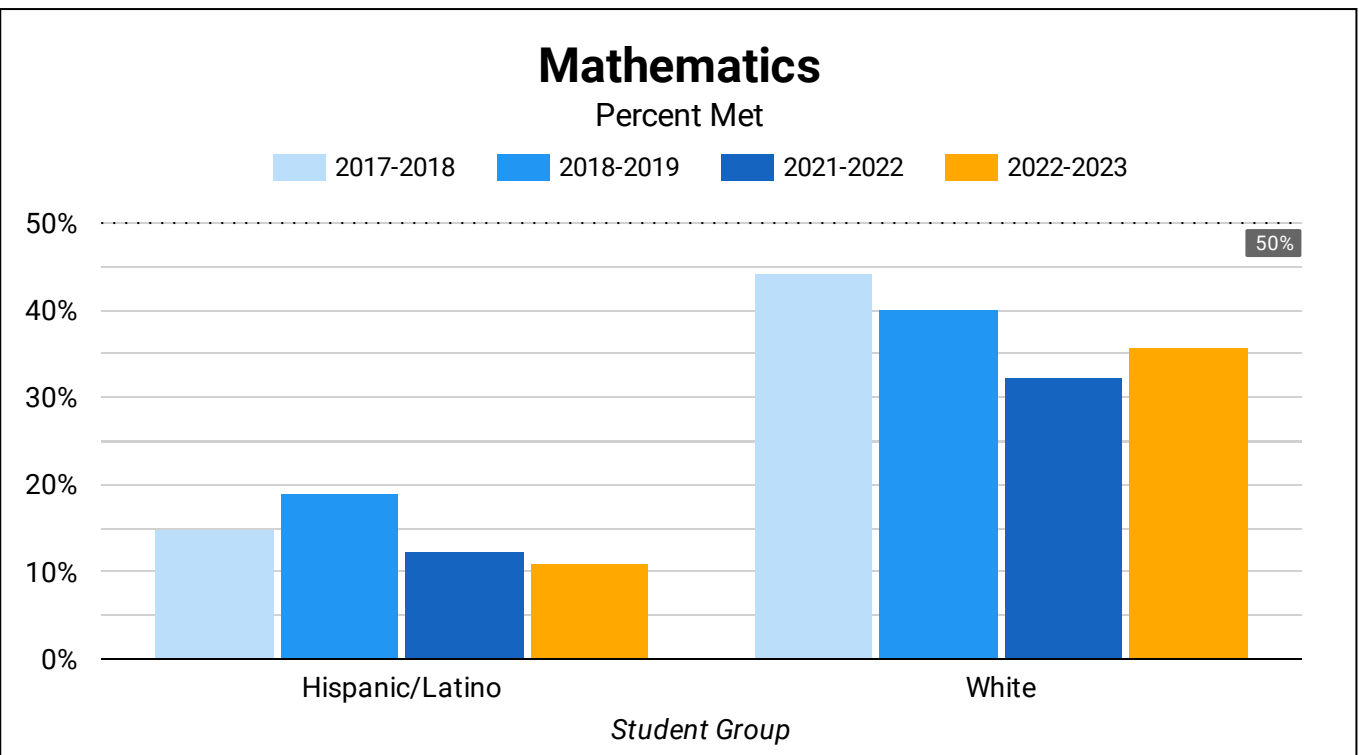
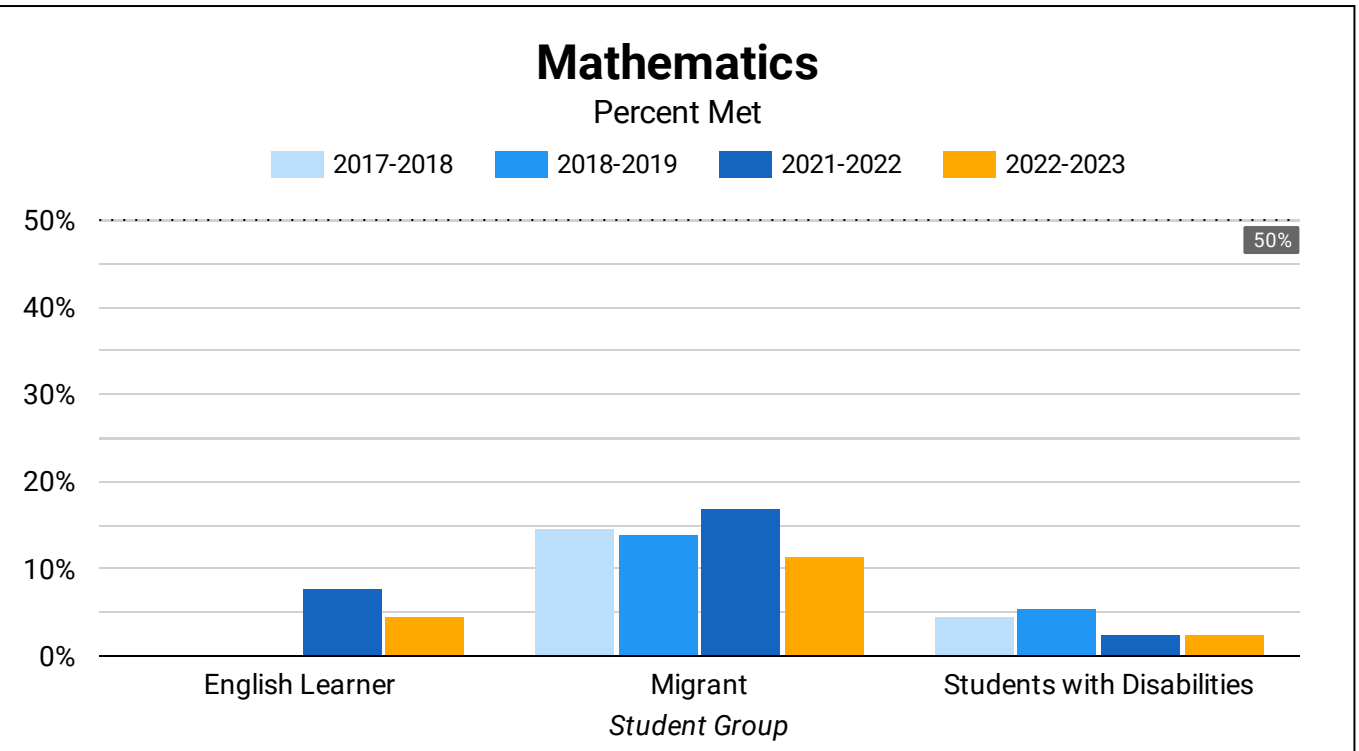
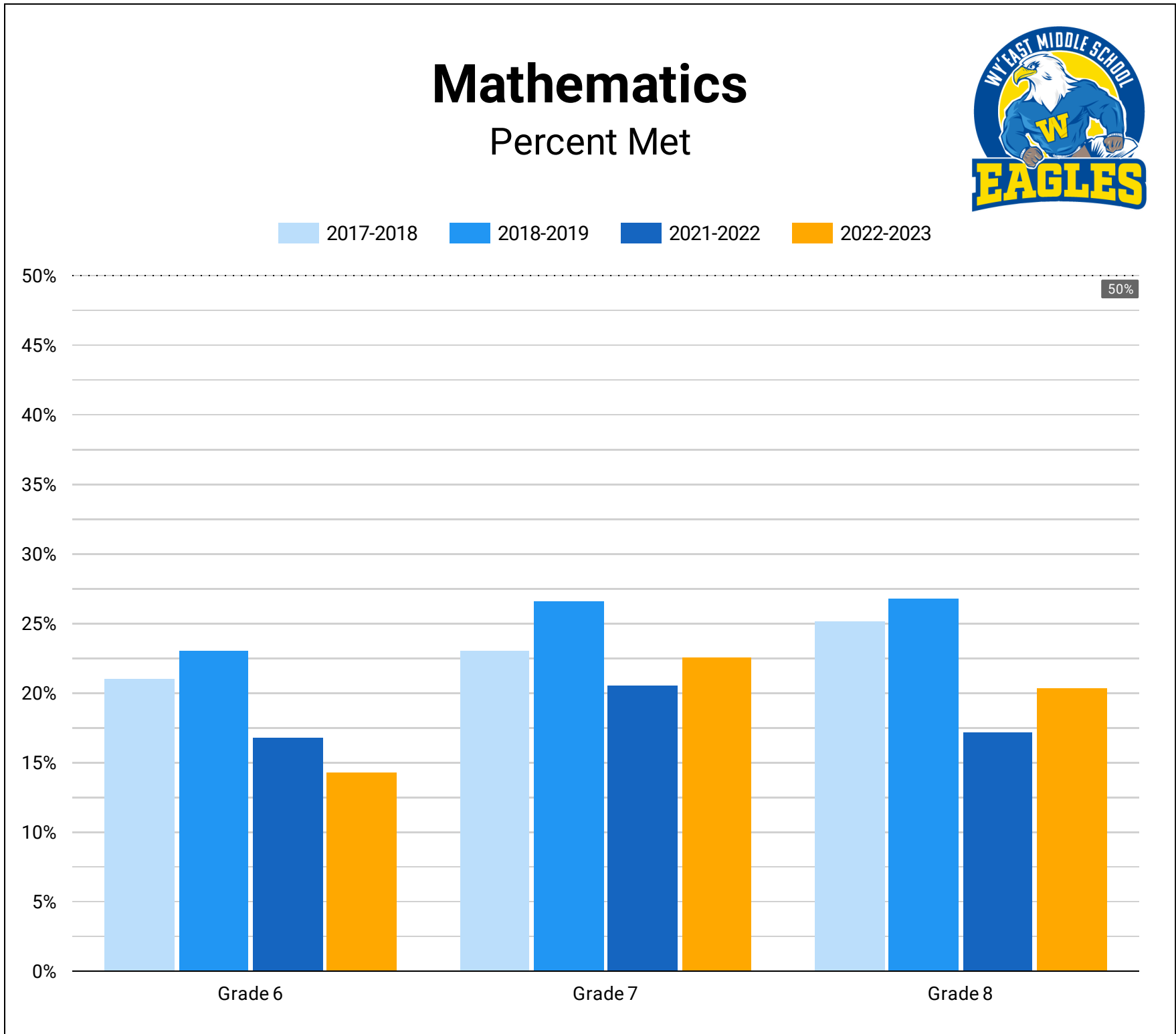
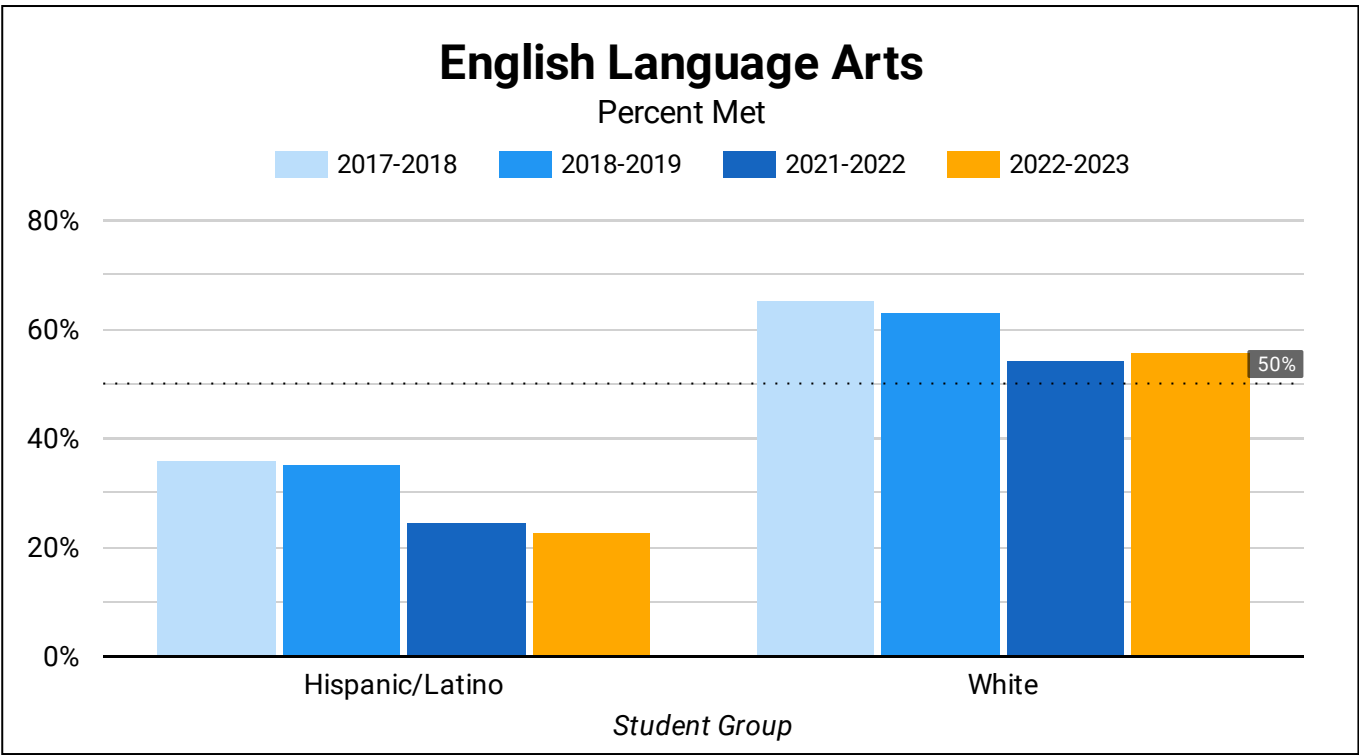
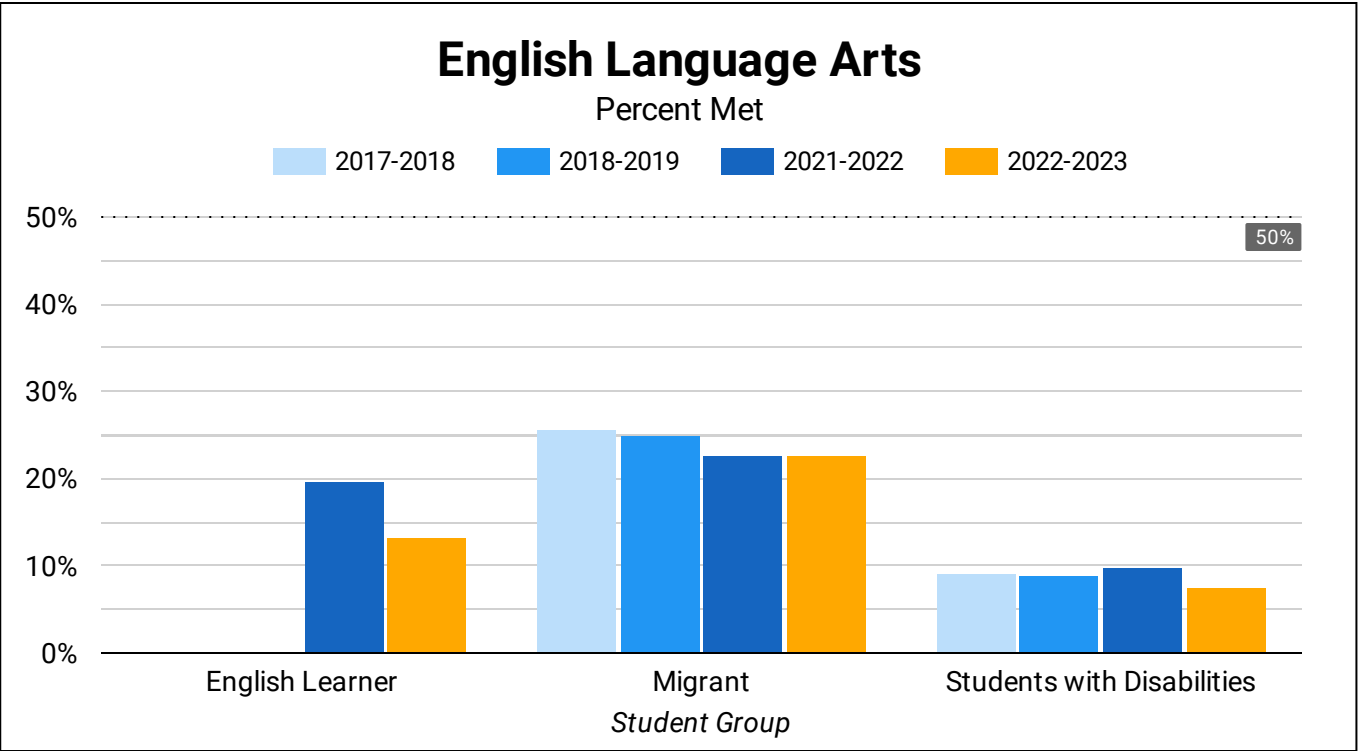
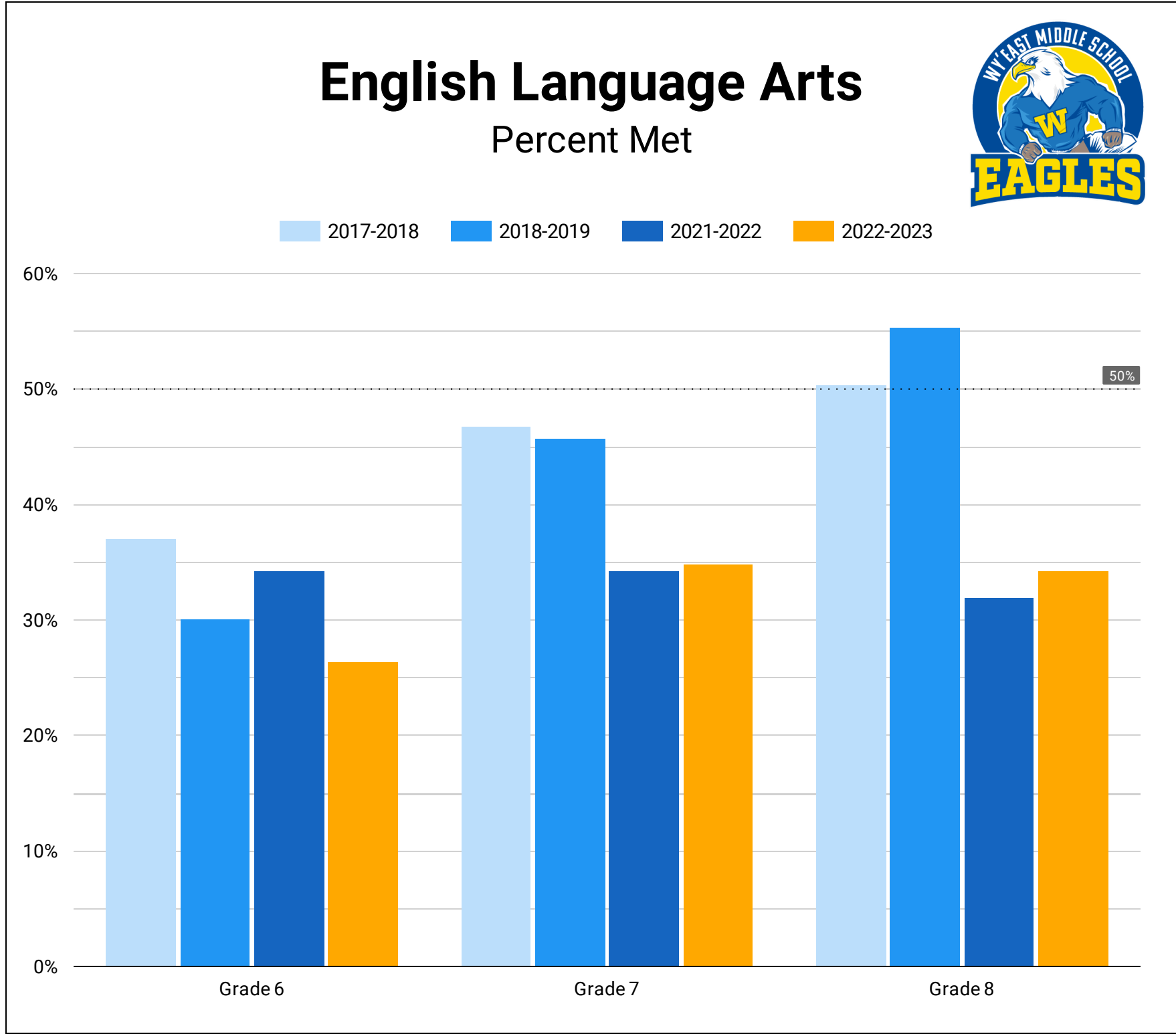


