

JUNCTION CITY SCHOOL DISTRICT

BOARD OF DIRECTORS WORK SESSION

PROGRESS MONITORING #3

May 13, 2026

<u>Board of Directors</u>		<u>District Office Staff</u>	<u>Administrators</u>
Kristina Holton, Chair	Kayla Timmins	Stephanie White	Troy Stoops, Superintendent
Ryan Ceniga	Wendy Waddell		Dr. Katie Dawson, Superintendent (2026-27)
Jamie Pleich	TJ Vetkos		Kyle Dubé, Business Manager
Jim Anderson			Katie Bradford, Special Programs Director
<u>Staff</u>	<u>Staff & Others</u>	<u>Others</u>	Erika Vaughn, Director of Instruction
Kime Parks	Erik Parks	AVID Students	Terah Stuve, Territorial Principal / High School Assistant Principal
Willard Wisegarver		Natalie	Bryce Bennett, High School Principal
Melissa Tofell		Jacoby	Tiffani Day, High School Assistant Principal
Becci Bucanar		Jackson	Annette Sisler, Laurel Principal
Jeff Tompkins		Logan	Aaron Thornton, Laurel Assistant Principal
		Marysol	Johnie Matthews, Oaklea Principal
			Stephanie Rabago, Oaklea Assistant Principal

WORK SESSION MINUTES

6:00 p.m.

Presentation

- I. **WELCOME AND OPENING** - The meeting was called to order at 6:03 p.m. Erika Vaughn went over the Norms:
 - Be Present
 - Be Respectful
 - Stay open minded
 - Participation is encouraged (share ideas, perspectives, ask questions)
 - Agree to disagree respectfully
 - Say it here, say it now

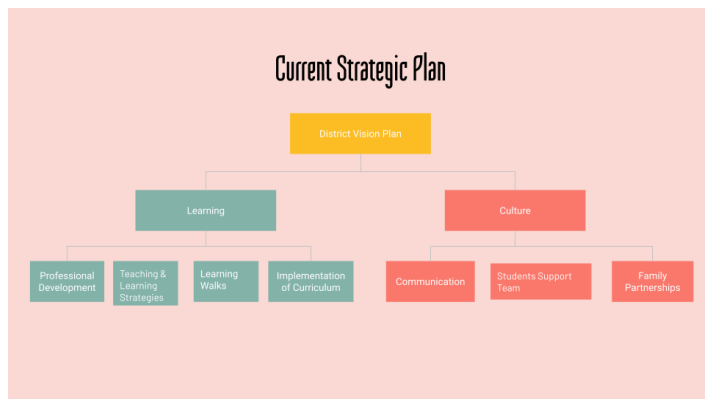
- II. **AVID STUDENT PANEL** - Welcome Student Panel

AVID at the HS

 - 52 AVID students at the HS
 - 11 AVID Seniors
 - 92.19% attendance rate (24-25)
 - 25 students taking a college level course
 - 28 students taking 2 or more CTE courses

Natalie - 12th grade; Jacoby - 12th grade; Jackson - 12th grade; Logan - 12th grade; Marysol - 11th grade

- III. **ANNUAL SUMMARY** - What does success look like for our goals, and how will we know we are achieving them?



Facilities

- ☐ Rebuild Facilities Committee Membership
- ☐ Marlene Gillis, Soderstrom Architects
 - ☐ Combining Facilities Assessments
- ☐ David McKay, Project Consultants, HMK Company
 - ☐ Updating Long-Range Facilities Plan
- ☐ Tell our Story, through Communications
- ☐ Review District Priorities
- ☐ Pursue Funding through a General Obligations Bond

Learning Goal (1). All students will learn from an aligned curriculum that is relevant, rigorous, and engaging. (Erika Vaughn, Director of Instruction, Assessment, and Professional Development, is responsible for goal 1.)		
Measure 1a	Complete a year-long professional development plan with accessible strategies that includes AVID WICOR strategies to promote K-12 reading and literacy.	
Measure 1b	Collect scope and sequence from each grade level/content area which includes learning objectives, board approved curriculum used, pacing, and alignment with state standards.	MS- Algebra, CTE, Health
Measure 1b	Create a syllabi (or for grades K-5 a learning snapshot) to communicate to parents each trimester about what students are learning, how learning, how parents/families can help at home, and important dates.	
Measure 1c	Create K-12 literacy plan by March 15, 2026.	K-8 complete, 9-12 in progress
Measure 1c	100% of PLC teams will document and submit evidence from at least three data review cycles (e.g., common formative assessments, benchmark assessments, student work analysis) that include identified instructional adjustments based on student needs.	
Measure 1d	Administer walkthrough process, which includes data analysis and action plan	
Measure 1d	Learning walk tool used ten times during the 25-26 school year.	

Fully completed:

PD plan
Learning walks

Mostly Completed:

Syllabi and learning snapshots
PLC teams- data review

In progress:

Scope & Sequences
Literacy Plan

Culture Goal 2). Advance a culture where every student is known, connected, and belongs through community ownership, consistent communication, and inclusivity. (Katie Bradford, Special Programs Director)		
Measure 2a	Communication plan that outlines grade-level or content-specific practices for regularly sharing student learning goals and progress with families.	
Measure 2b	Utilize student voice survey data and building equity audit data to inform and plan parent and community engagement events at each level.	
Measure 2c	Develop and implement a consistent district-wide early warning system and tiered attendance intervention framework	
Measure 2c	Monitor intervention effectiveness using monthly attendance reports	
Measure 2c	Track reduction in chronic absenteeism by student group each trimester.	