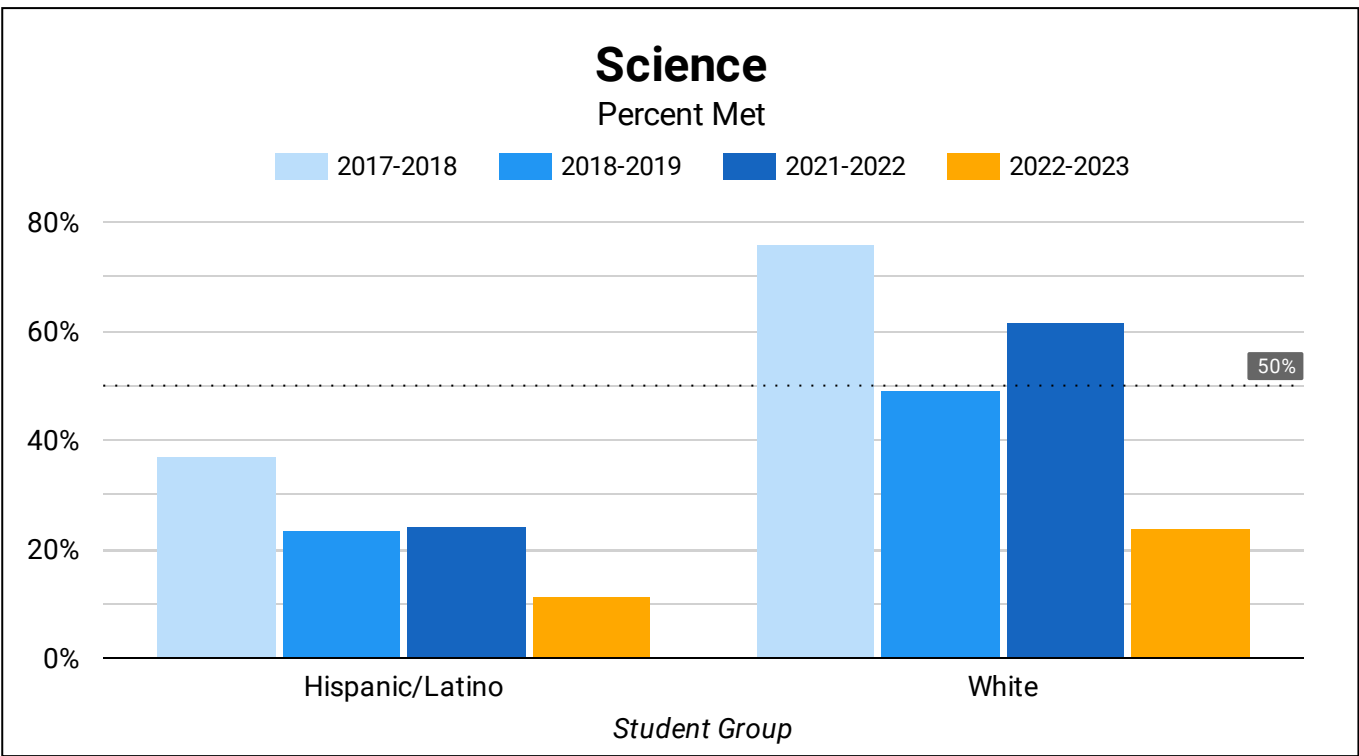
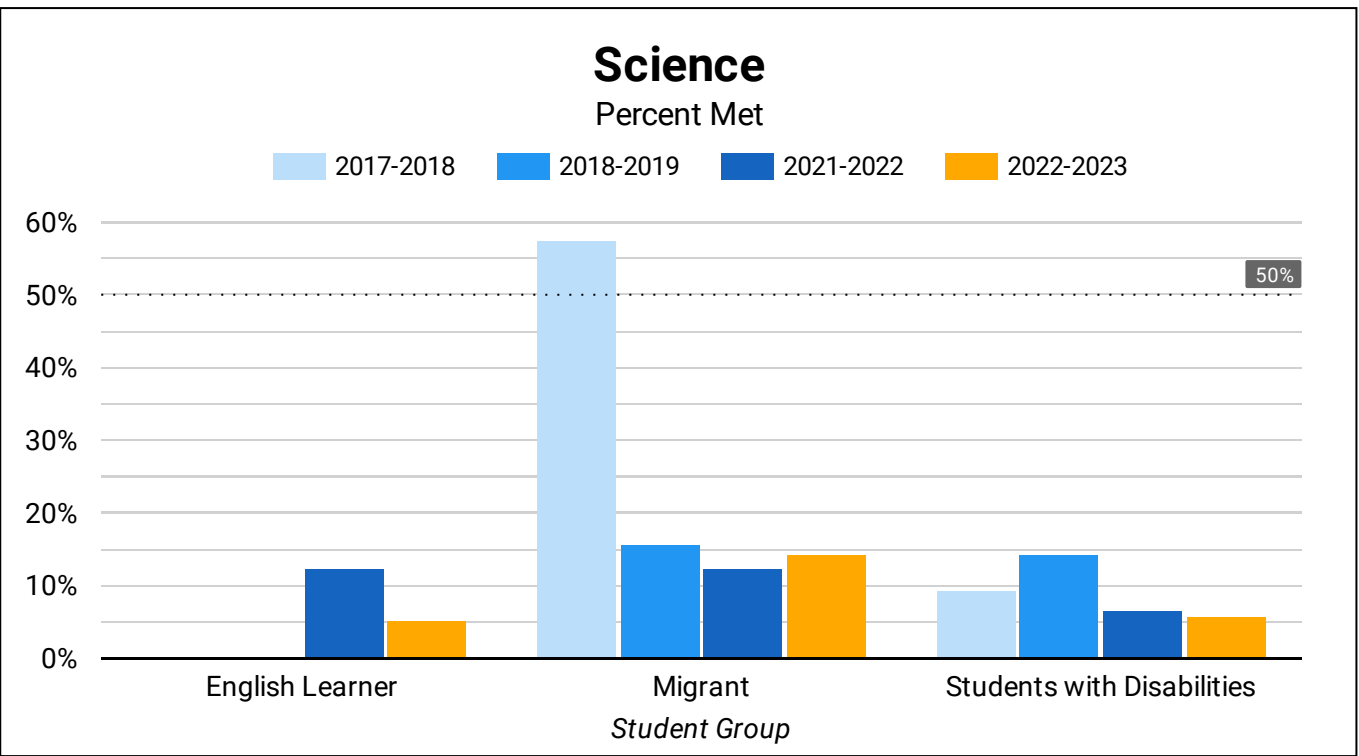
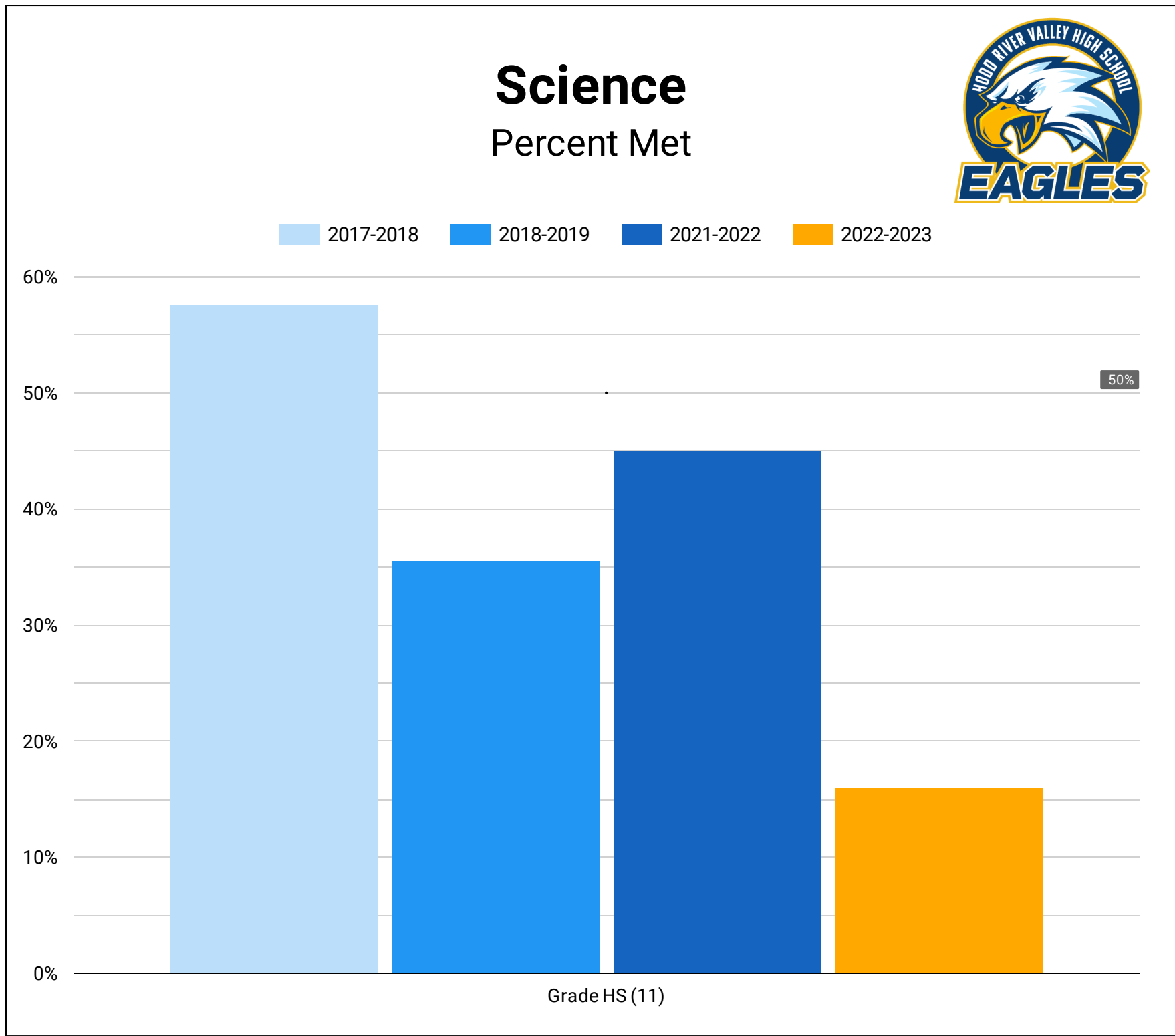
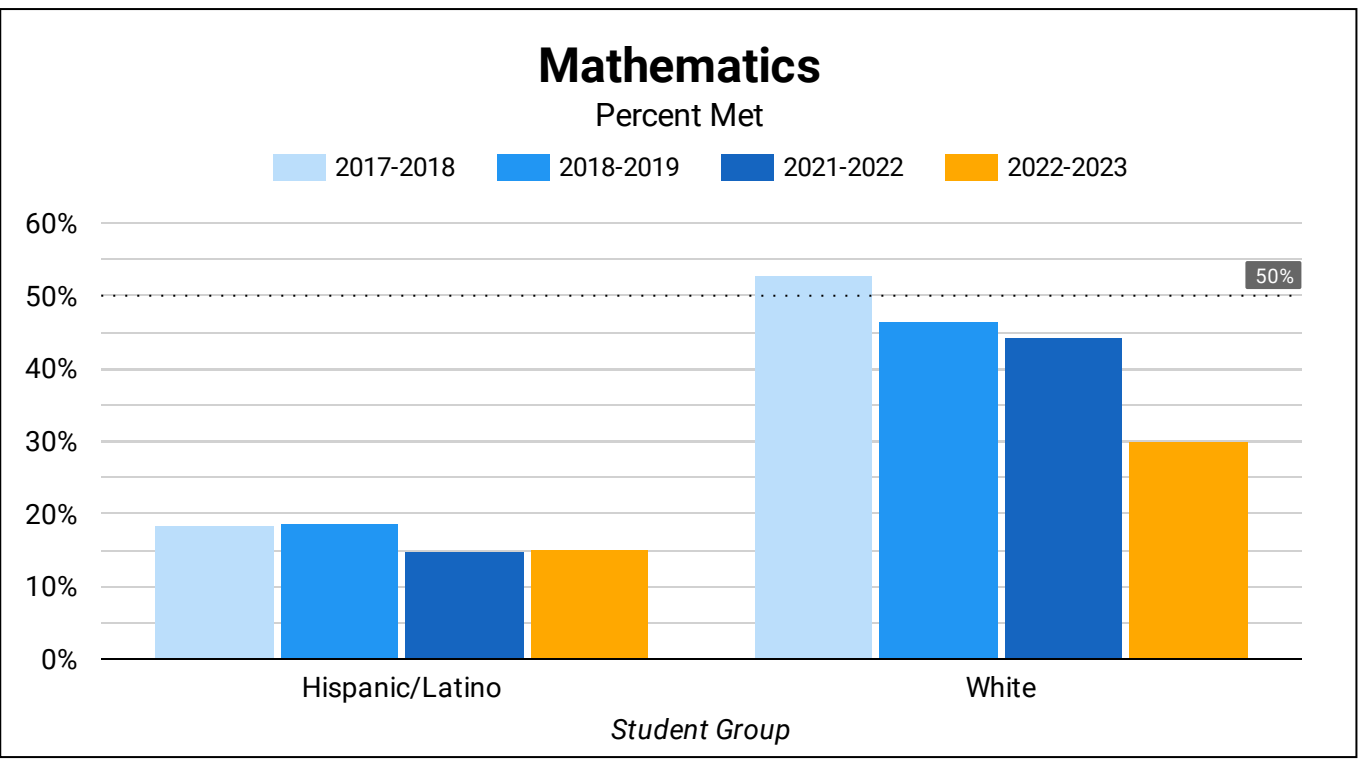
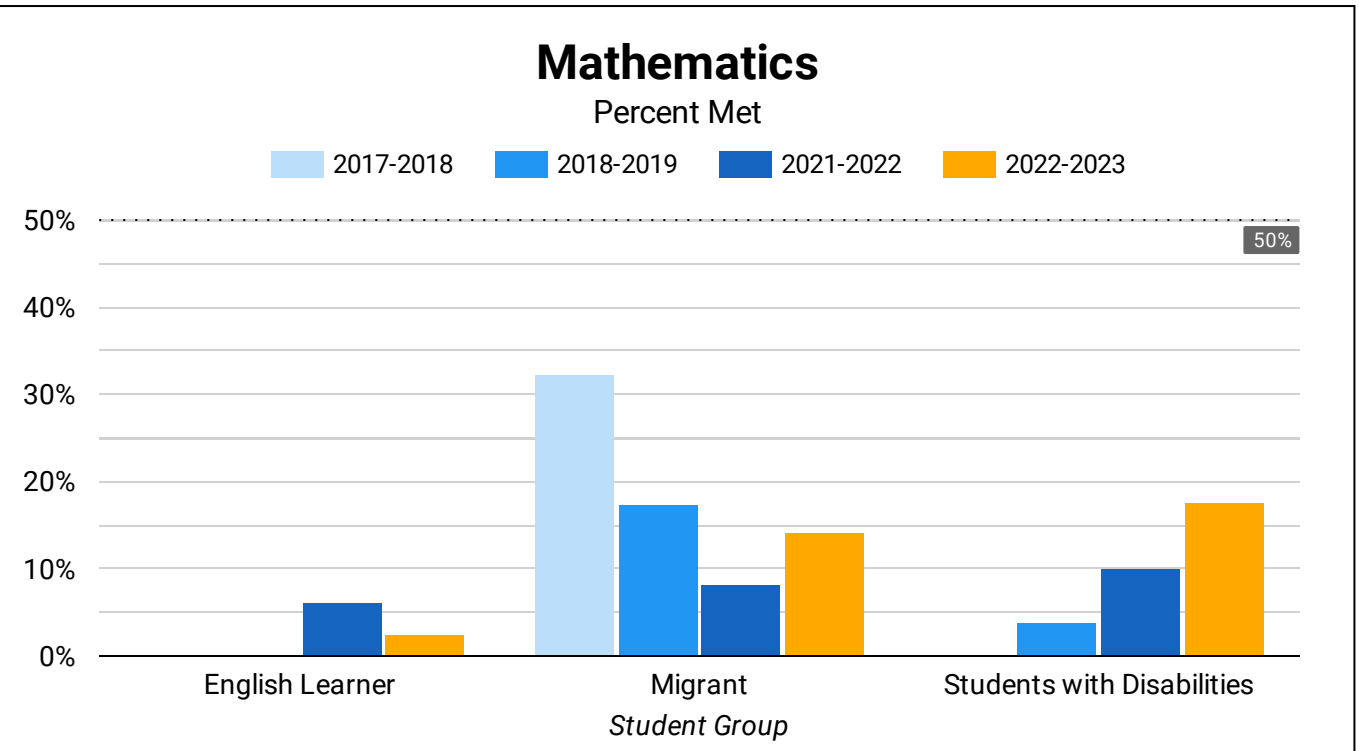
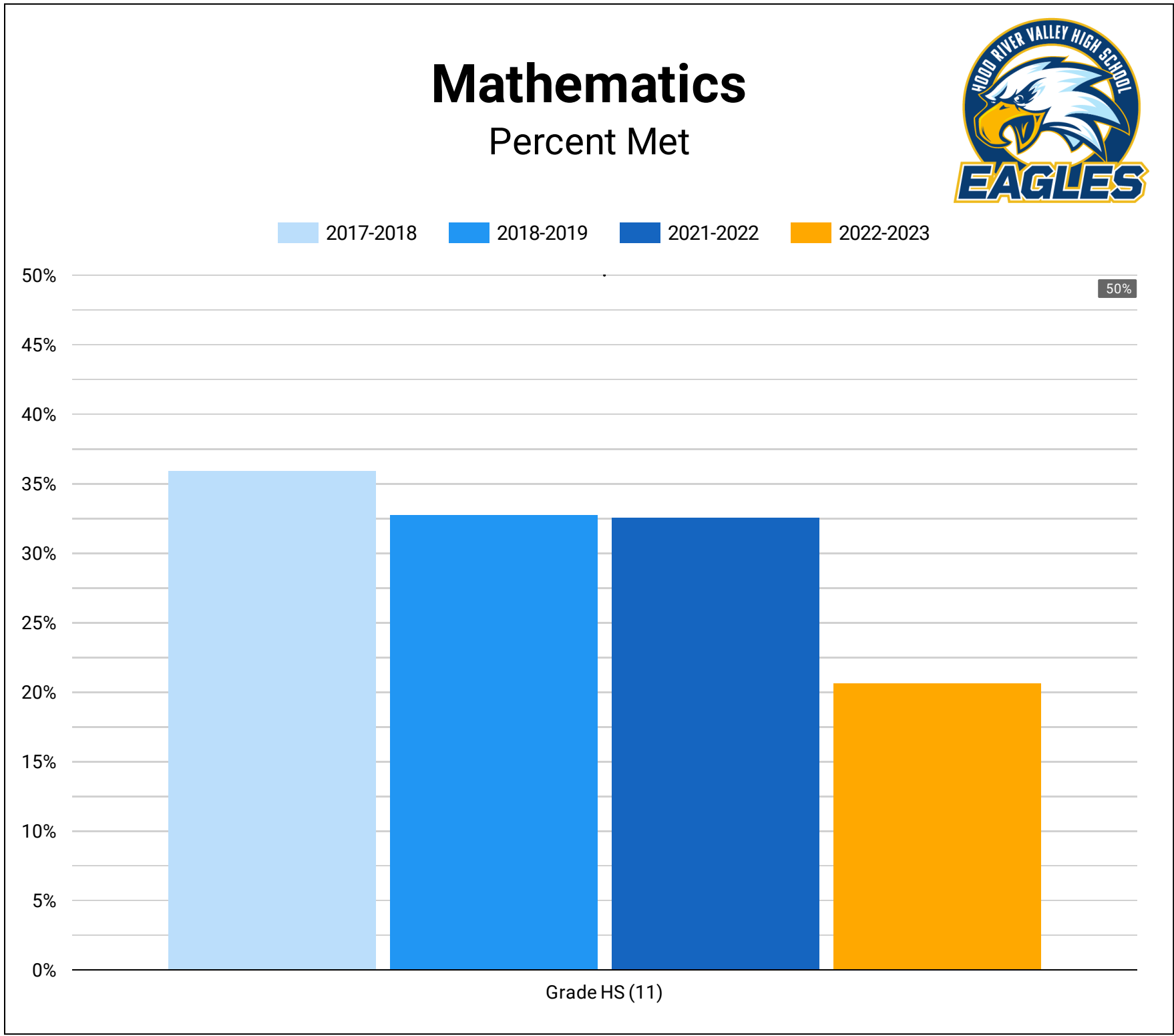
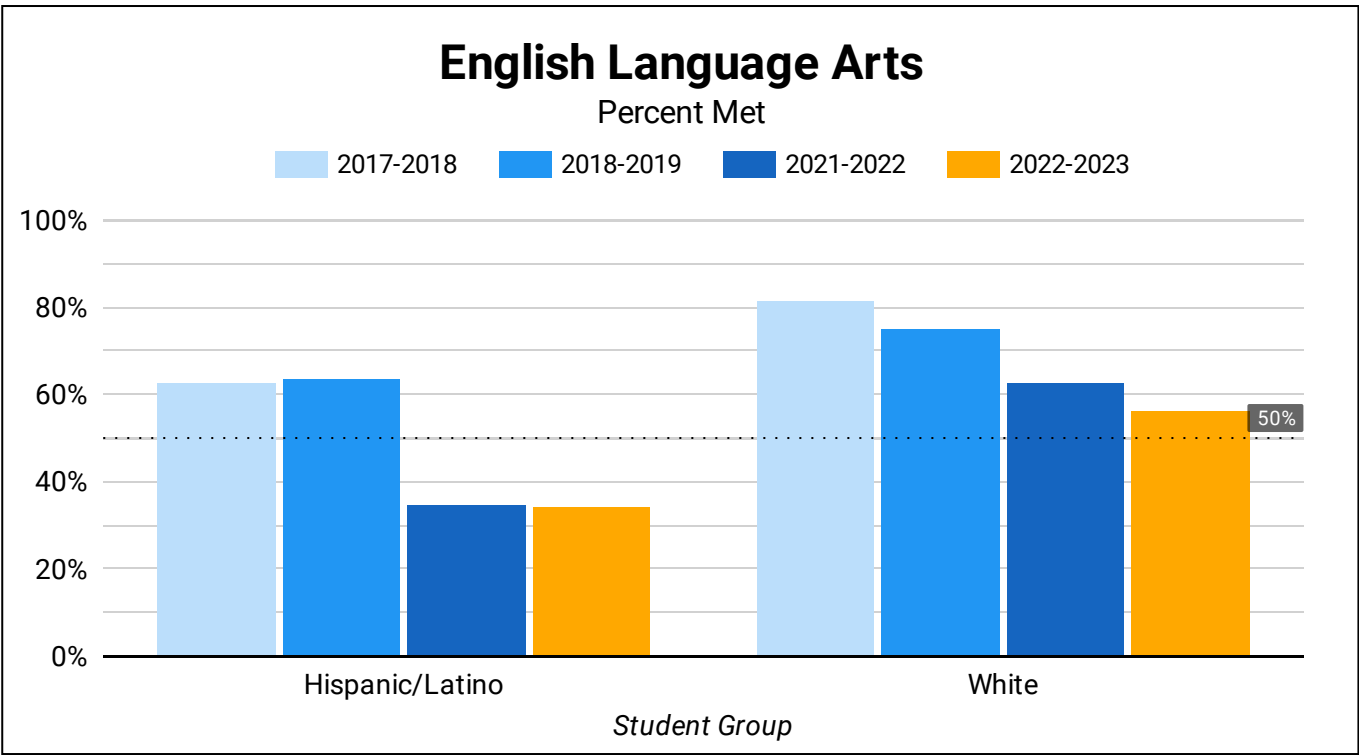
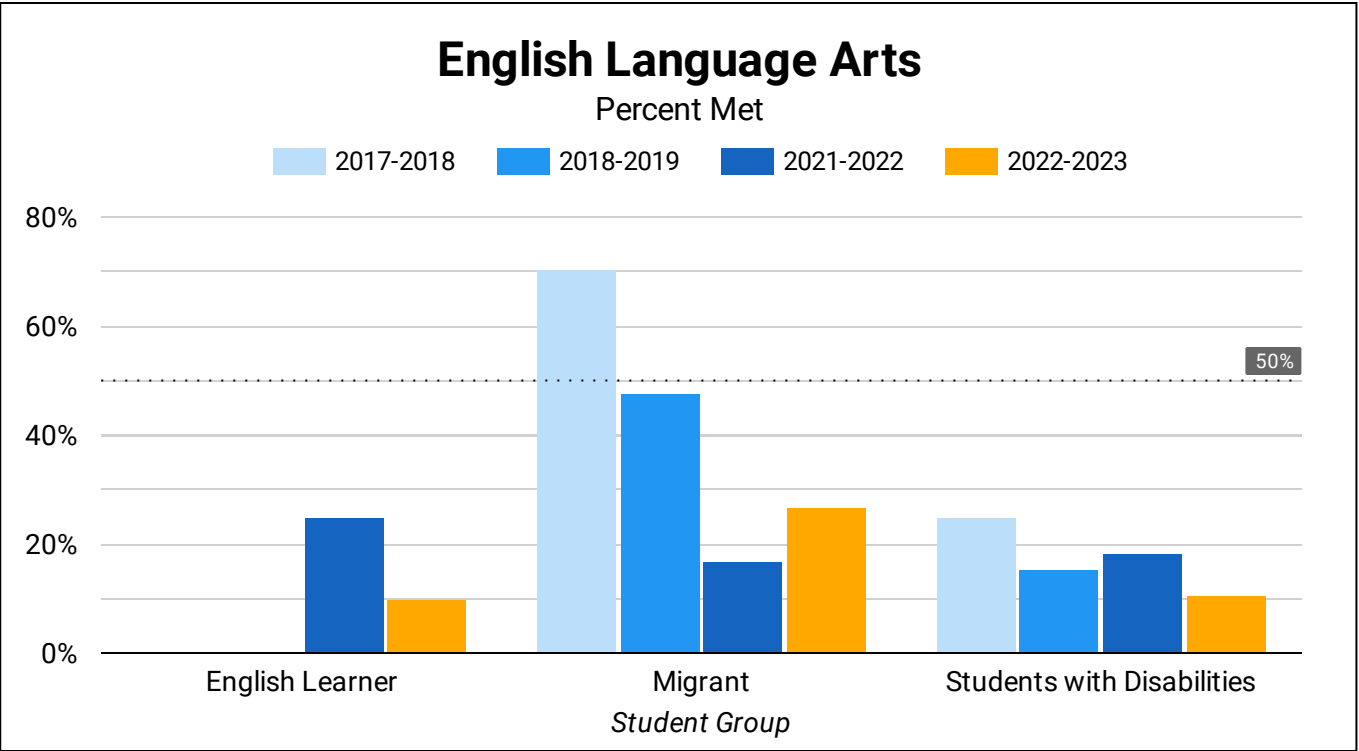
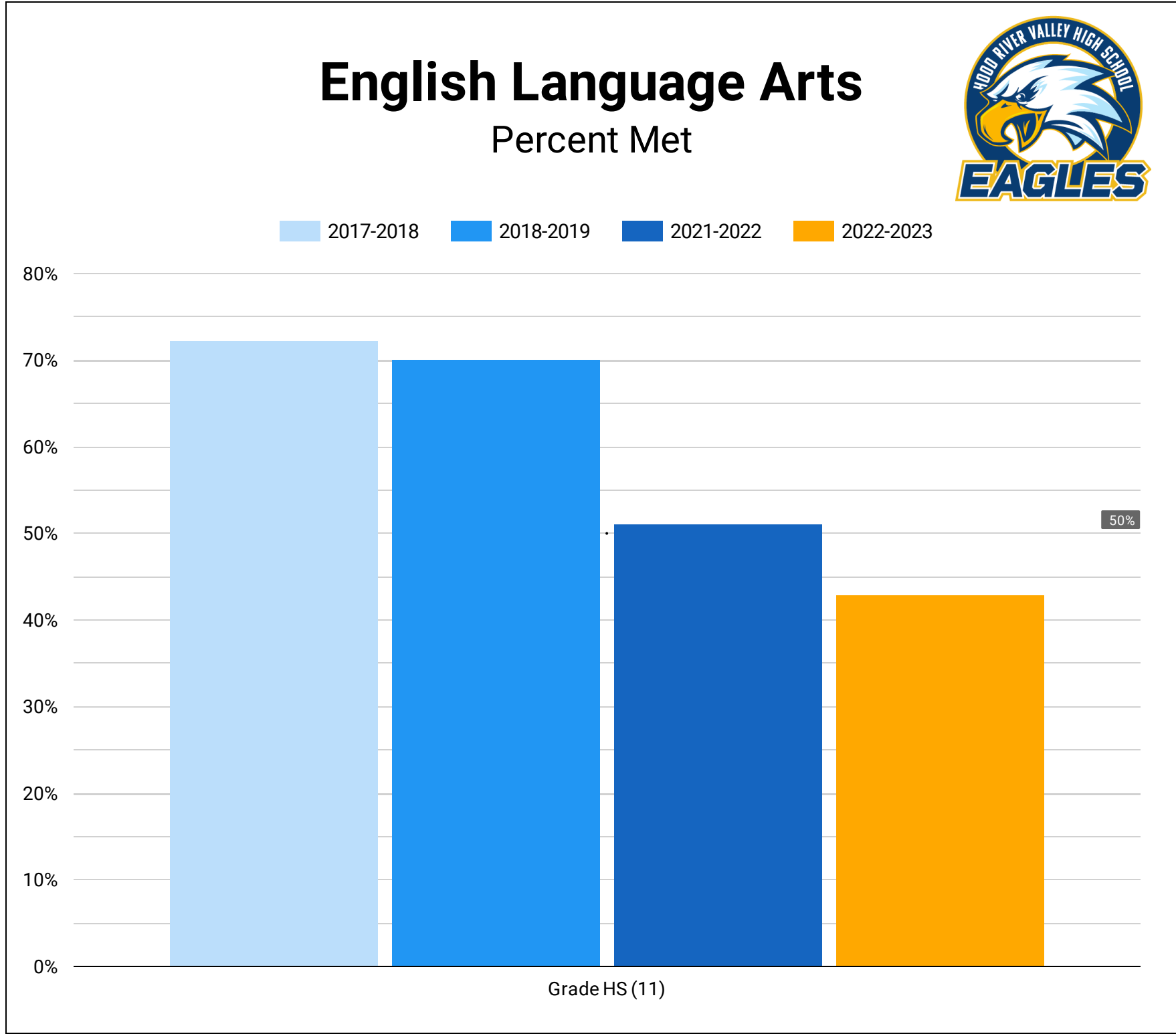




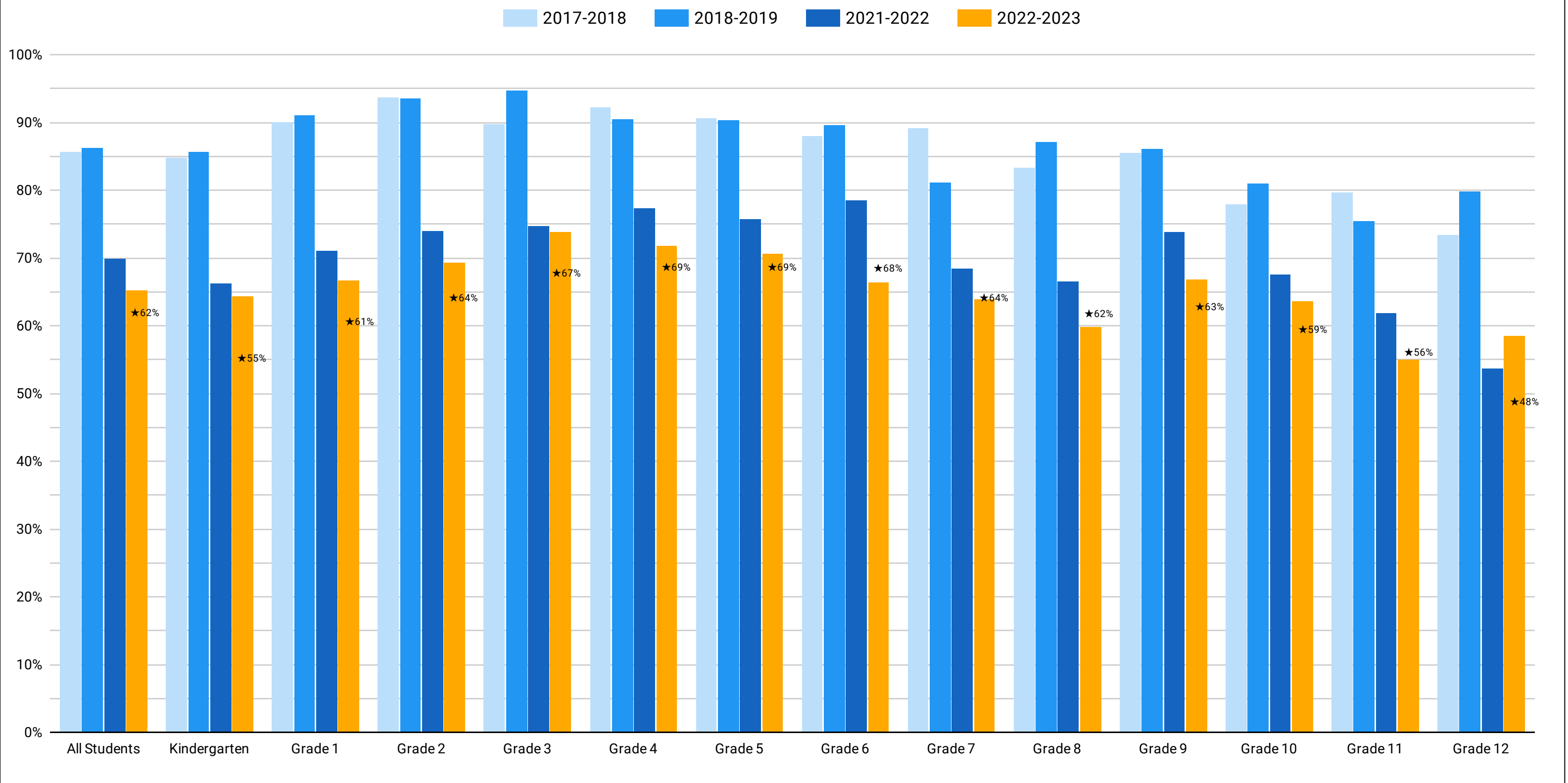




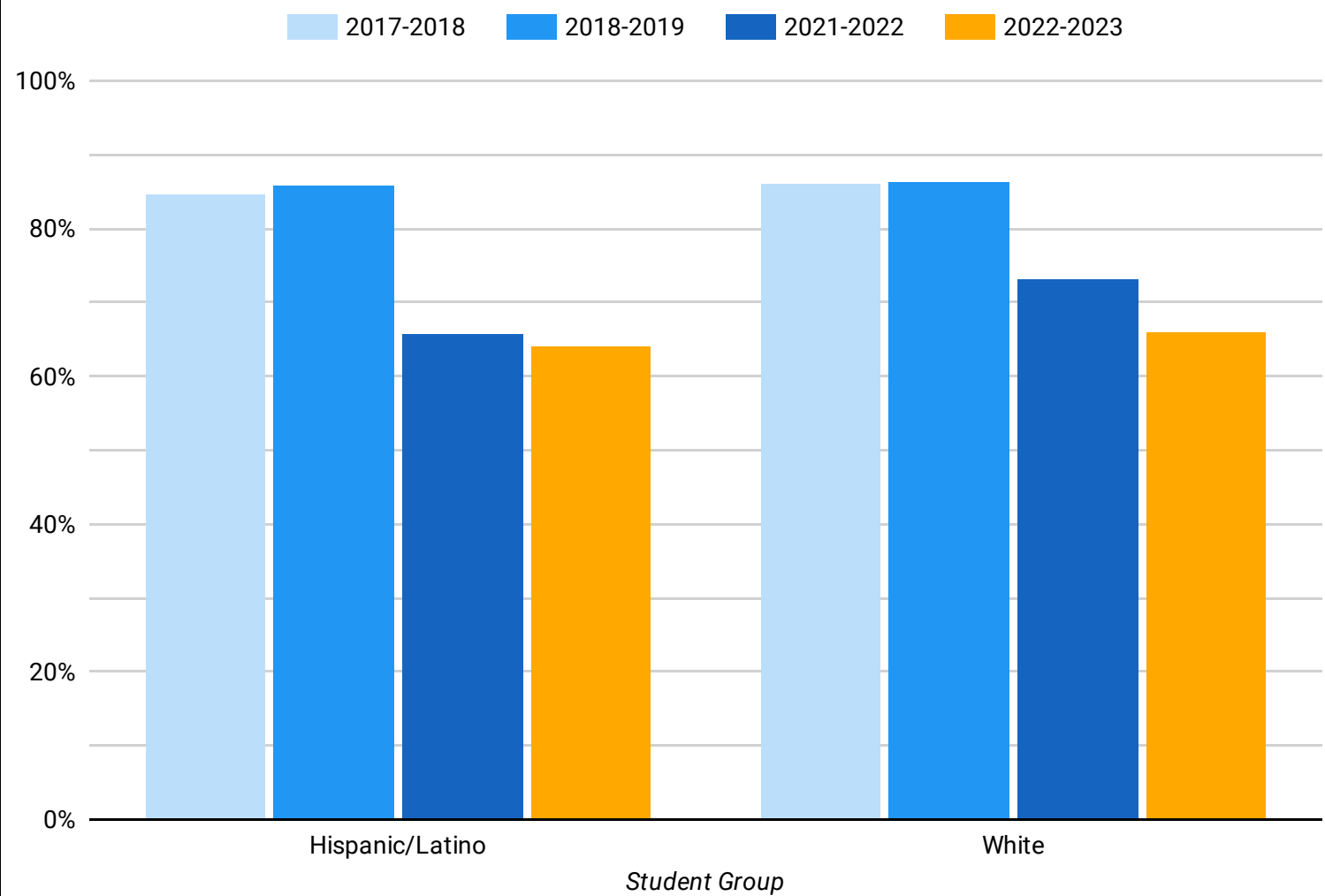




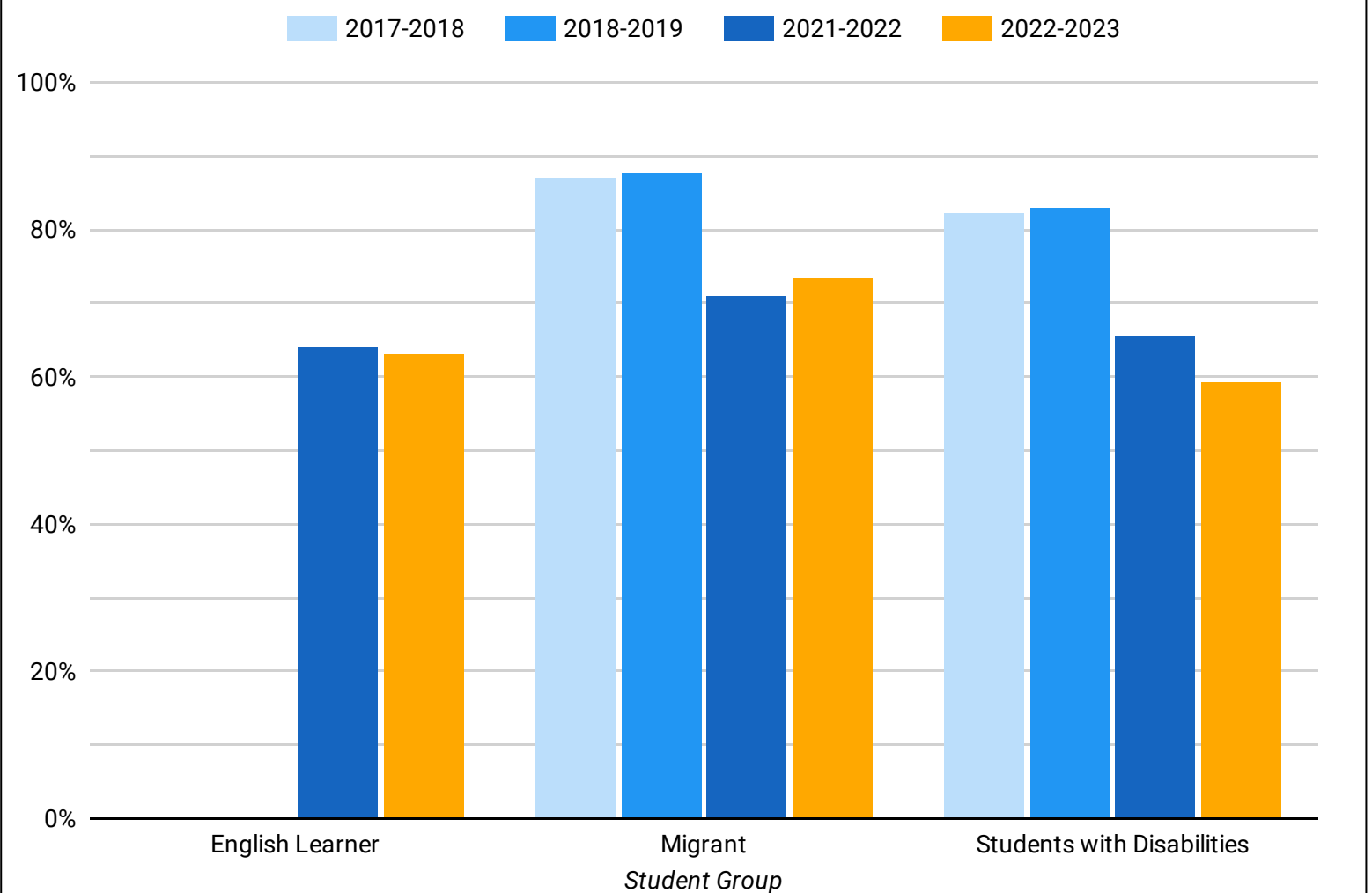
Regular Attenders



Regular Attenders

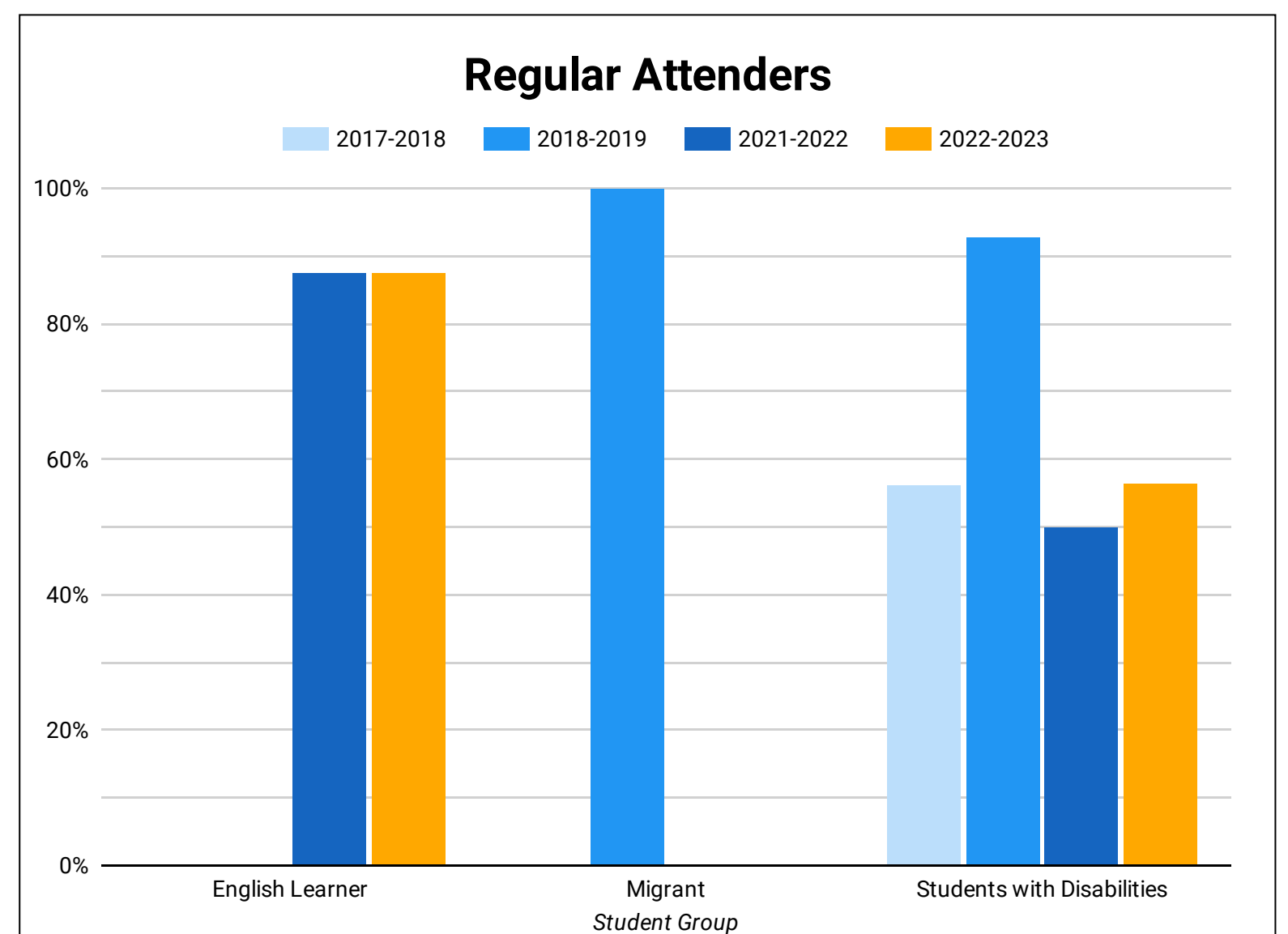
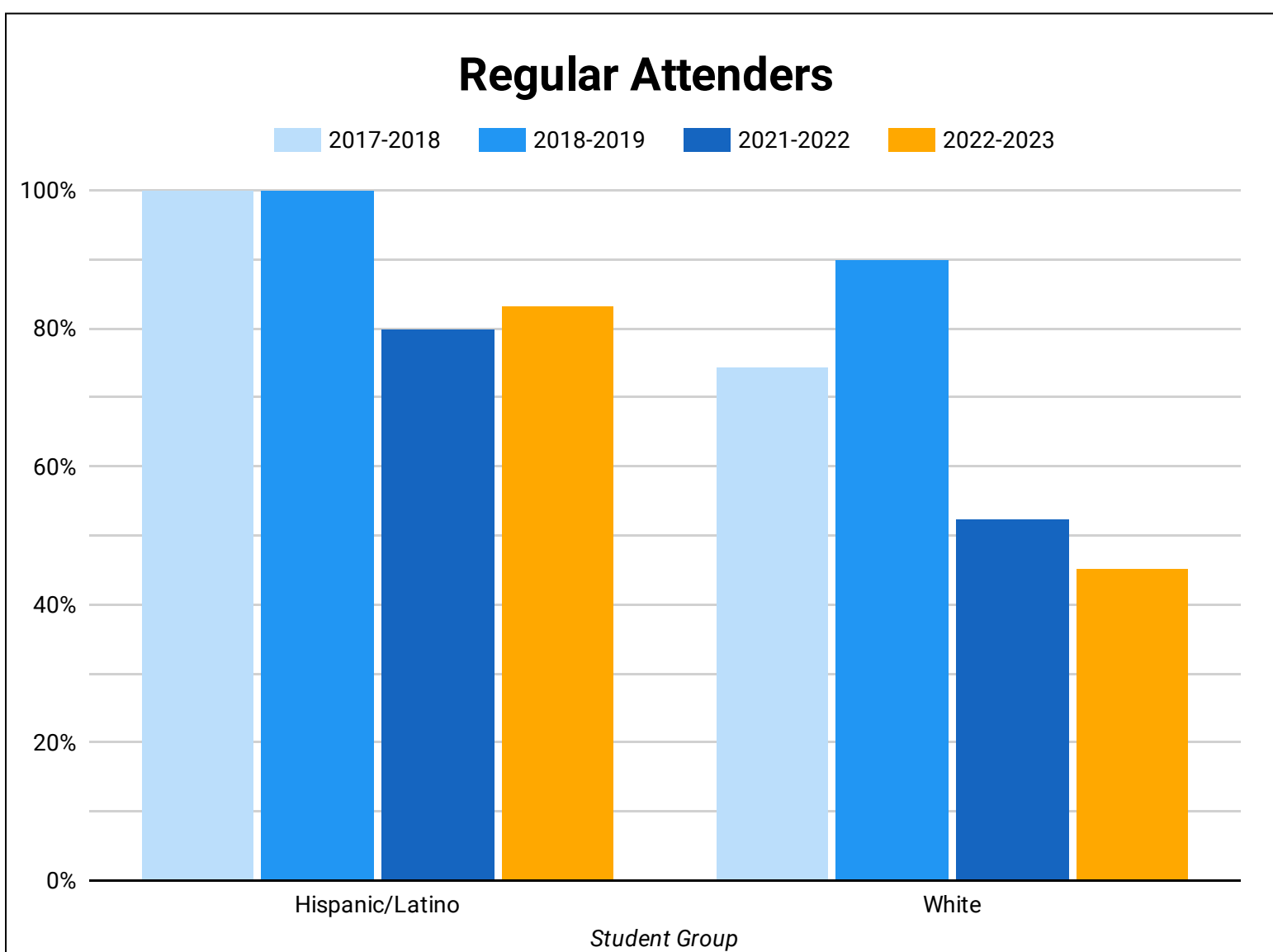
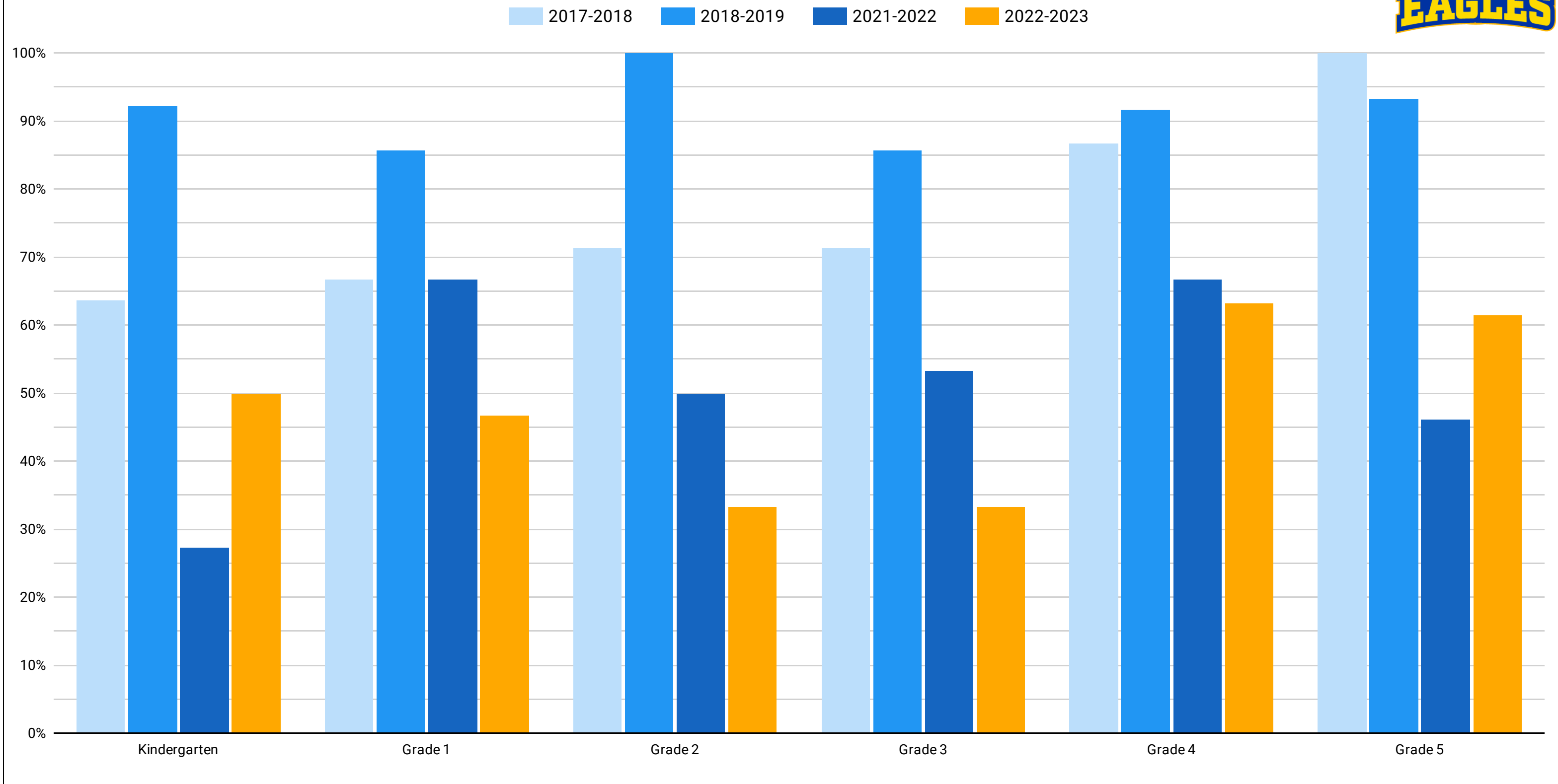


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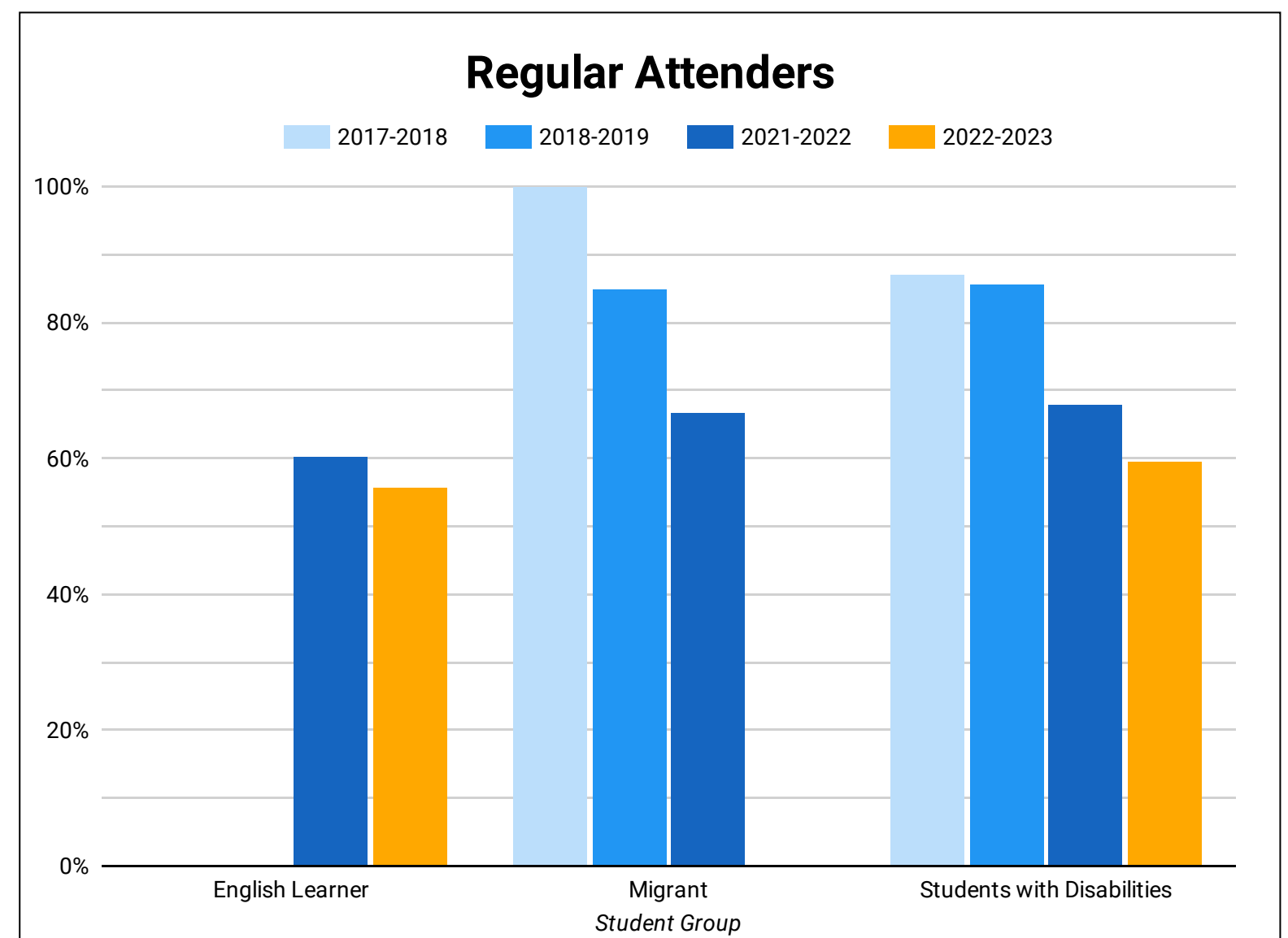
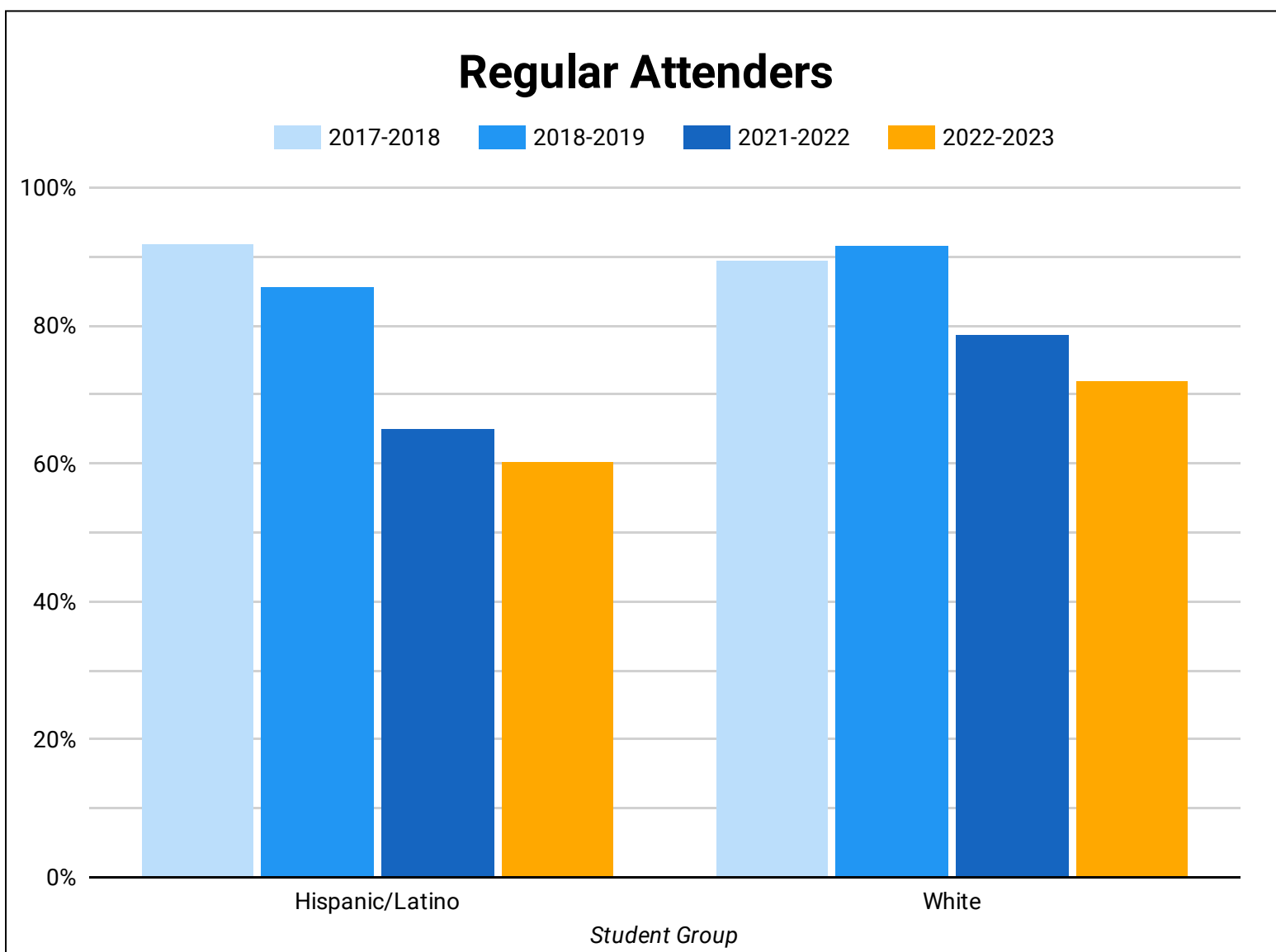
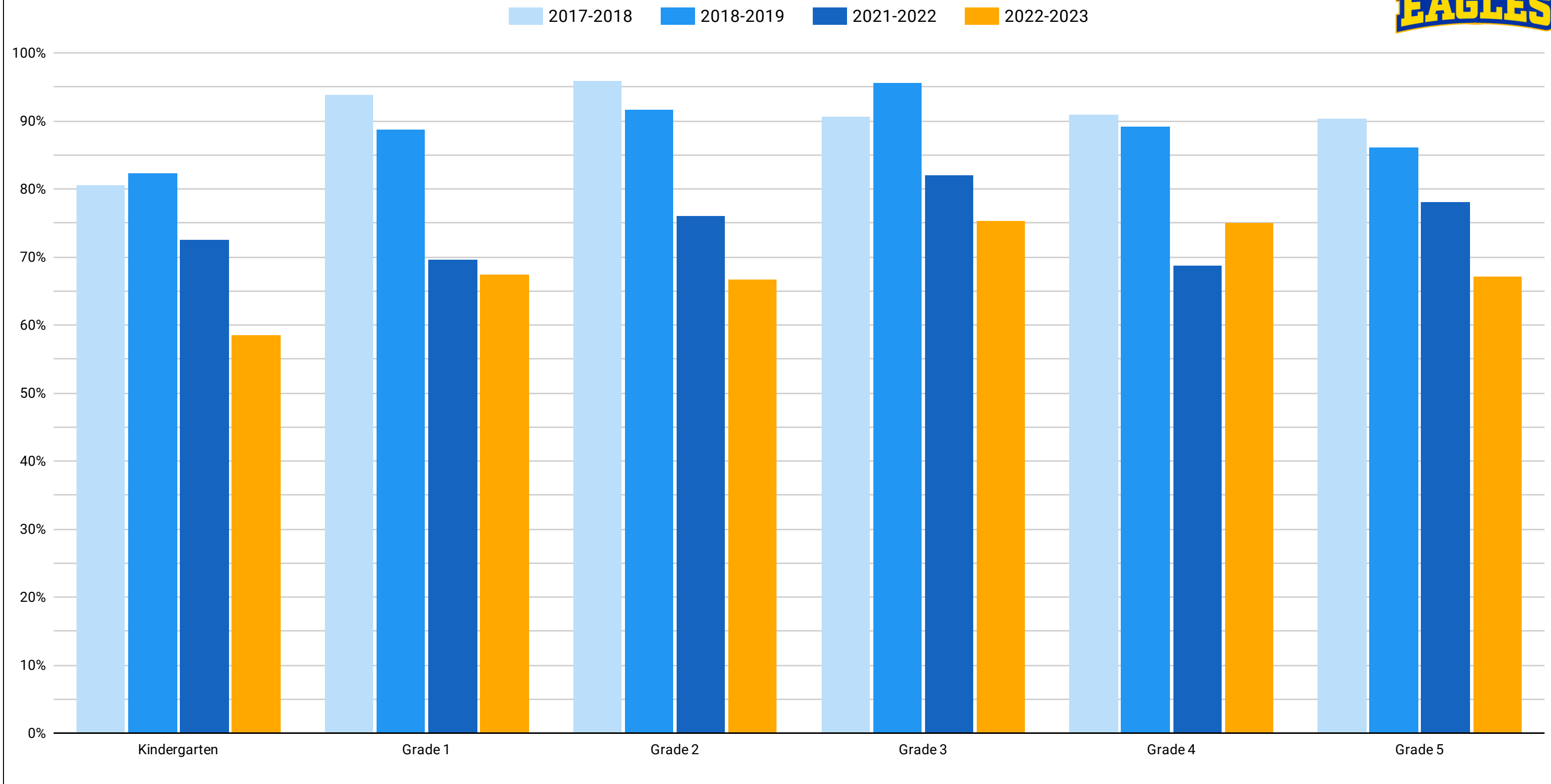


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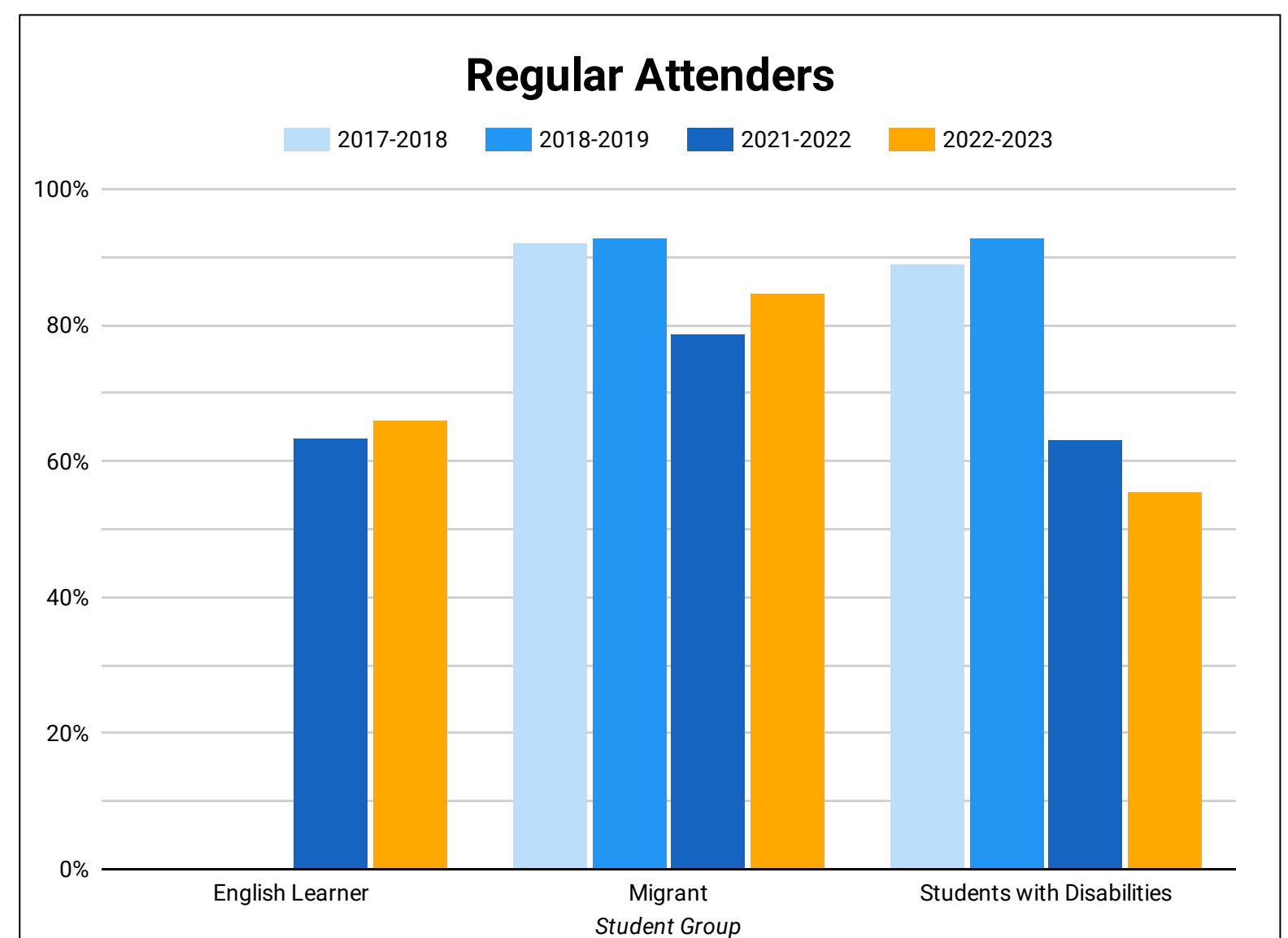
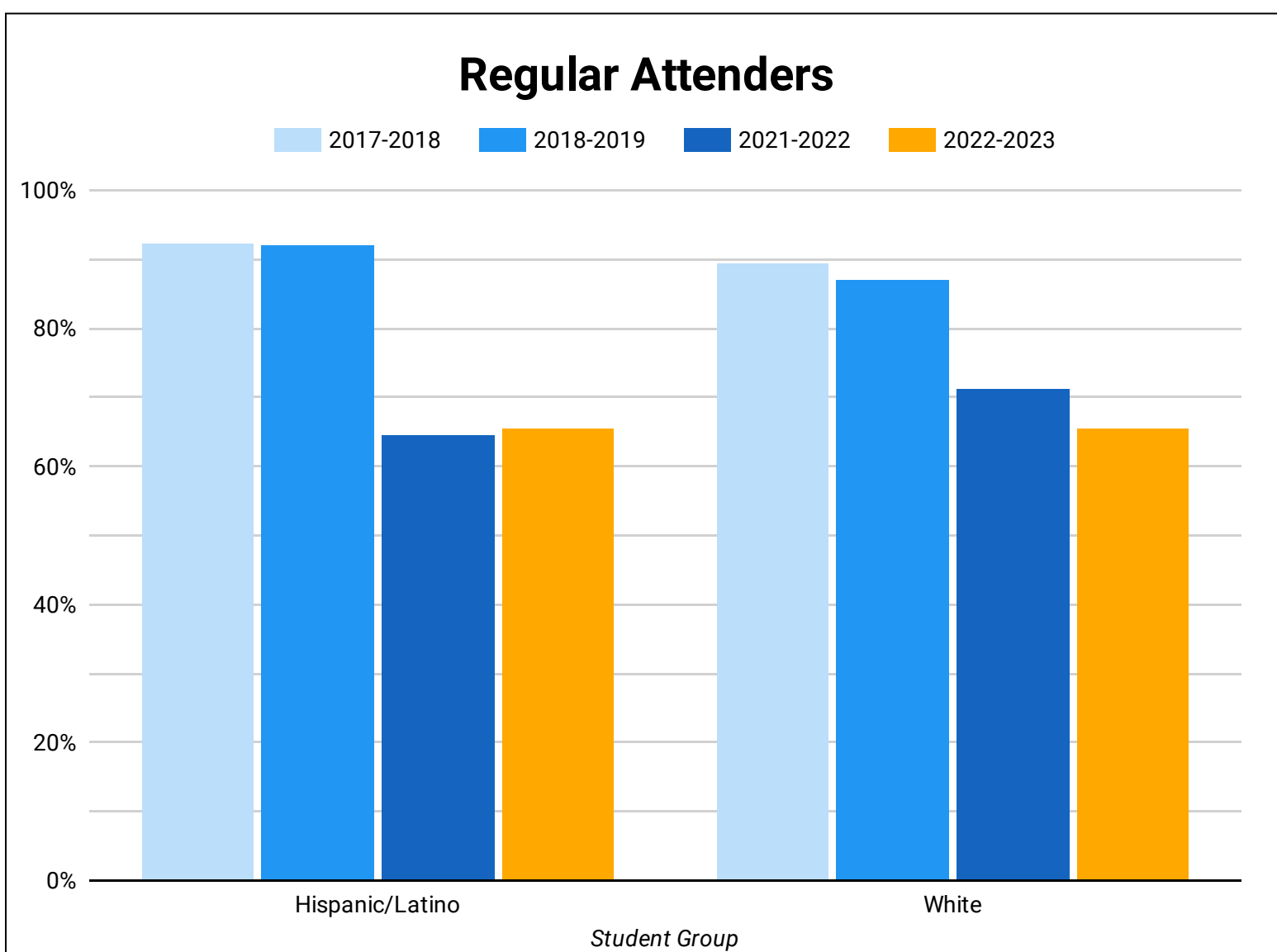
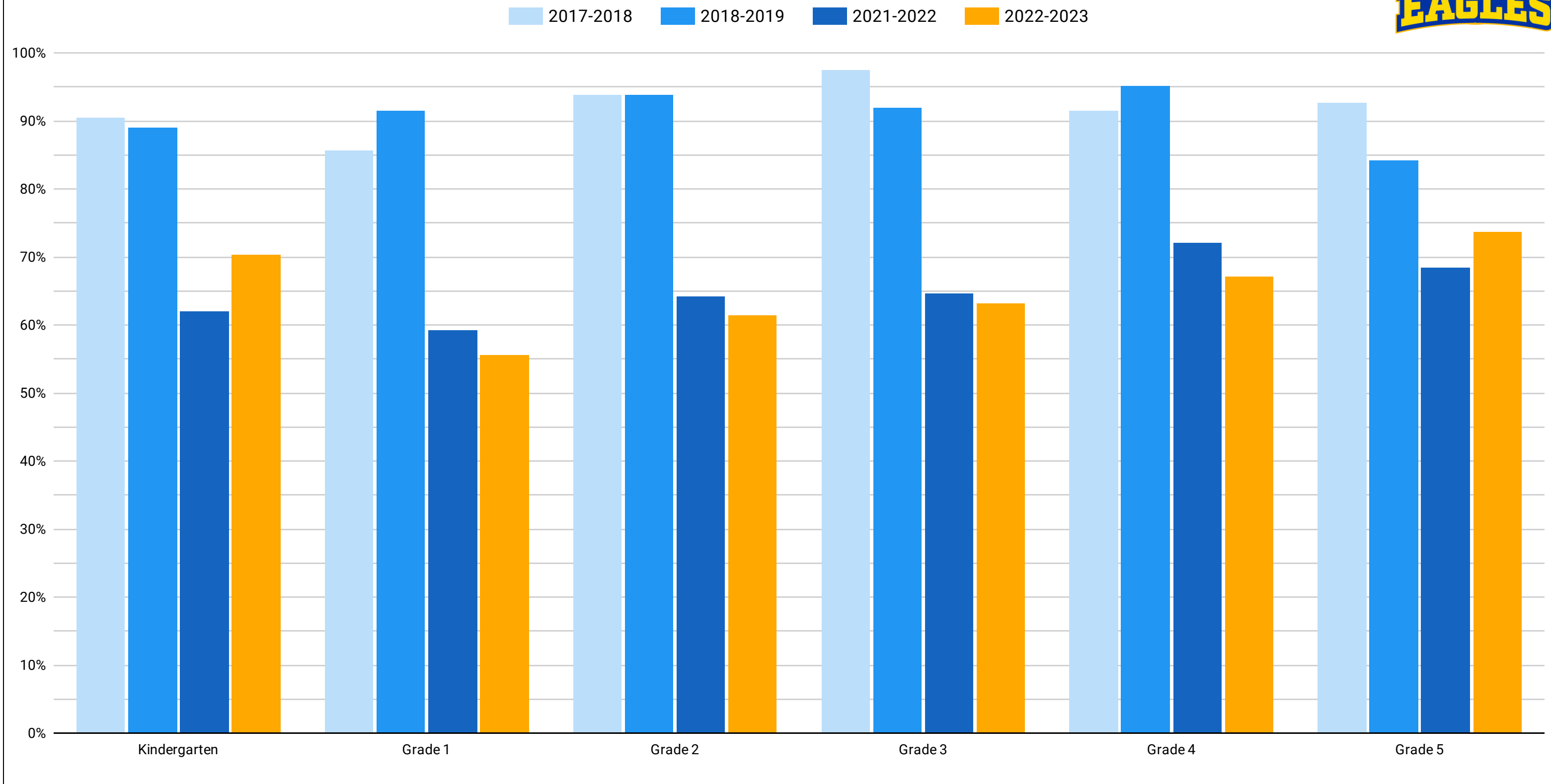


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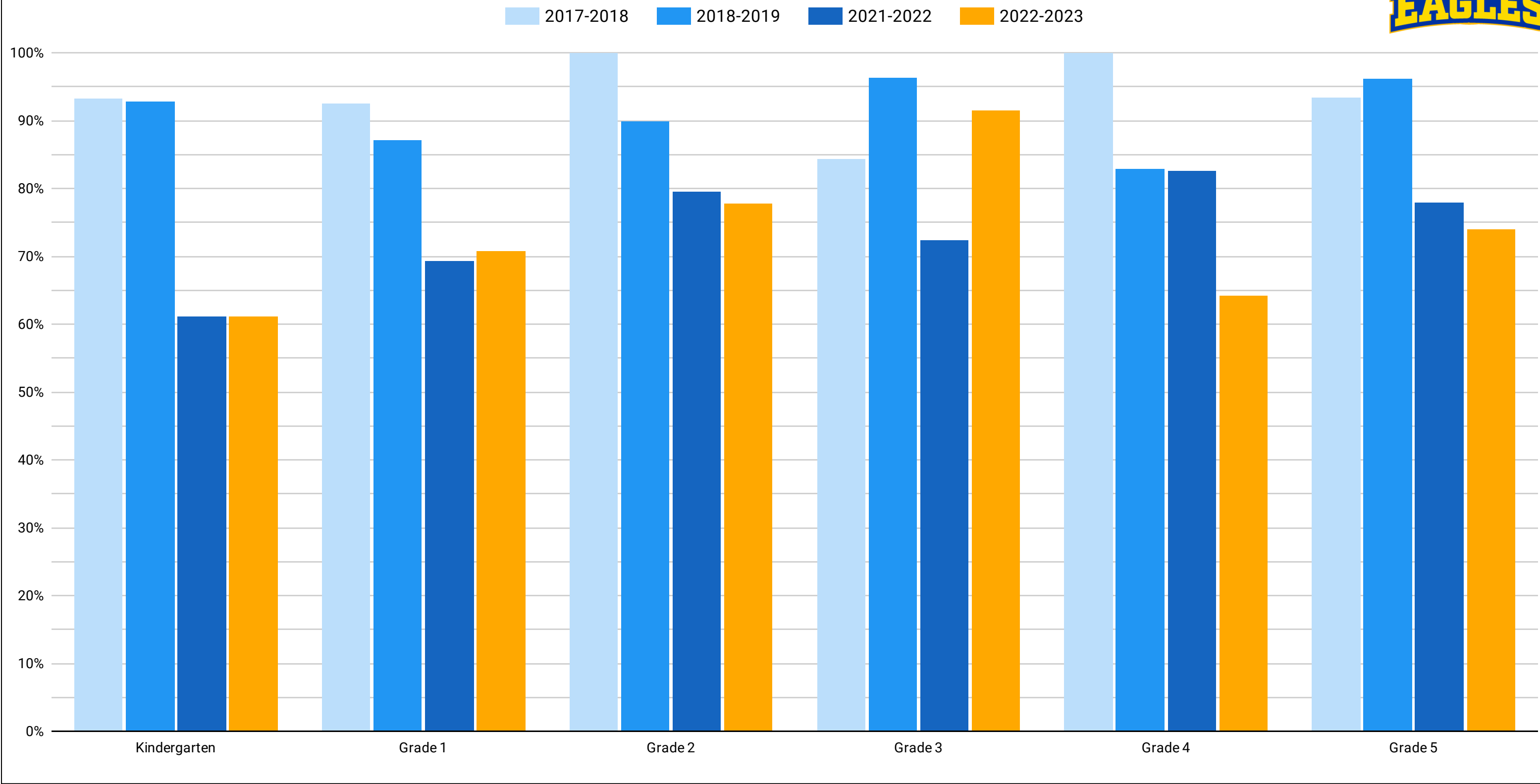


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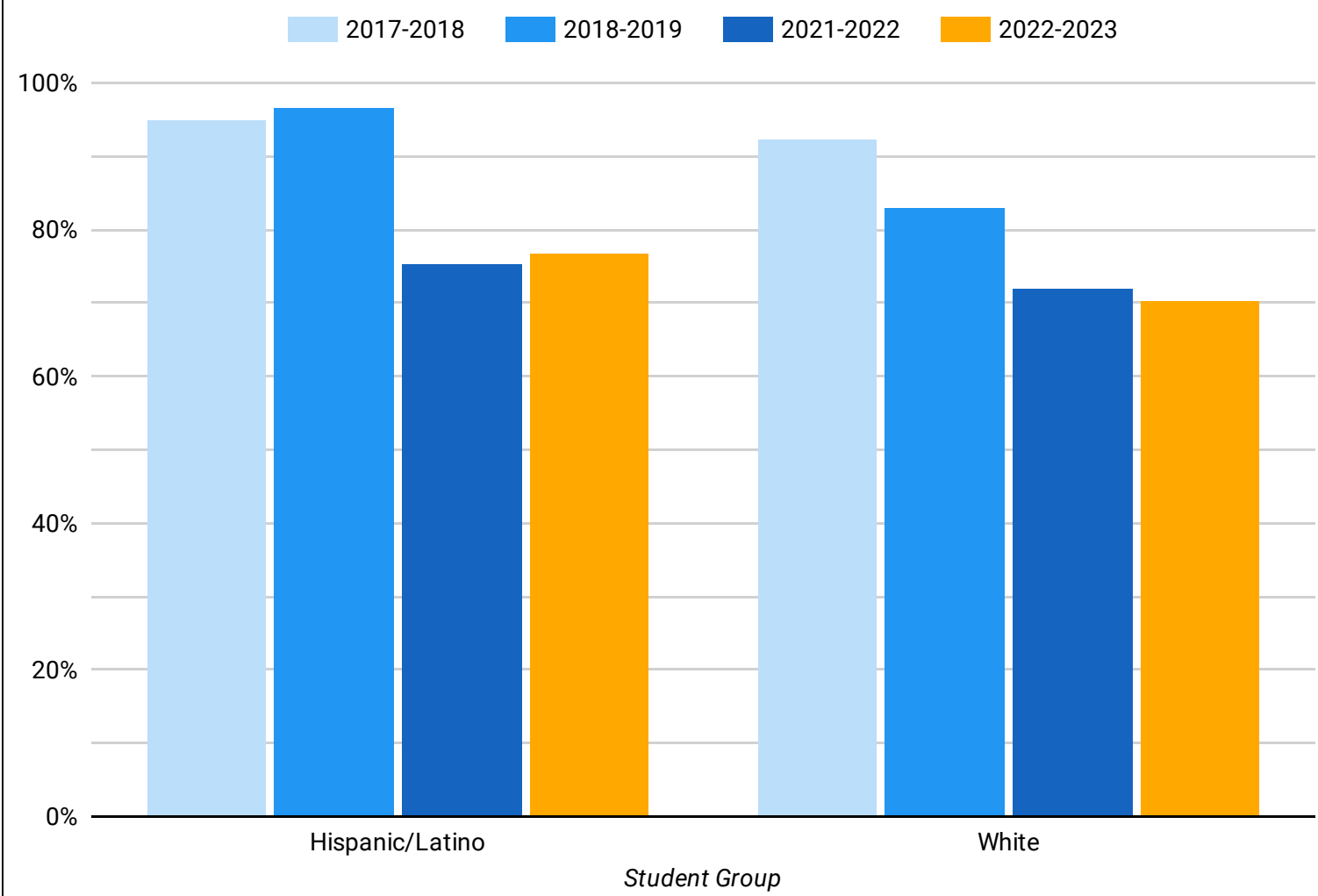




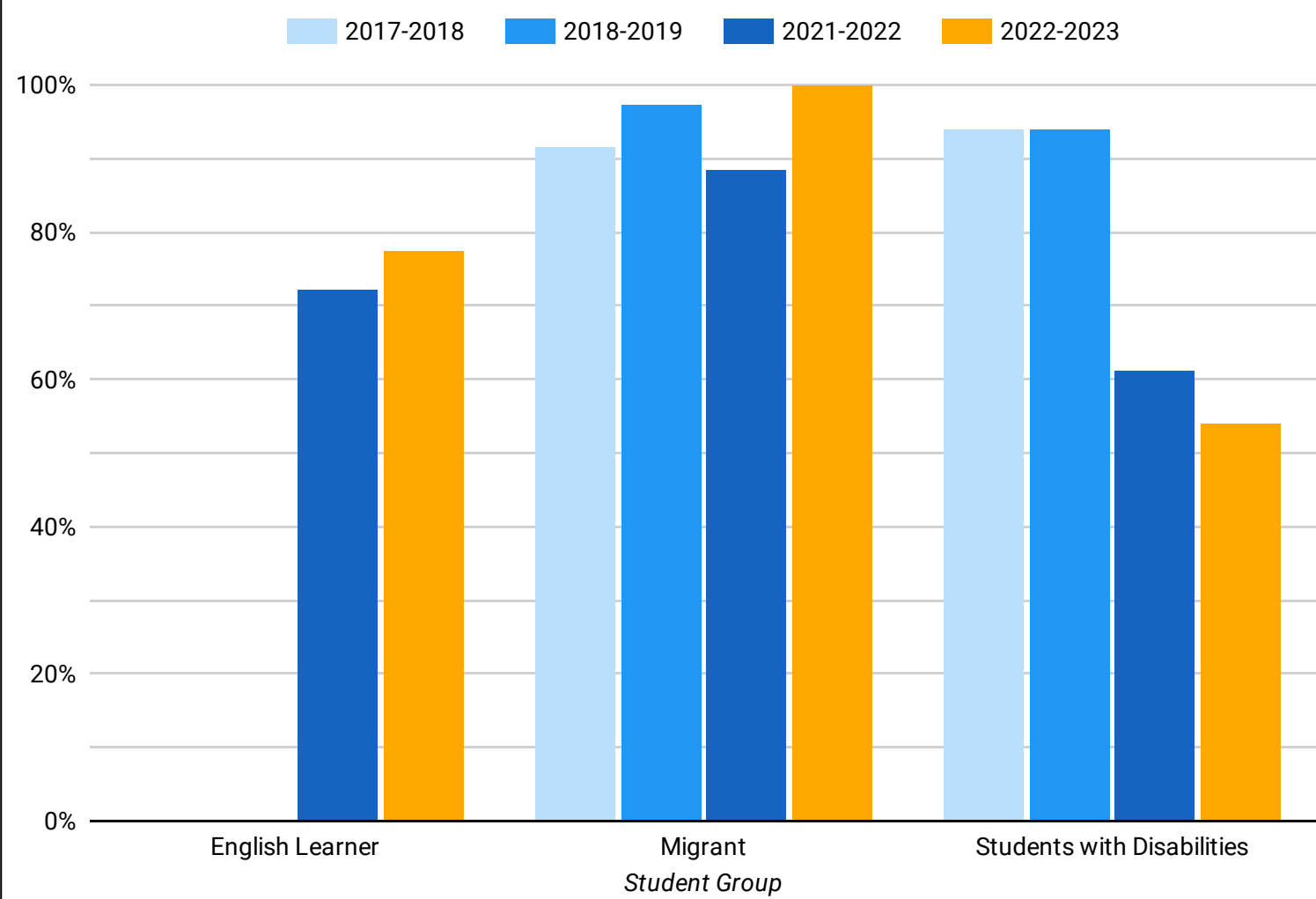
Regular Attenders



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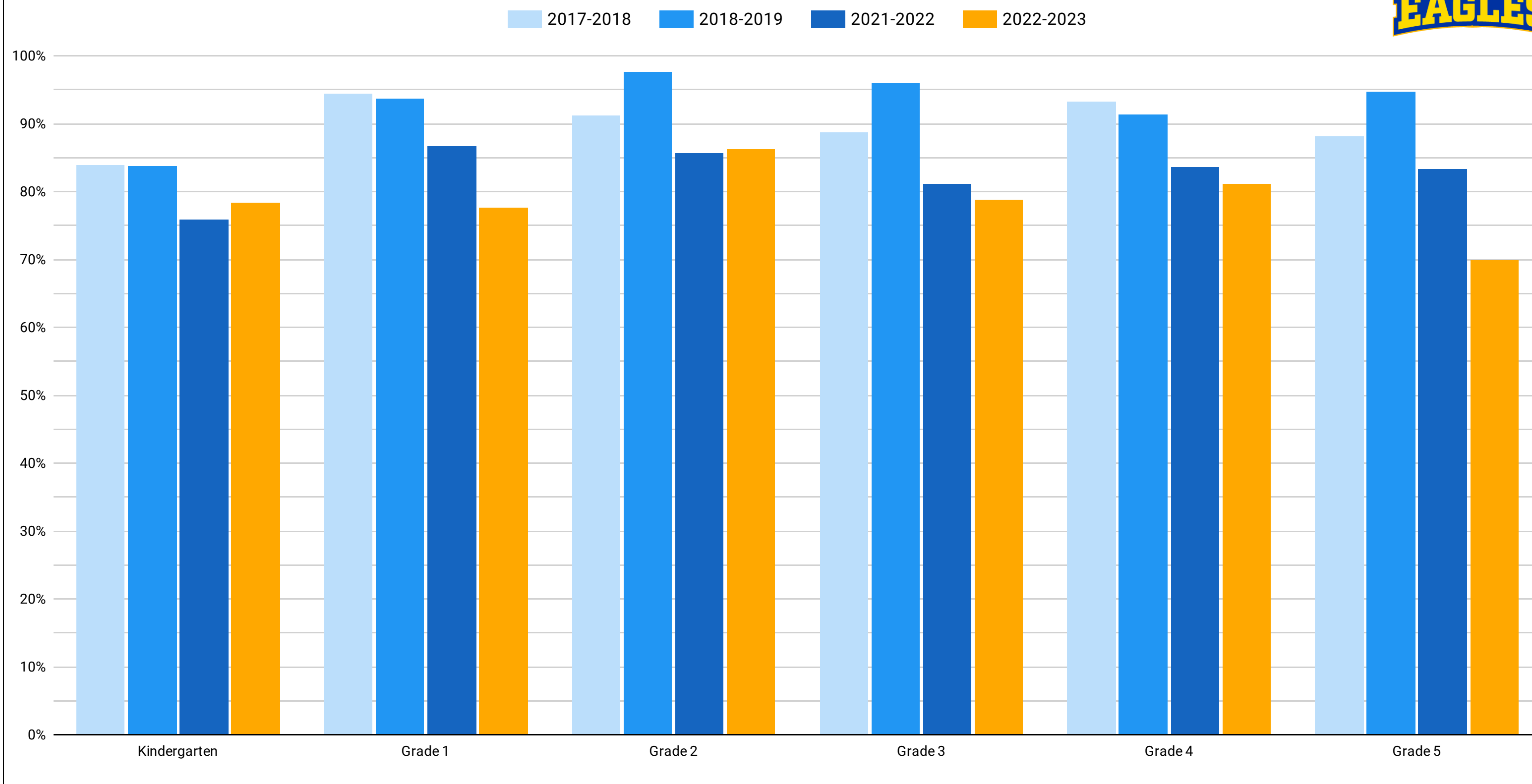


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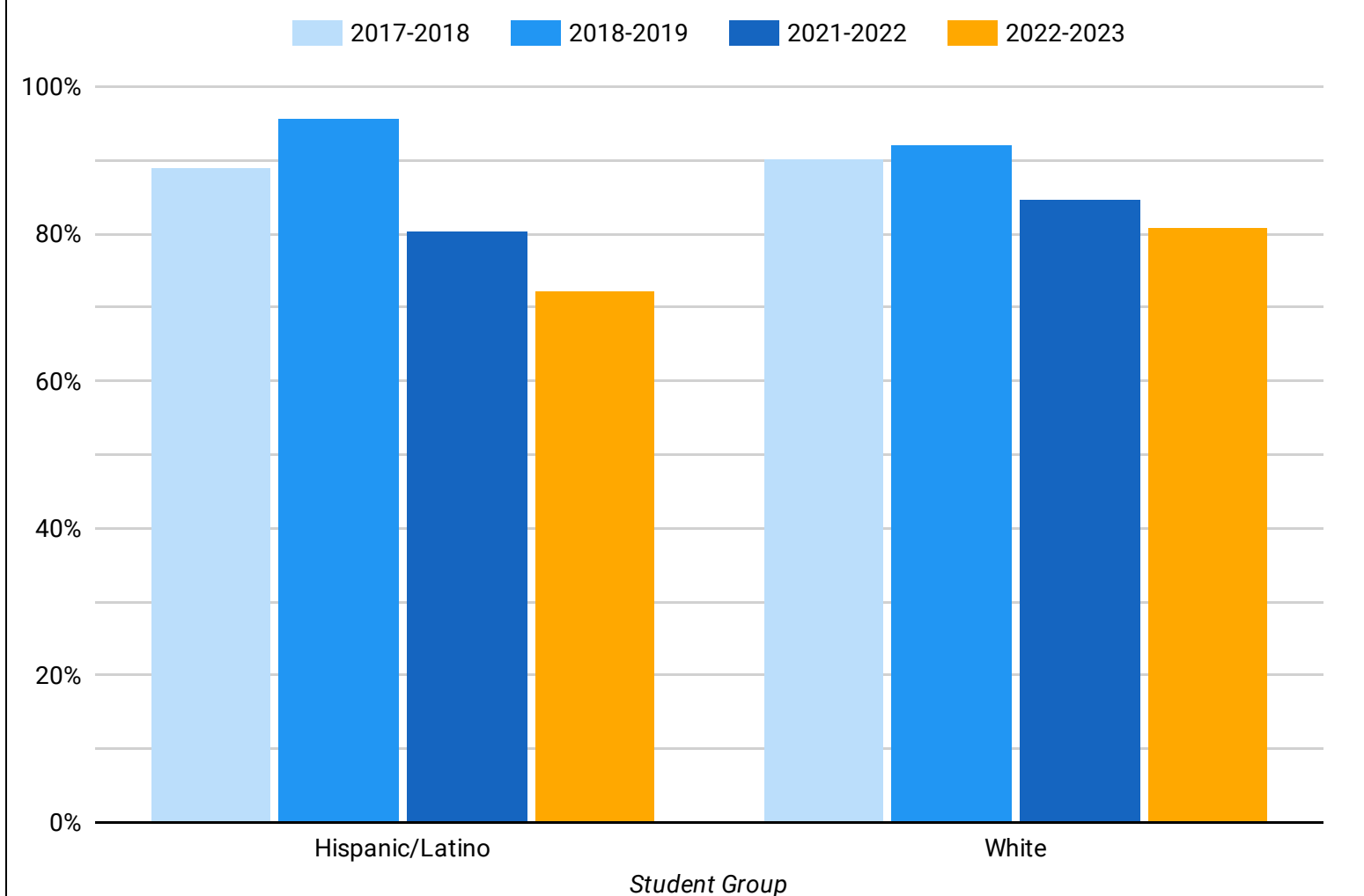




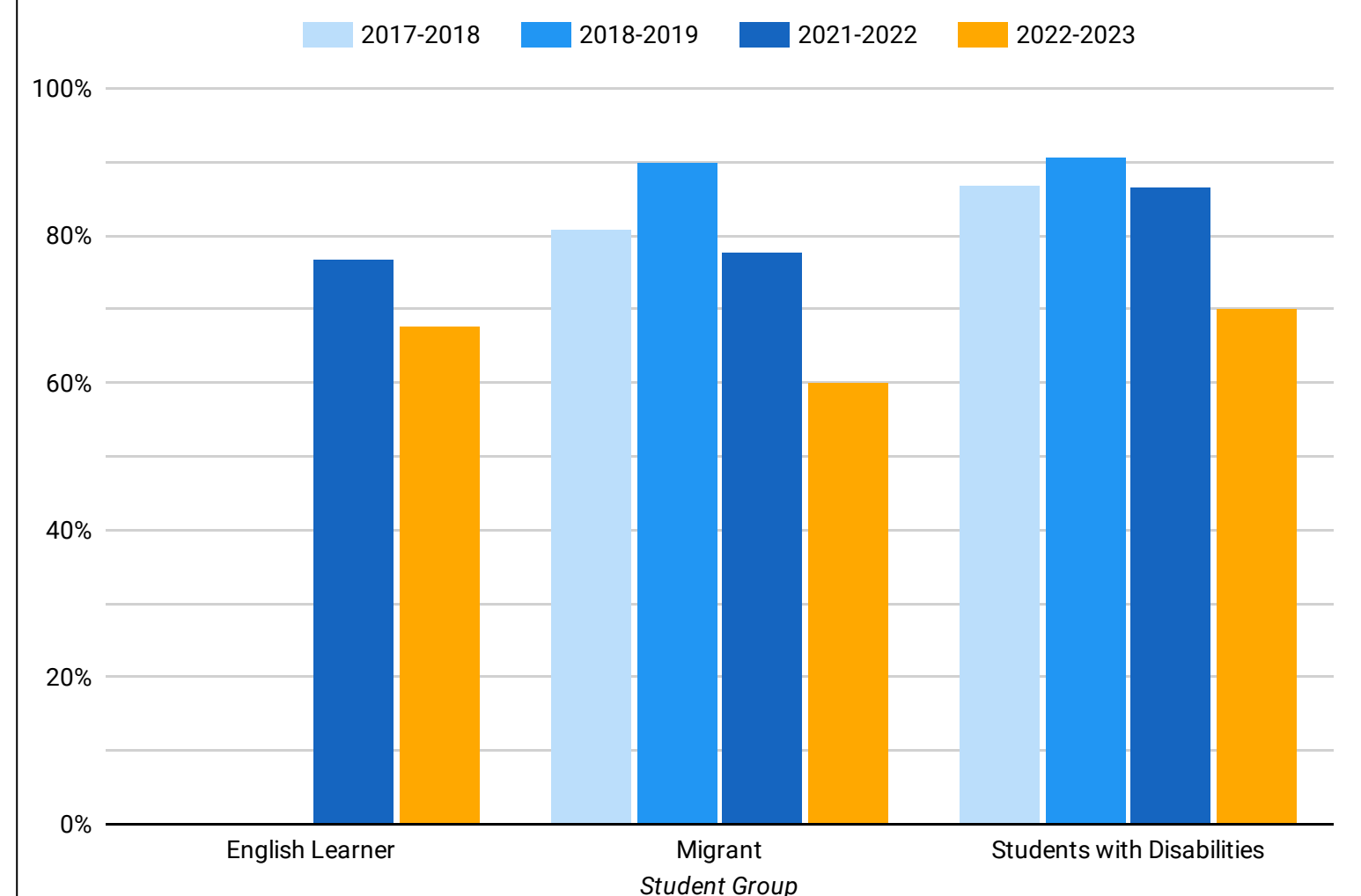
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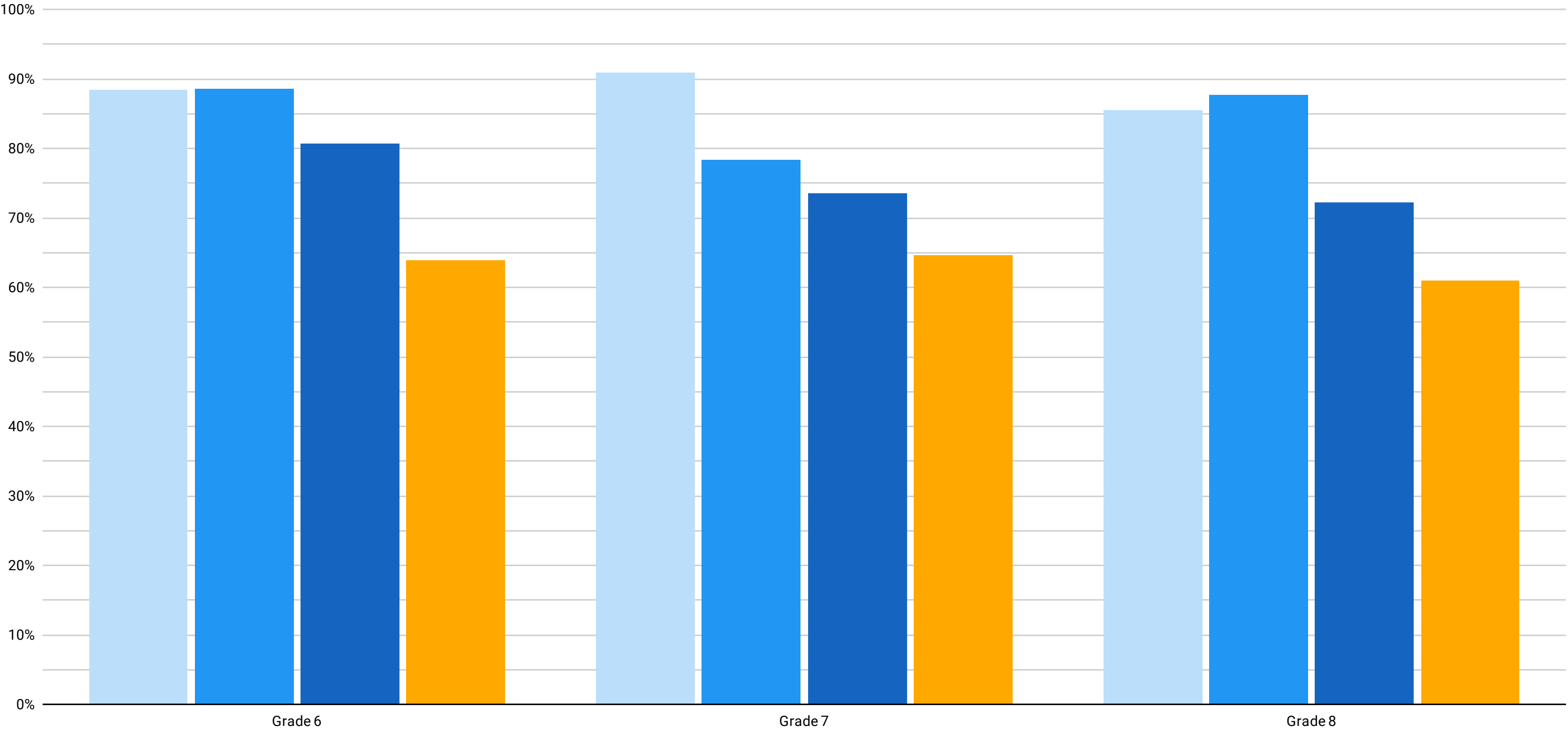
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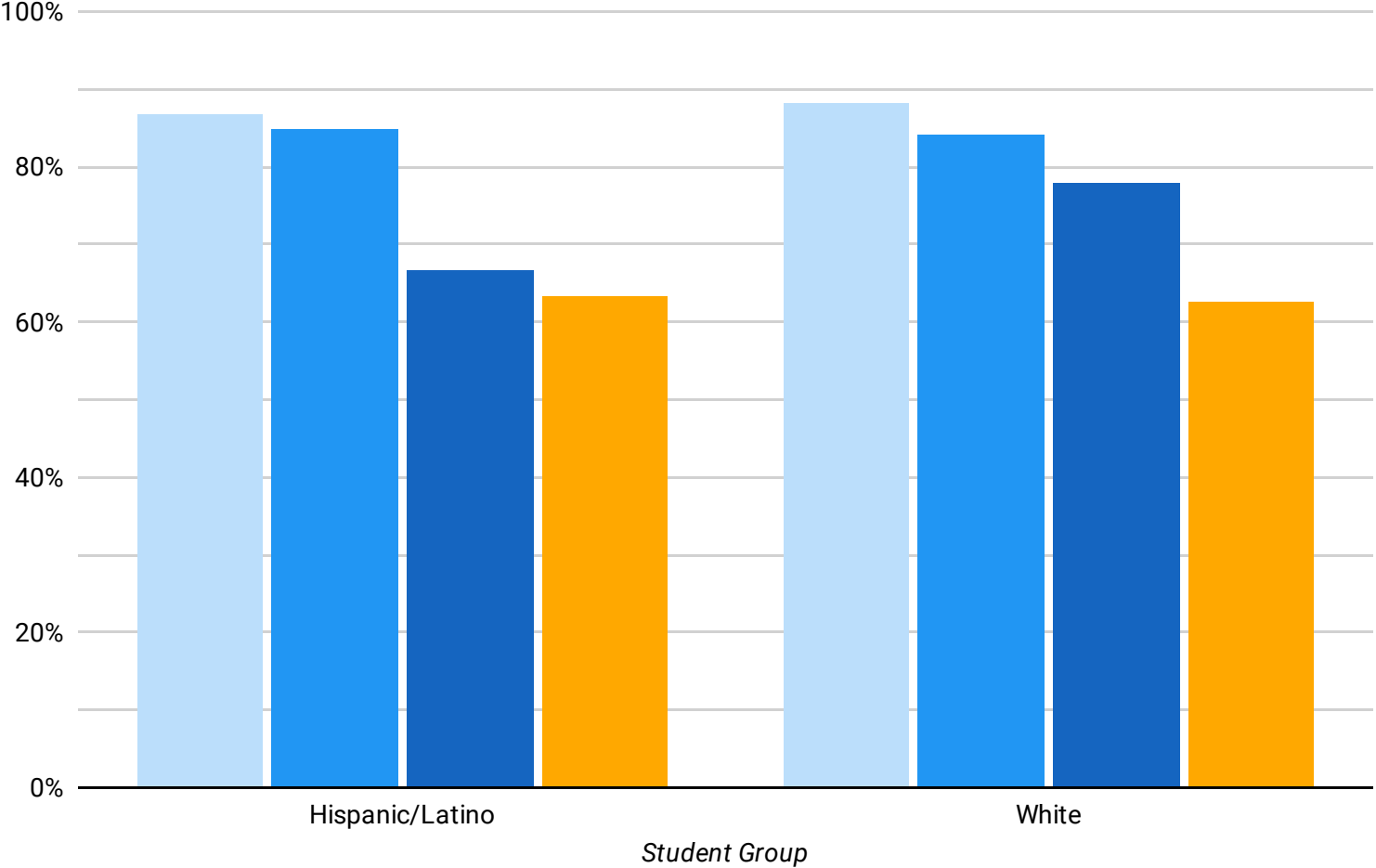
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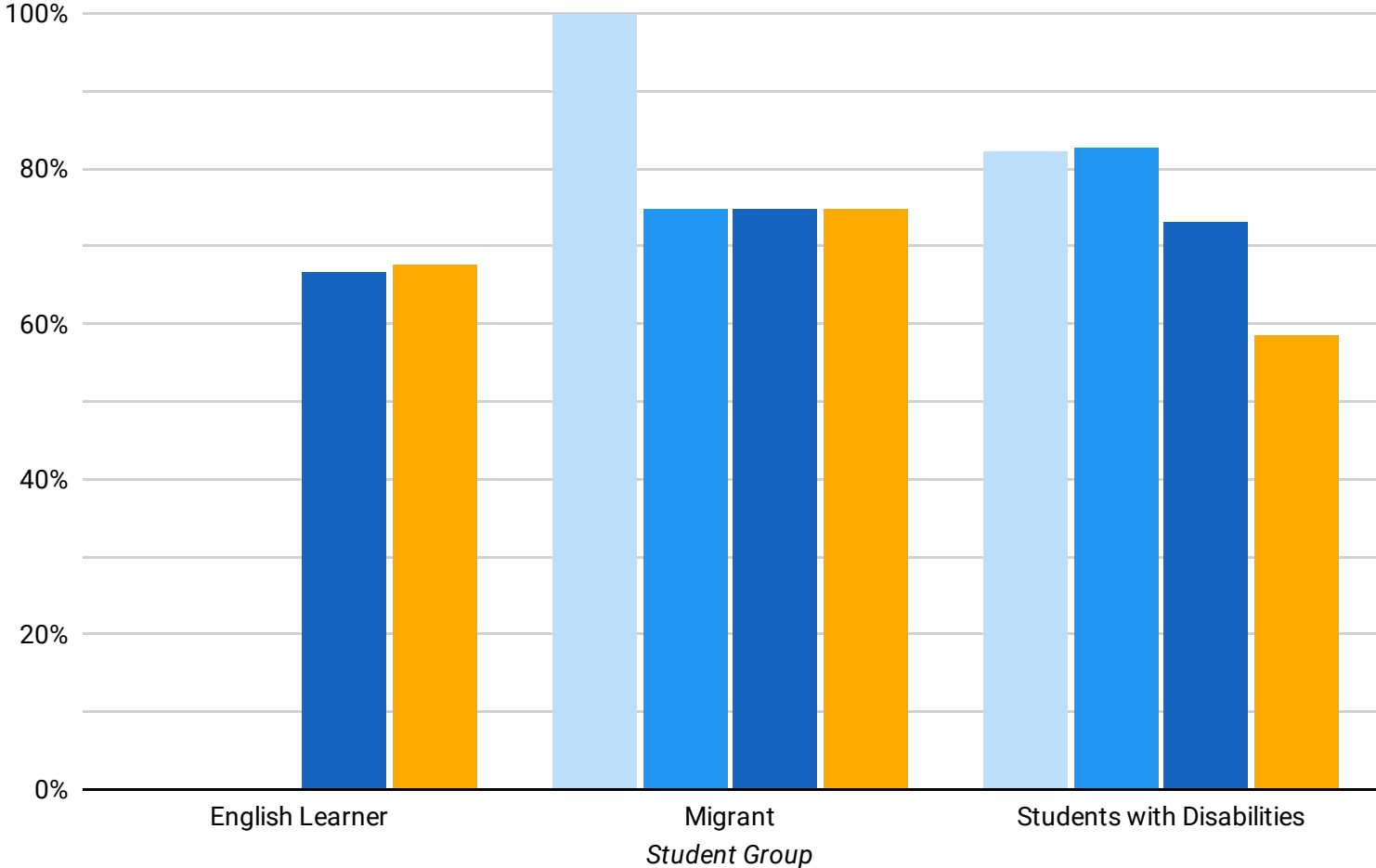
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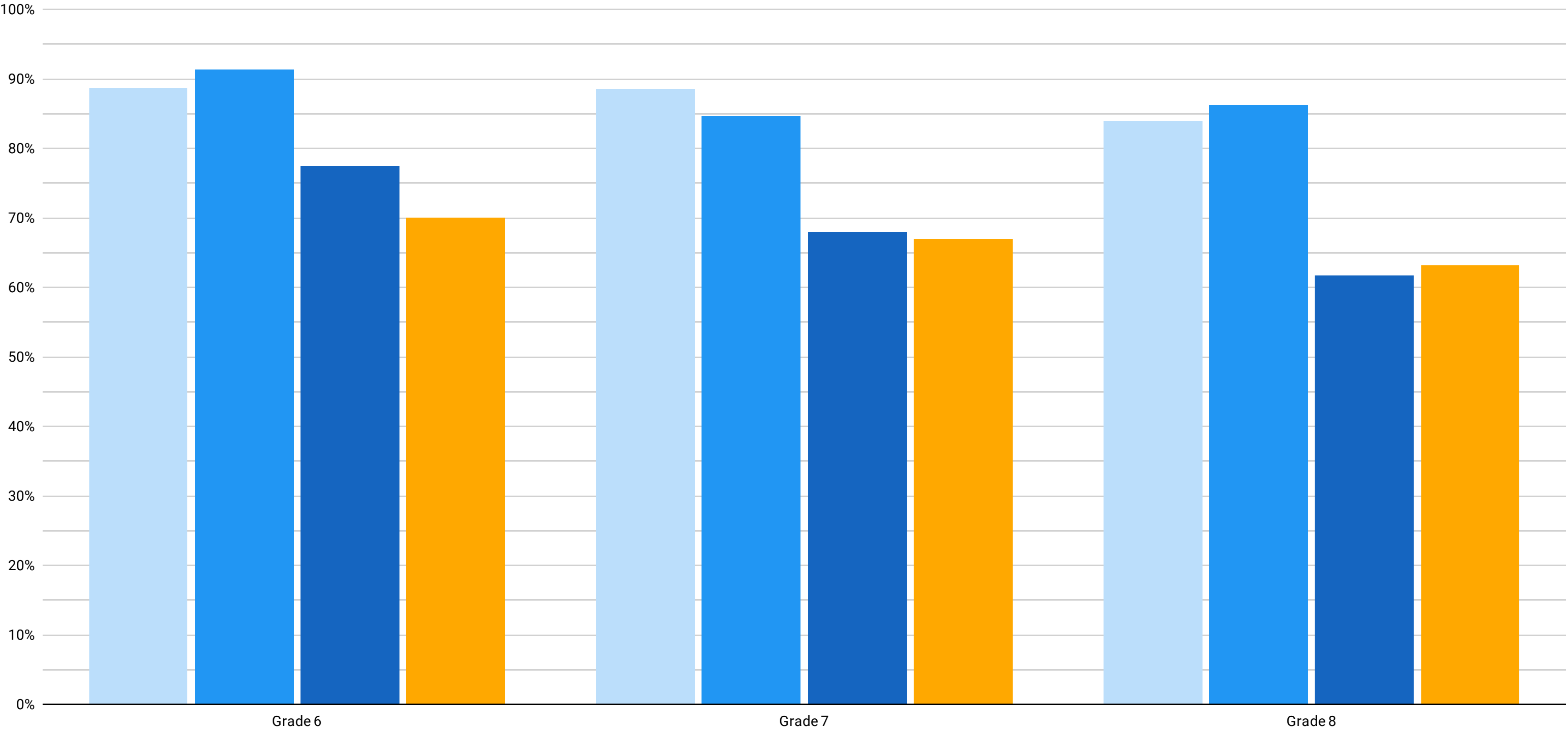
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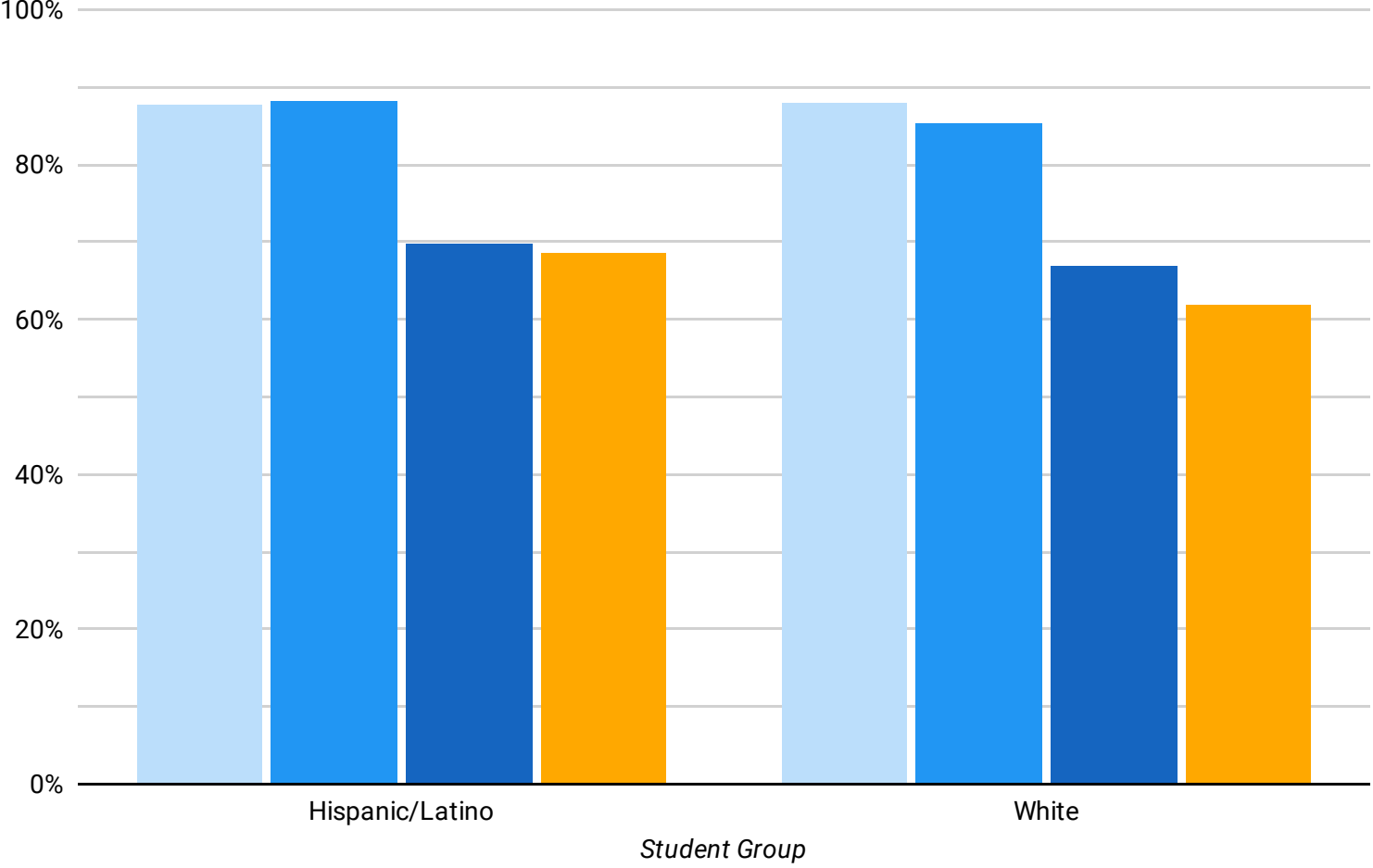
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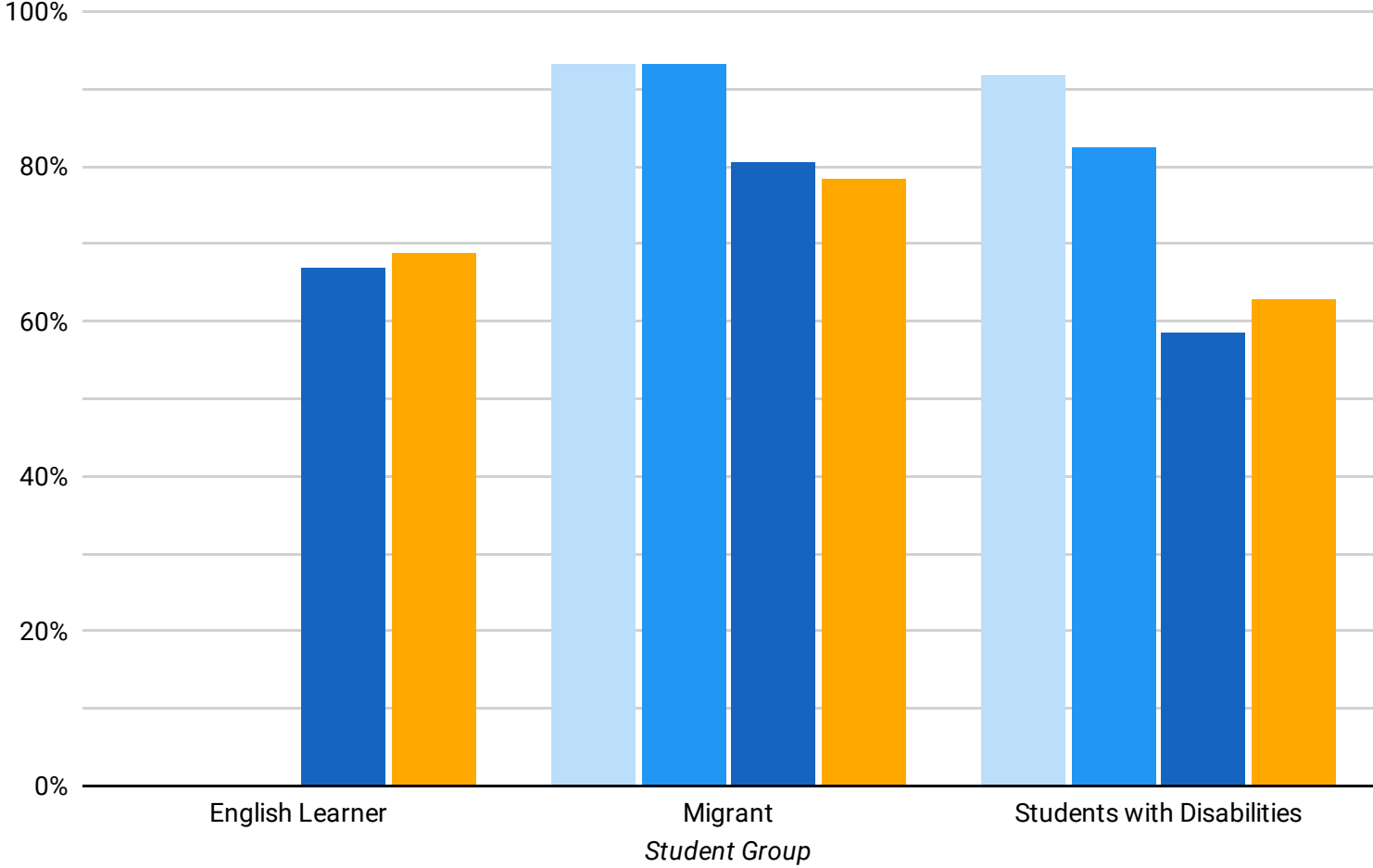
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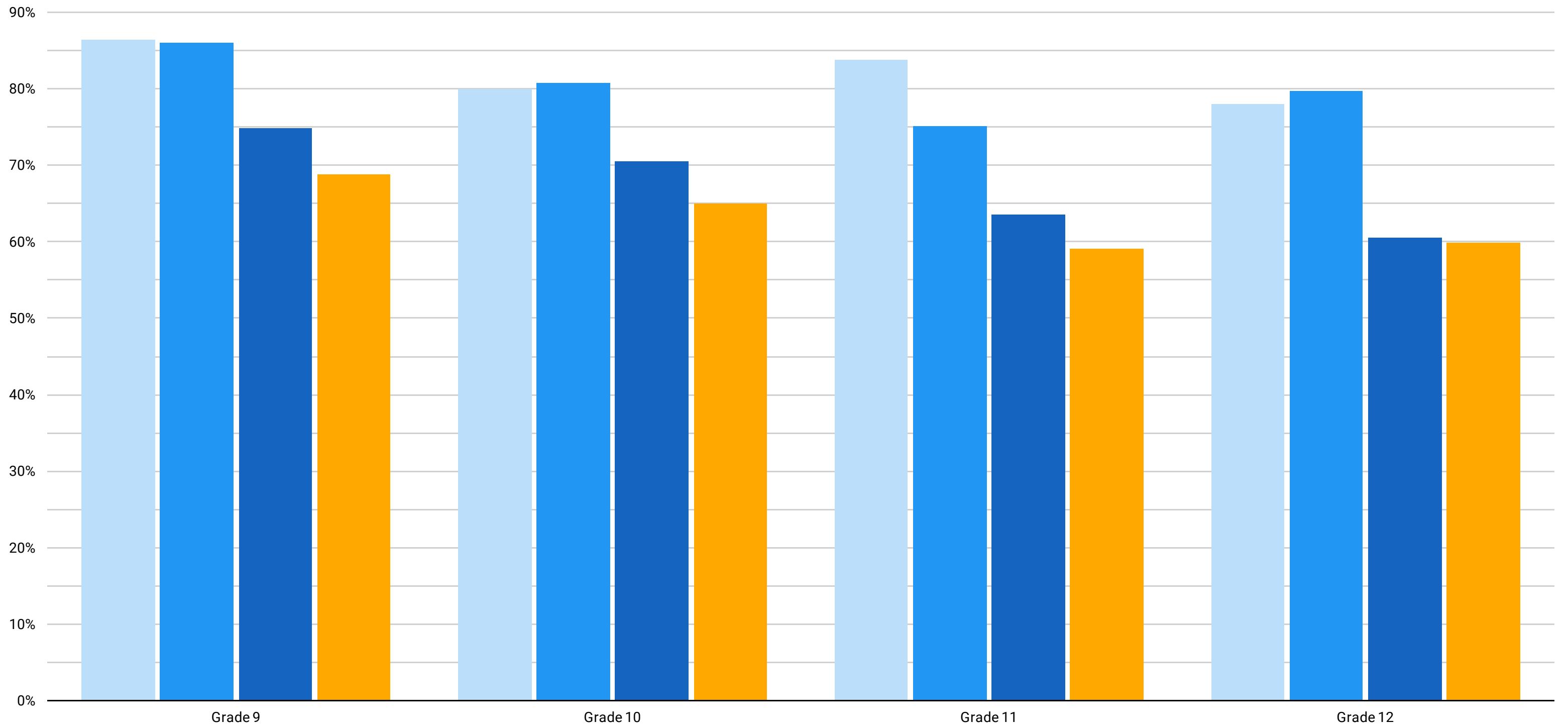
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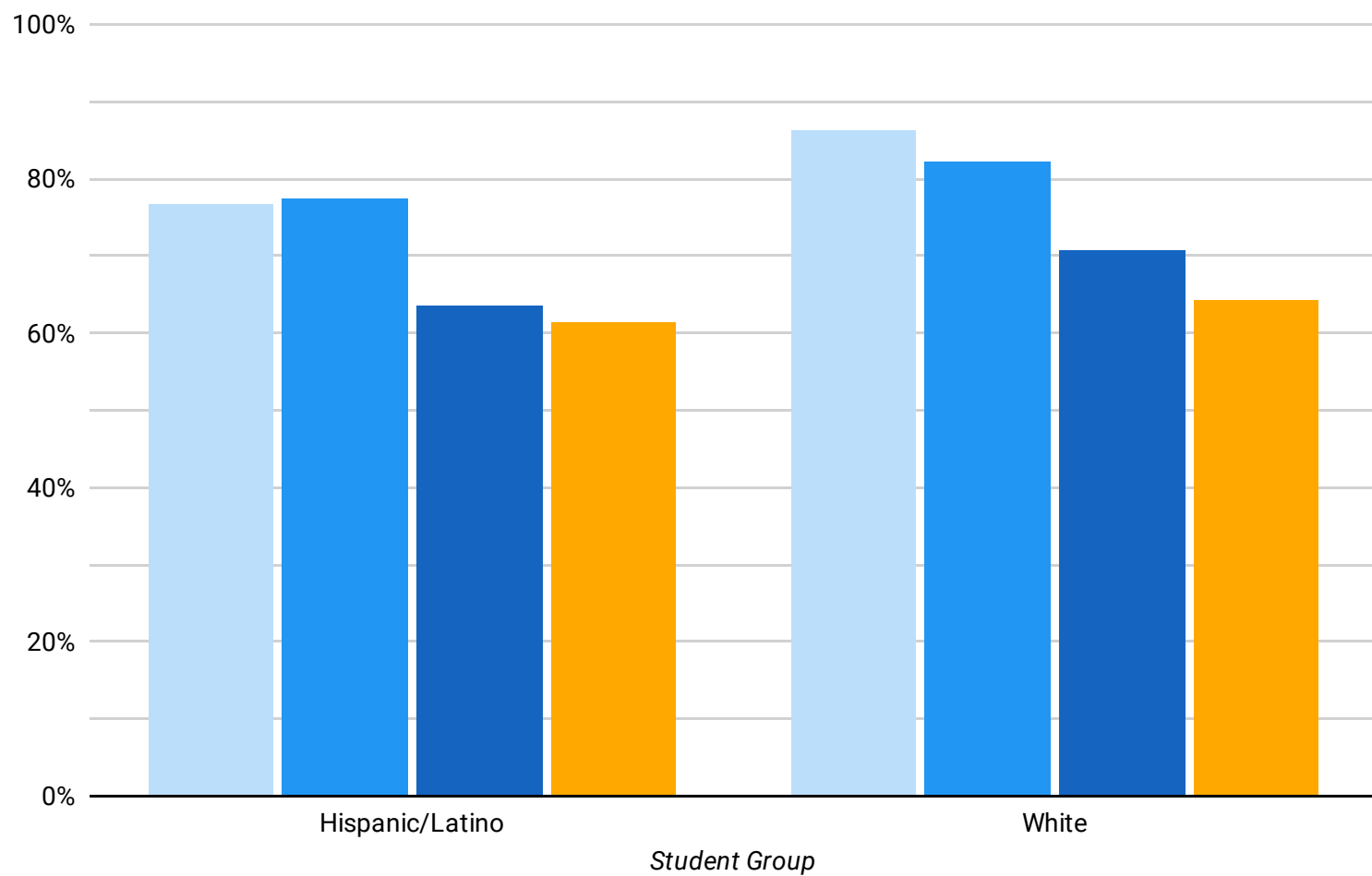
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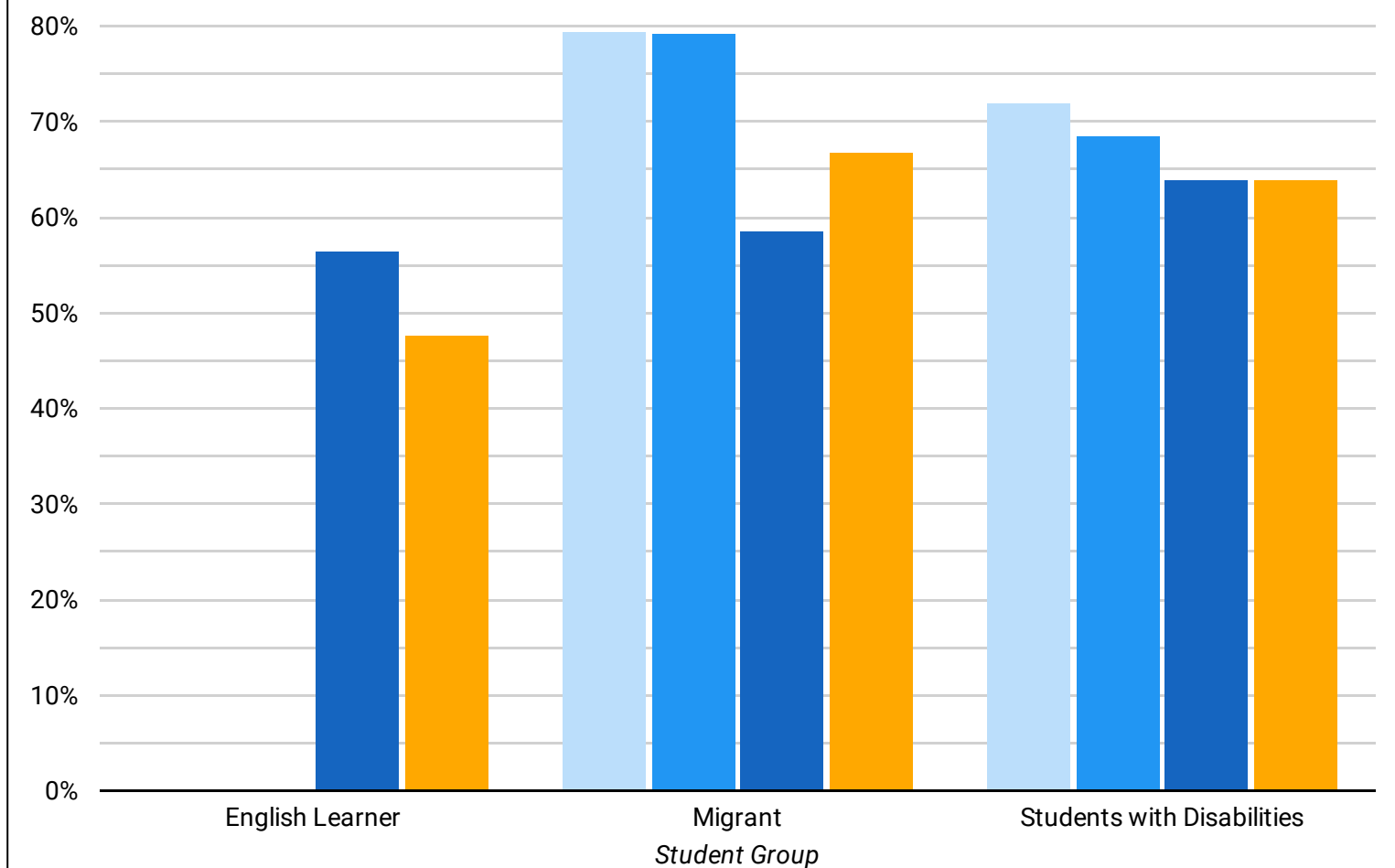
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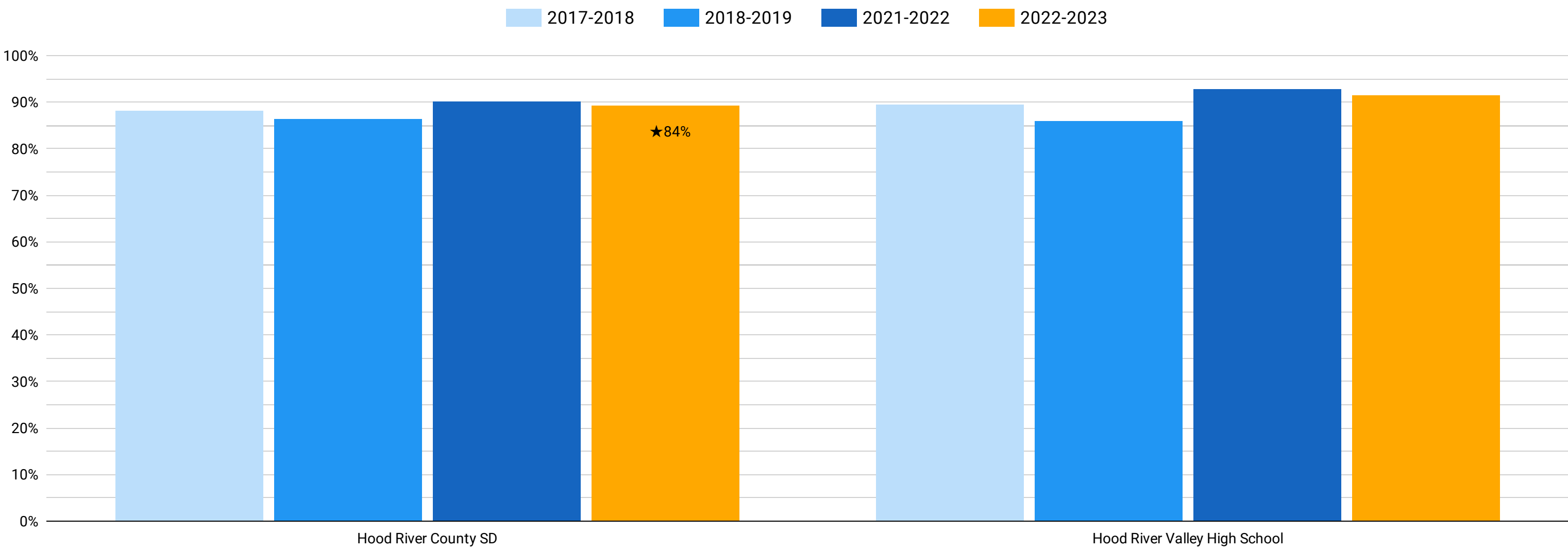


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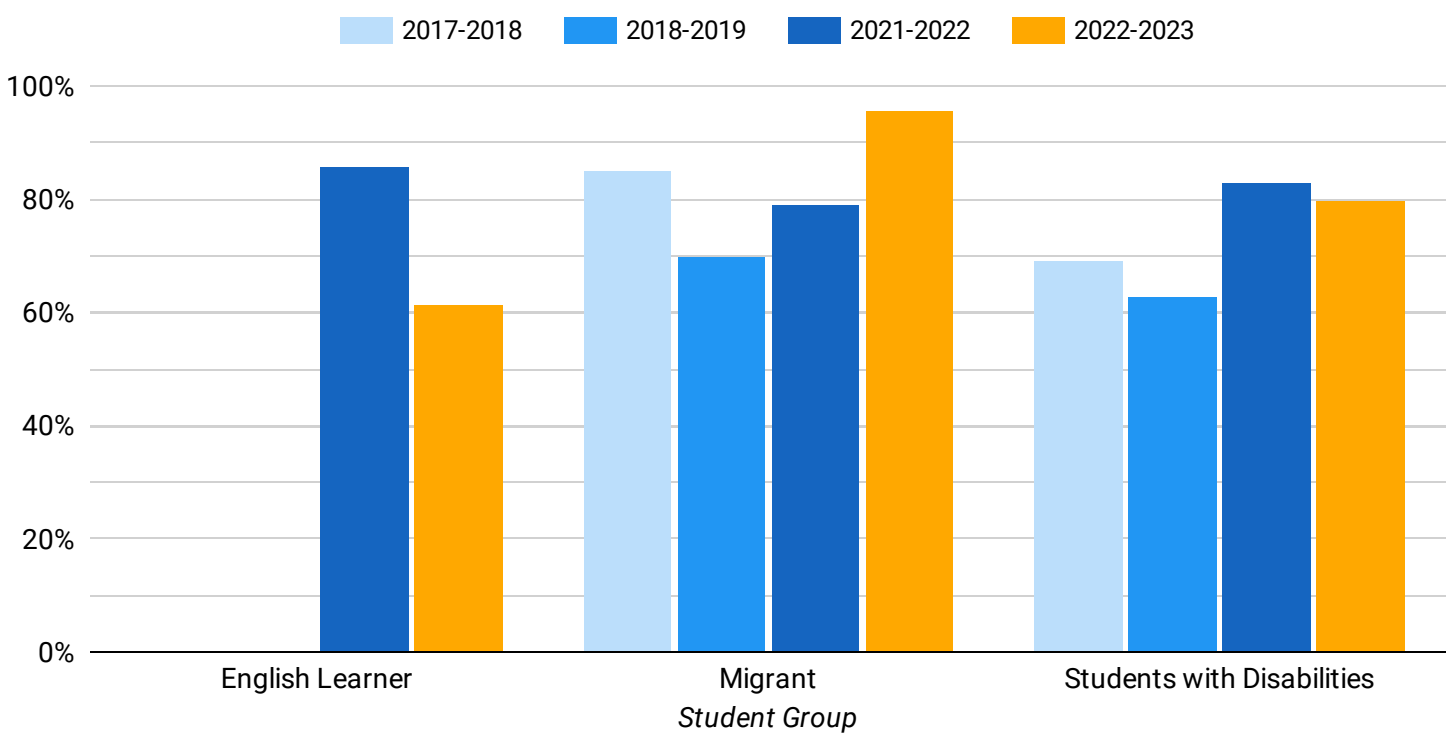
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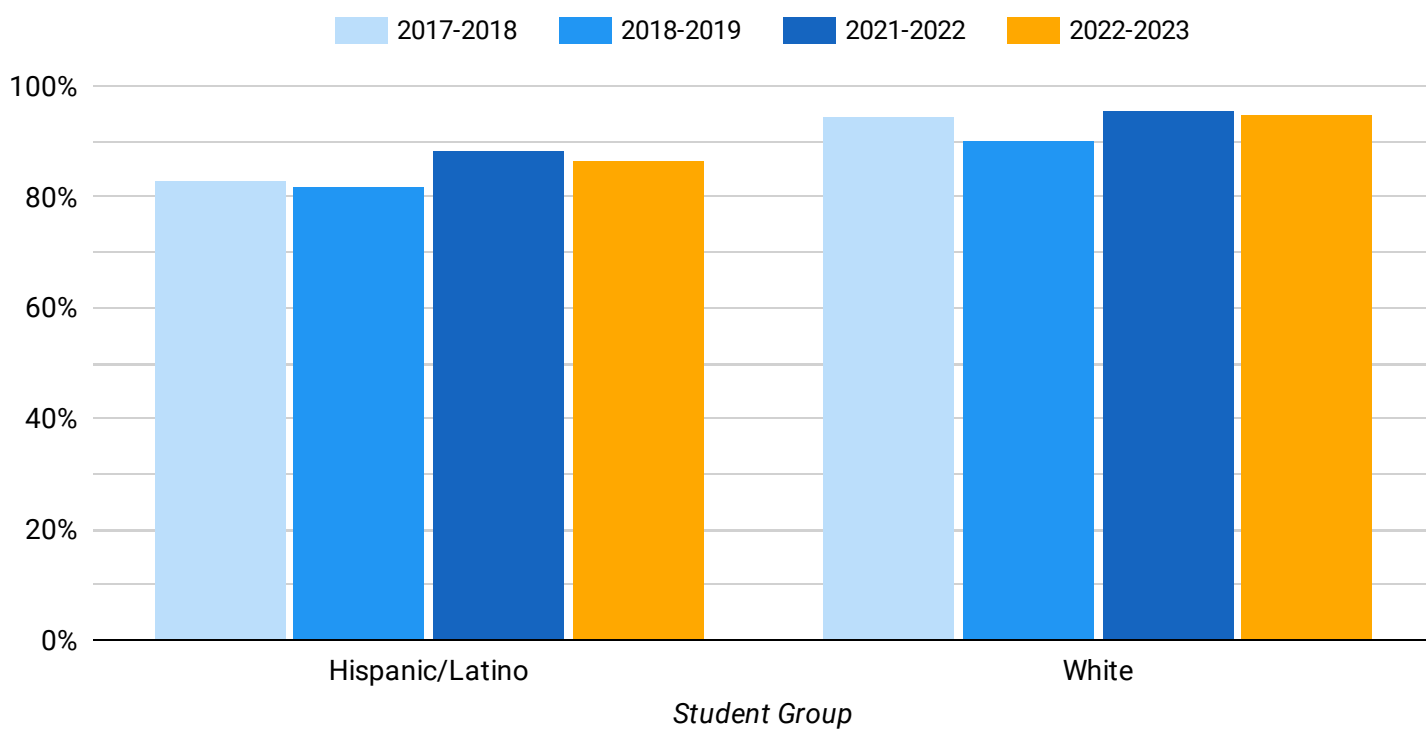
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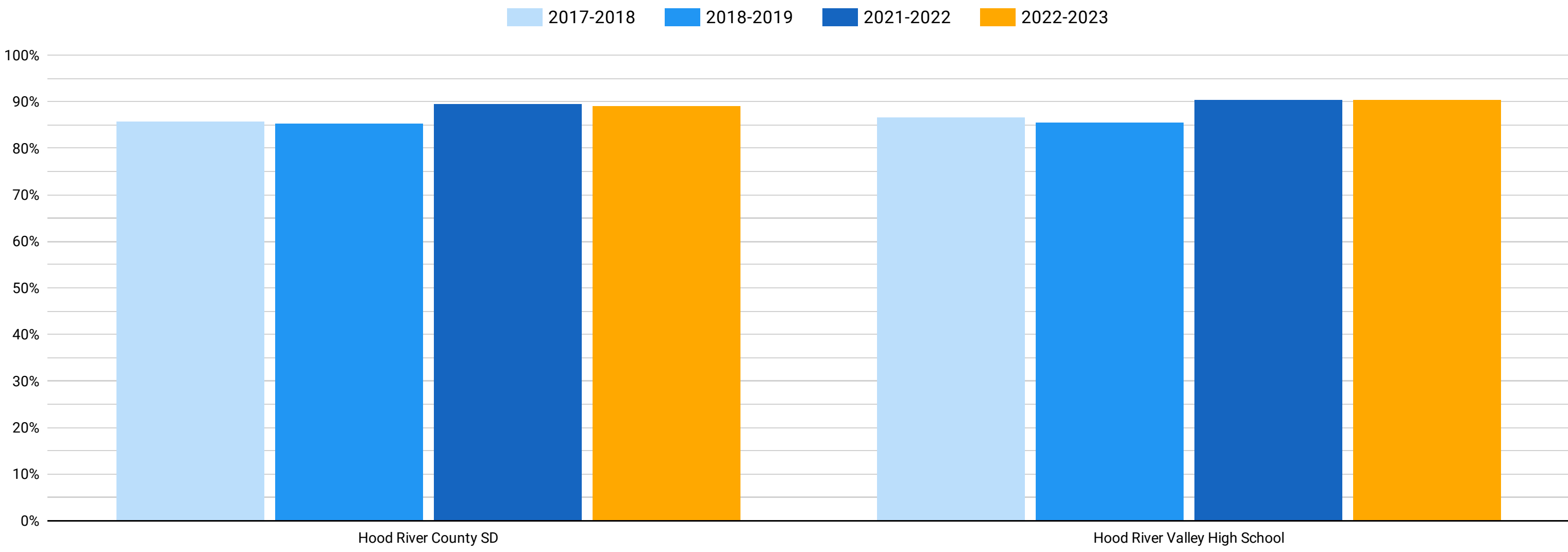
Ninth Grade On-Track



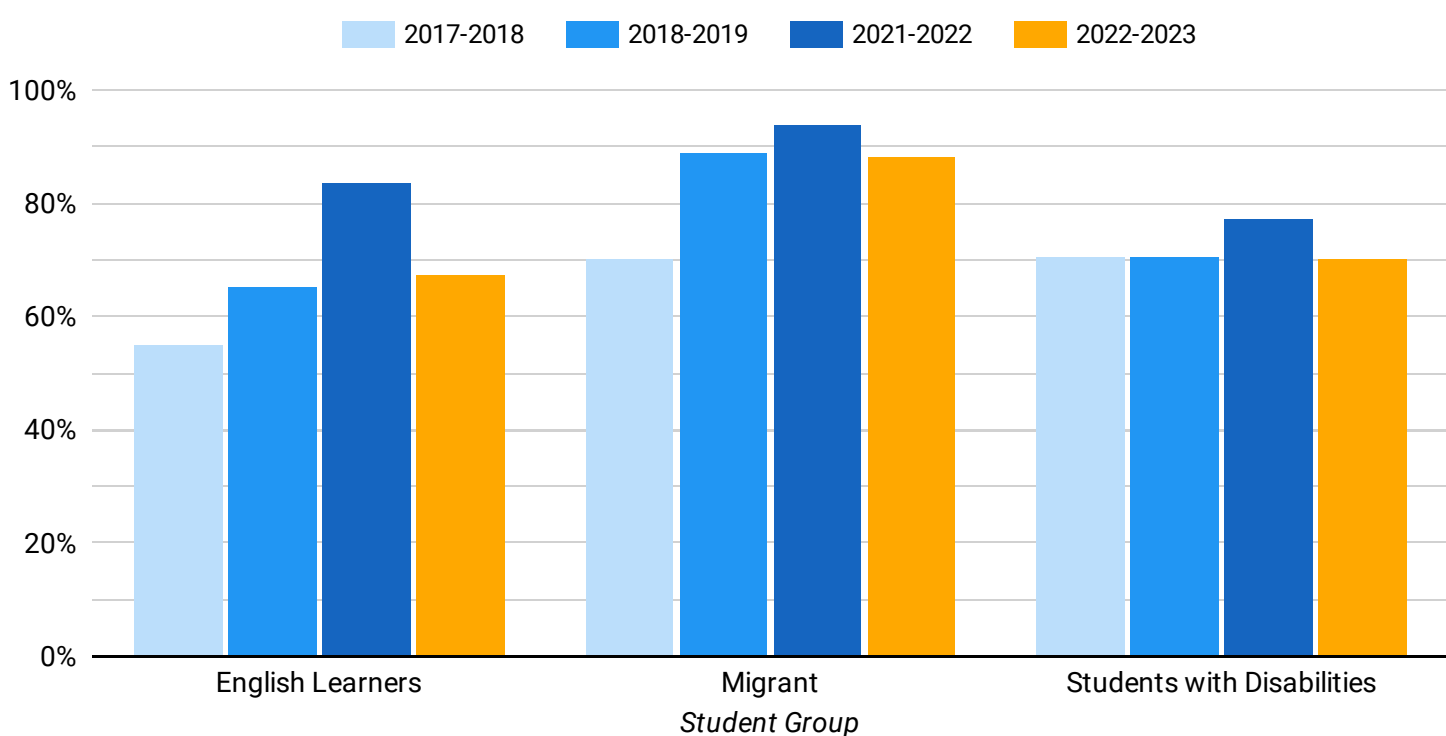
Ninth Grade On-Track



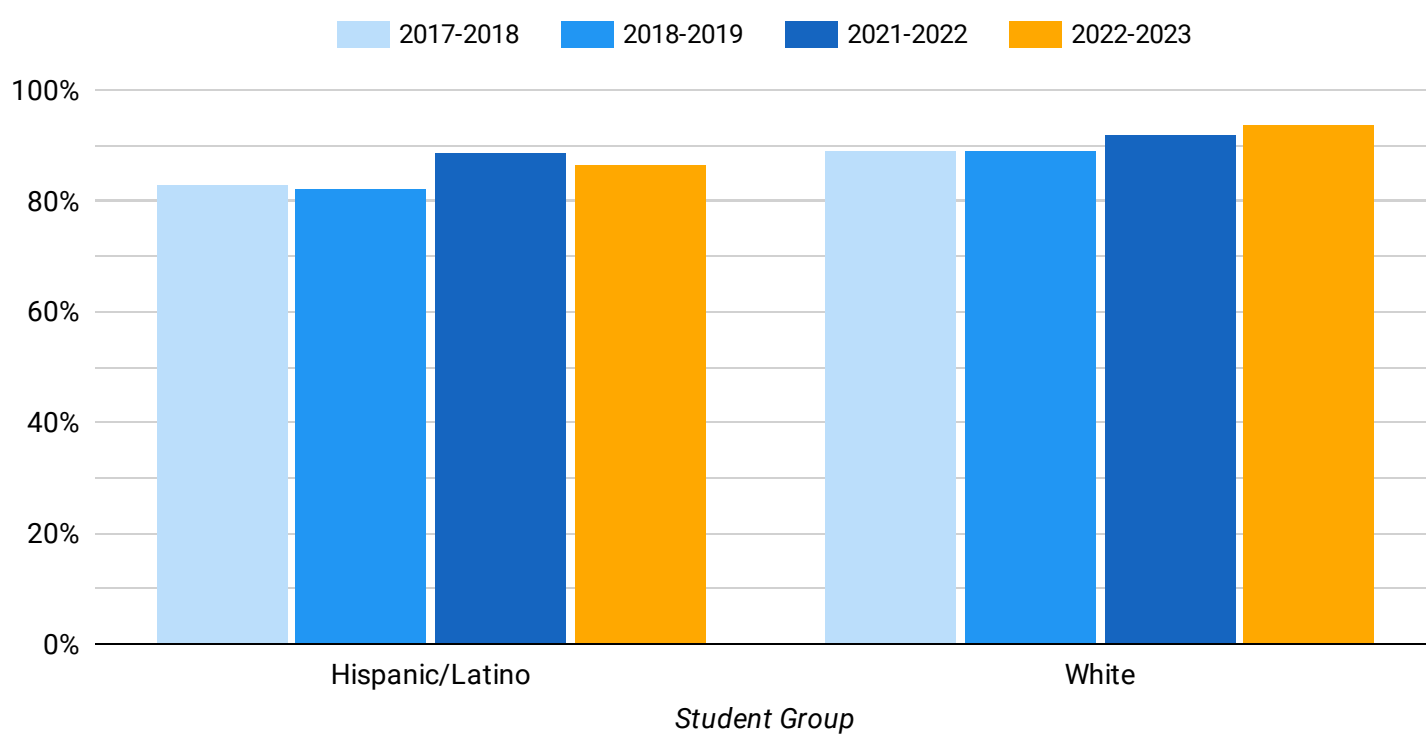
4-Year Cohort Graduation Rate



4-Year Cohort Graduation Rate



4-Year Cohort Graduation Rate





2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Use impact cycles provided by coach with staff around AVID strategies
- Organize bi-weekly, school-wide staff meetings about AVID
 - Work together to meet AVID site goals; Complete AVID Coaching and Certification (CCI); Reflect on growth
- Encourage teachers to attend grade level PLCs with other district teams to maintain alignment
- Implement core instructional block templates at all grades in ELA and math
- Use Integrated ELD approach to meet language needs of EL students

STUDENT LEARNING AND GROWTH

ACTIONS:



- Provide small group targeted instruction for all students
- Hold Intervention Meetings (RTI and IPSW reviews)
- Use impact cycles provided by coach with staff around AVID strategies
- Organize bi-weekly, school-wide staff meetings about AVID
- Organize school-wide writing focus meetings
- Meet between admin and staff to review SLGG and PGG and reflect on them
- Use Integrated ELD approach to meet language needs of EL students
- Encourage student-led assemblies with AVID ambassadors/students
- Organize monthly classified meetings with AVID and PBIS review to keep all staff informed

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Hold open house in person
- Review school attendance and academic levels and review goals for each area
- Review AVID caregiver and families role in school/home partnership
- Use student hopes and dreams activity with families and staff
- Send home weekly newsletter (email, text) as well as post to webpage and facebook
- Hold family nights, which are linked-to-learning (partnered with ExCEL): STEM, Art Walk, Federal Programs night, Curriculum Night
- Hold Parent Teacher Conferences twice each year
- Visit kinder families at home and organize Kinder Night
- Develop at-home reading challenge family plan

WELLNESS

ACTIONS:



- Hold morning meetings using Purposeful People (AVID collaborative commitments)
- Establish classroom routines to create a predictable organized school day (AVID collaborative commitments)
- Teach Zones of Regulation basic lessons to all students K-5
- Organize Purposeful People weekly lessons for student participation
- Teach bullying and child protection units/lessons
- Teach school-wide AVID expectations and revisit them throughout the year: empower, engage, collaborate (AVID collaborative commitments)
- Develop, articulate, and communicate AVID Community (caregiver, staff, student) expectations to each caregiver, staff, students (AVID collaborative commitments)
- Teach digital citizenship in media
- Implement restorative circles and practices into all classrooms across building
- Align expectations and adult response to recess behaviors in recess team staff meeting
- Organize Tier I PBIS mini team and incorporate AVID meetings for consistent feedback loop

OPERATIONS AND SAFETY

ACTIONS:



- Practice trauma-informed emergency drills monthly
- Hold monthly safety meetings
- Implement student safety plans as needed based on data
- Practice room clear procedures

Excellence. Every student. Every day.



2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- WICOR
- Focus on organization, including planners, goal setting, and advisory lessons
- Encourage R-20 minutes of reading each night
- Use vertical and horizontal alignment
- Create unit plans with formative and summative assessments
- Increase use of academic and content vocabulary and alignment
- Clearly define learning targets and success criteria
- Use differentiation
- Develop equitable grading practices

STUDENT LEARNING AND GROWTH

ACTIONS:



- Expand elective options and building elective programs
- Coordinate Tier 2 and Tier 3 attendance meeting
- Hold Tier 2 and Tier 3 meetings
- Organize grade level team meetings
- Coordinate curriculum and instruction team leadership meeting
- Organize team leads leadership meeting
- Organize staff meeting focusing on CIP Poster
- Engage relevant rigorous instruction
- Perform core review
- Intervention Review Meetings
- Instructional Coaching to help teachers meet their student focused goals

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Publish regular family newsletters
- Host community events and programs
- Support after school migrant program
- Target parent communication for Tier 2 and Tier 3 students
- Organize conferences
- Increase teacher-parent communication
- Collaborate and coordinate with HRMS PTO

WELLNESS

ACTIONS:



- Continue professional development on healthy classrooms
- Create shared experiences to improve staff wellness
- P.A.T.S
- Establish healthy classroom culture with high expectations
- Continue Tier 1 PBIS implementation, panther pride, and think sheets
- Advisory
 - Students Success and AVID
 - Character Strong/Social Emotional Learning
 - Classbuilding
- Organize recognition assemblies
- Create a monthly meeting to plan sunshine events activities

OPERATIONS AND SAFETY

ACTIONS:



- Update PBIS matrix and expectations and signage update
- Use Remind, Reteach, Rule School
- Practice and rehearse Standard Response Protocol

Excellence. Every student. Every day.



HOOD RIVER OPTIONS ACADEMY

2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Schedule weekly meetings with students and families to encourage appropriate study skills as well as develop strong relationships
- Provide organized materials that encourage that ownership and participation
- Organize and facilitate an activity each semester that will provide an opportunity to support the HROA community

STUDENT LEARNING AND GROWTH

ACTIONS:



- Review weekly MTSS student performance data, driven by ION under the guidance of HROA's Digital Tech/Student Achievement Specialist
- Instructional support staff and lead teachers will meet regularly to review data and adjust learning to meet needs of students who are on track, struggling and those that need extension
- Lead teachers will differentiate core academics as well as SEL to meet individualized personal learning plans that focus on setting goals and developing learning behaviors that help students reach those goals
- Utilize all digital platforms and off-screen learning opportunities to create a rigorous remote learning program
- Implement STEAM and enrichment activities to extend learning and engagement
- Provide in-person learning opportunities to reinforce learning, provide intervention, and develop community.
- Meet twice a year between administrator and staff to set goals and review needs and progress towards their goals

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Promote relationships with students and families and encourage engagement through daily attendance questions
- Meet weekly with families and students to understand how to create a productive learning environment and habits in the home (i.e. partner with families to support daily learning)
- Develop and provide a family activity each semester
- Organize leadership classes (K-5; 9-12) that promote an active student voice in the visioning and performance of HROA
- Share weekly update to provide a mix of important information as well as engagement activities

WELLNESS

ACTIONS:



- Share the acceptable use for technology created by HRCSD Technology Department
- Share student and family learning expectations for successful remote learning experience
- Develop healthy lifestyle options and choices
- Host family engagement event

OPERATIONS AND SAFETY

ACTIONS:



- Provide meals and snacks to meet the needs of students
- Ensure that learning environments are safe, welcoming, and optimized for student learning and engagement
- Make daily attendance phone calls, despite the lack of flexibility it requires, in order to monitor student activity, engagement, and learning
- Participate in safety meetings to ensure the physical location is safe and accessible to all students, families, and staff so that all HROA partners feel safe coming to HROA

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2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Learn from building coaches and use high-leverage instructional practices
- Create a common classroom observation feedback form that includes instructional priorities and action steps
- Implement school-wide structure for student organization
- Monitor student data, staff notes, and questions answered by grade level PLCs

STUDENT LEARNING AND GROWTH

ACTIONS:



- Embed a Core Review Process
- Offer professional development around instructional rigor in the areas of collaborative structures and relational trust
- Develop informational sessions and update one-page flowcharts for all pathways and career pathways; Organize trade school fair
- Survey and document grading practices across the high school and begin the process of equitable grading practices adoption

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Increase participation of teachers and staff in support of increased student attendance
- Gather input at school events to increase relevance and value to the community
- Develop a different format for parent conferences
- Attend events to gather feedback and perspectives
- Deploy the use of Talking Points with all staff
- Meet students and staff at the door
- Publish a bi-weekly newsletter
- Post regularly on social media (Instagram and Facebook)

WELLNESS

ACTIONS:



- Organize a PBIS/Tier 1 informational session
- Establish common school-wide expectations
- Include organization as a focus
- Form a student and staff work group and develop a problem of practice
- Organize an optional fun froup
- Implement Sources of Strength

OPERATIONS AND SAFETY

ACTIONS:



- Organize Safety Committee meetings
- Perform monthly safety drills
- Collaborate with the Hood River County Prevention Department
- Install vape detectors
- Develop supervision schedule

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2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Focus school-wide on AVID and student agency
 - Build relationships
 - Persist through obstacles
 - Activate knowledge and skills
- Use engagement strategies
 - Opportunities to respond through speaking and writing
- Implement initial phase of Integrated ELD
 - Implement GLAD strategies in 4th and 5th grades
- Set instructional agreements

STUDENT LEARNING AND GROWTH

ACTIONS:



- Perform Core Review with a focus on instructional strategies
- Organize intervention meetings focused on data and team decision making
- Coordinate support for the whole child
 - Learn and identity Inclusive practices (behavior, academic need) for all
 - Implement inclusive practices in every classroom
 - Reflect and provide support
- Organize IPS Team
 - Focus on problem solving
 - Create schedule to include more opportunities to problem solve
- Focus school-wide focus on AVID and student agency with monthly staff professional development and regularly scheduled AVID site team meetings

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Refine the role of family engagement specialist
- Make phone calls about attendance and social emotional wellbeing
- Host Back-to-School Night
 - Resource fair
 - Food
 - Community partnerships
- Host parent nights
 - Learn how to support student agency
 - Resources to use at home to support literacy grounded in the science of reading
 - Food

WELLNESS

ACTIONS:



- Use Weekly Dragon Dinero drawing to reinforce earning dineros from positive behavior
 - Slidedeck that highlights weekly students
- Establish weekly class Stormy award
- Organize monthly school-wide assemblies focused on Purposeful People character traits
- Offer PBIS monthly staff professional development and regularly scheduled PBIS team meetings
- Organize expectations weeks (Fall, January, April)
 - Student support specialists' video expectations
- Build morning meeting into the master schedule
- Designated SEL time built into the master schedule
- Restorative practices to repair relationships and reteach expectations

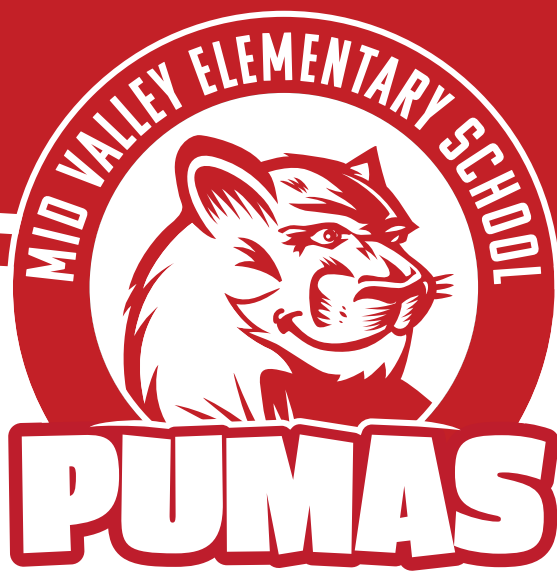
OPERATIONS AND SAFETY

ACTIONS:



- Hold safety meetings
- Offer staff meeting training with safety director (e.g. "scenarios")
- Offer ongoing recess professional development for staff on duty
- Prioritize adult support to match student need
- Practice de-escalation strategies training and CPI

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2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Review academic data and connect to AVID instructional strategies
- Continue to offer professional learning to maintain high standards of dual language instruction utilizing the biliteracy model
- Continue unit plans to ensure coordination between Benchmark and ELD-layer in plan for English phonics instruction
- Utilize new curriculum Benchmark and iReady materials to support rigorous instruction
- Monitor PLCs and facilitate collaboration

STUDENT LEARNING AND GROWTH

ACTIONS:



- Develop AVID Site Team plan
- Target observations and provide feedback
- Take focused notes and promote collective educator agency
- Implement weekly focused note taking by students in grades K-5
- Provide direct, explicit daily phonics instruction in Spanish and English in grades K-5
- Develop math routines for fluency and challenge activities
- Schedule and facilitate MTSS meetings

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Encourage parent conversations
- Host family nights for federal programs
- Support PTO evening activities
- Collaborate with service agencies
- Provide parent volunteer training
- Promote parent volunteer opportunities (e.g. newsletter)
- Develop yearlong plan for parent engagement
- Host curriculum carnival
- Host STEM Night

WELLNESS

ACTIONS:



- Greet students, hold morning meeting, and use social emotional learning instruction
- Instruct in small groups social and emotional skills
- Maintain Tier 1 PBIS: Paw Powers, activities, raffles
- Implement Teacher Appreciation: Puma Pat on the Back
- Organize quarterly assemblies, recognizing student positive behavior

OPERATIONS AND SAFETY

ACTIONS:



- Hold regular safety committee meetings and advertise to staff
- Review Standards Response Protocol with all staff and families
- Determine roles and responsibilities for building staff in emergency situations using the incident command center

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2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Provide ongoing opportunities for training, support, and collaboration for new curriculum (RLA, SEL, ELD)
- Move from a “pull-out” ELD instructional model to a “push-in” ELD model. Identify opportunities to teach ELP standards throughout the curricula
- Leverage PLC time as a way to fine tune ELD instruction and check in on student progress through the use of common formative assessments

STUDENT LEARNING AND GROWTH

ACTIONS:



- Focus on implementing an effective core program, especially in the area of literacy. Use the Science of Reading training as a springboard for K-2 literacy practices and instruction
- Parkdale Leadership Team to meet throughout the year to plan and implement professional development plans aligned with staff goals as well as CIP goals.
- Parkdale Equity Learning Team will meet monthly to develop and implement our Equity Action Plan

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Develop a year-long family engagement calendar with at least one engagement opportunity per month
- Implement parent survey in September and May to determine parent perception of engagement, welcome, etc.
- Focus Site Council on family engagement efforts in each of its meetings
- Meet weekly with attendance team

WELLNESS

ACTIONS:



- Implement morning meetings in all classrooms
- Implement PurposeFull People in all classrooms and integrate components at recess time
- Reboot our system of teaching expectations with refreshed signage as well as innovative ways to teach expectations
- Rotate expectations after winter break

OPERATIONS AND SAFETY

ACTIONS:



- Safety committee to meet monthly with a focus on preparing for scenarios and identifying rolls

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2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Implement ECRI (Enhanced Core Reading Instruction) and Heggerty (phonemic awareness) at the K-2 level during literacy instruction
- In conjunction with AVID strategies, implement explicit vocabulary routines and academic language into all subject areas
- Implement strategies for all students to respond and engage in learning
- In PLC meetings, discuss strategies to implement and collaborate with instructional coaches to support students experiencing learning challenges
- Develop team-wide math interventions routine and structure fluency and ready math

STUDENT LEARNING AND GROWTH

ACTIONS:



- Facilitate impact cycles including but not limited to AVID, opportunities to respond and engage, explicit vocabulary routines, and academic language
- Collaborate on SLGG
- Organize bi-weekly Staff Meetings with Instructional Practice Focus
- Organize Core Review, Intervention Meeting, and BEST Meetings
- Facilitate individualized student goal setting on academic and social learning
- Utilize the Danielson Framework for Teaching to examine instructional practice

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Host family engagement events
 - Open House
 - Día de los Muertos Celebration
 - Día de los Niños Celebration
 - STEM Night
- Provide family members with opportunities to develop participation skills through family education activities
- Publish weekly newsletter
- Communicate information to families from teachers in families' preferred languages
 - Curriculum updates
 - Academic and social expectations
 - Reinforcement tools for learning
- Host Parent Teacher Conferences
- Post on social media
 - Instagram
 - Facebook
- Use Character Strong for family connection
- Communicate math focus and suggested activities to families using Ready Math family letters in family's preferred language

WELLNESS

ACTIONS:



- Use Character Strong, Bullying and Child Protection units/lessons weekly to teach according to the academic school calendar
- Teach and revisit school-wide expectations throughout the year
- Hold morning meetings each day
- Offer student participation in social emotional learning class
- Teach digital citizenship in media
- Establish expectations and routines, and use strategies to respond to expected and unexpected behavior

OPERATIONS AND SAFETY

ACTIONS:



- Perform Standard Response Protocol emergency drills
- Hold monthly safety meetings
- Offer all staff health events {see PD Plan}
- Present on student safety behavior
- Organize professional development meetings for instructional assistants

Excellence. Every student. Every day.



2023-24 CONTINUOUS IMPROVEMENT PLAN

EQUITY AND CULTURAL RESPONSIVENESS

ACTIONS:



- Instructional Focus Tier I
 - Instructional Walkthrough/Trackers
 - Costas, binder, planner
 - Leveling up coordinated literacy with Costa's Levels
 - Language learning target
 - Opportunities to respond
 - Explicit Vvocabulary
 - Conduct implementation survey (November/March)
- Implement AVID site plan
 - Costa's Levels - Core instruction
 - Planner - Next level
 - Binder rollout
- Embed CIP strategies into PLC
 - AVID Goals
 - WYMS Scoring Rubric
 - Coordinated Literacy: Explicit Vocabulary
- Provide collaboration time growth opportunities

STUDENT LEARNING AND GROWTH

ACTIONS:



- Continue to implement WYMS Scoring Rubric
- Review MTSS progress
 - Continue to develop T2/T3 menu for Academics and SEL and implement the system
 - Continue Instructional T2/T3 system development
 - Consider ways we are serving our learners (Inspiration and ELD)
- All action steps in Equity and Cultural Responsiveness also support this core value

FAMILY AND COMMUNITY PARTNERSHIPS

ACTIONS:



- Develop family engagement plan
 - Plan school-wide reading initiative with family focus
- Welcome warmly
 - Host Fall Eagle Fest
 - Send counselor welcome letter
- Hold family conferences
- Support PTO
- Connect with families
 - Send positive postcards
 - Send happy Friday messages

WELLNESS

ACTIONS:



- Respond to counselor needs assessment
- Organize daily advisory
 - Community Connection
 - AVID
 - Character Strong
 - Mindfulness
- Encourage extracurricular/co-curricular participation
 - ExCEL
 - Athletics
 - Outdoor recreation
- Promote school culture/PBIS
 - Grade Level Advisory Assemblies
 - Flight Crew expanded to Student Council

OPERATIONS AND SAFETY

ACTIONS:



- Lead, teach, and re-teach WYMS Code of Conduct
- Perform safety drills and team meetings
- Implement MTSS behavior/discipline

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HOOD RIVER COUNTY SCHOOL DISTRICT

Excellence. Every student. Every day.

**Hood River County School District Board of Directors Executive Session
February 21, 2024 – 8:30pm Location: Nathaniel Coe Administration Center**

8:30 PM EXECUTIVE SESSION
Superintendent Evaluation - ORS 192.660 (2)(i)

Chrissy Reitz

The Hood River County School District Board of Directors will meet in an executive session on Wednesday, February 21, 2024, to review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing allowable by ORS 192.660 (2)(i).

Executive Sessions are closed to the public. Only designated staff shall be allowed to attend the executive session.

No decisions may be made in the executive session.

ORS 192.660 (2)(i): The governing body of a public body may hold an executive session: To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

BN:mw 2/21/24