Fully completed:

Communication Plans for each building
Attendance Reports
Absenteeism by student group

Mostly Completed:

Early warning system and tiered intervention framework

In progress:

Parent/community engagement events

Goals will remain the same for 2026-27

- Learning Goal (1). All students will learn from an aligned curriculum that is relevant, rigorous, and engaging.
- Culture Goal (2). Advance a culture where every student is known, connected, and belongs through community ownership, consistent communication, and inclusivity.
- Facilities Goal (3). Implement a comprehensive district facilities plan that meets the current and future needs of the JCSD community.

Performance Indicator vs. Measure - Performance Indicator = WHAT success looks like - for example “Students demonstrate growth in reading comprehension” **Measure** = HOW we track it - for example: By the end of the school year, 85% of 5th grade students will meet or exceed the reading benchmark on the state assessment.

What we learned...

- ☐ Metrics need to be written in the form of a SMART goal
- ☐ Student outcomes need to be linked to adult actions
 - ☐ If adults do this, then students will....
- ☐ Start with the outcome in mind

IV. ROUND 1 - Erika will lead the learning room

- Review learning data
- Share draft of 26-27 Learning Goals
- Discussion and input

State accountability-SB 141

Is a comprehensive framework to strengthen public education by:

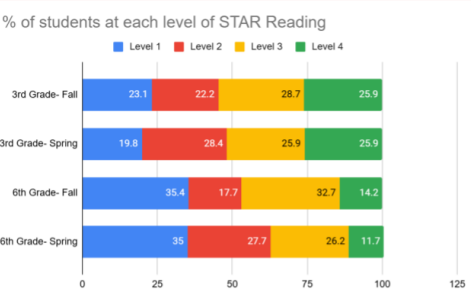
Adopted Statewide Performance Growth Targets (PGT)

Common Metrics	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
★ K-2 Attendance	70.7%	82.0%
K-12 Attendance	66.5%	78.3%
3rd Grade English Language Arts	40.3%	52.6%
★ 8th Grade Math	28.9%	52.0%
9th Grade On-Track	86.6%	94.9%
4-Year Graduation	83.0%	92.3%
5-Year Completion	87.4%	95.4%

- Setting mandatory, measurable student outcome goals for school districts
- Requires districts to implement yearly interim assessments (STAR)
- Sets 4-year performance targets
- Gives the Oregon Department of Education (ODE) authority to enforce improvement plans

Star Reading Proficiency Rate (State Benchmark)

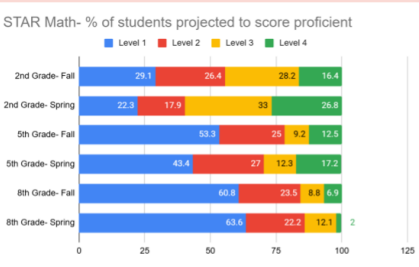
Percent of students estimated to score at or above the state benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window



- 3rd Grade is the state benchmark
- State goal is 52.6% by 2029
- 9th grade will be added
- 3rd: 54.6% students proficient in the fall, 51.8 in the spring
- 6th grade: 46.9% students proficient in the fall, 37.9% in the spring

Star Math Proficiency Rate (State Benchmark)

Percent of students estimated to score at or above the state benchmark on the Star Math assessment. Uses the most recent score in the given district screening window



- 8th Grade is the state benchmark
- State goal is 52% by 2029
- 2nd grade increased from 44.6% in the fall to 59.8% in the spring
- 5th grade increased from 21.7% in the fall to 29.5% in the spring
- 8th grade was 15.7% in the fall, and 14.1% in the spring
- 2029-30 cohort, current 4th graders 38.1%

What informed the draft learning performance indicators and metrics?

The New Teacher Project (TNPT)- Reading/Writing Consultant
Comprehensive Literacy State Development (CLSD)- Grant
STAR Data- interim assessment
AVID CCI- Coaching and Certification Instrument- rubric
OSAS Data- state test
Student Support Team (SST)
Parent/Community Survey
Upbeat Staff Survey
Attendance Data
Walk-through Data
Professional Learning Community (PLC)
Targeted School Improvement
State benchmarks

DRAFT of 26-27 Learning Goals: Performance Indicators and Metrics

Each goal is on a poster around the room. Everyone got into groups of 2-3 and found a poster and took 1-2 minutes to read the Performance Indicator and Measure, then they discussed with the team.

On the chart paper, groups wrote:

- What stood out to them.
- What support would help families partner in this work.
- Any questions.

V. ROUND 2 - Katie will lead the culture room

Share draft of 2026-27 Goals

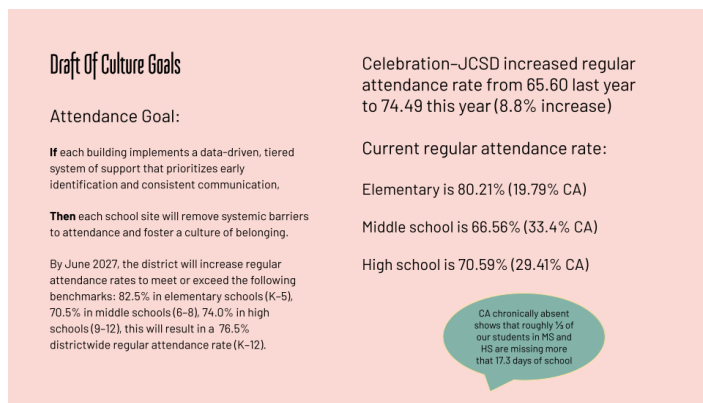
Share survey data

SST Goal:

If Student Support Teams in all buildings consistently use a standardized data protocol to analyze the universal screening, progress monitoring, and outcome data through a structured six-week grade-level review cycle, and use that data to guide student identification, intervention, and instructional adjustments.

Then schools will provide more timely, targeted, and effective supports that improve student outcomes and increase equitable success to learning.

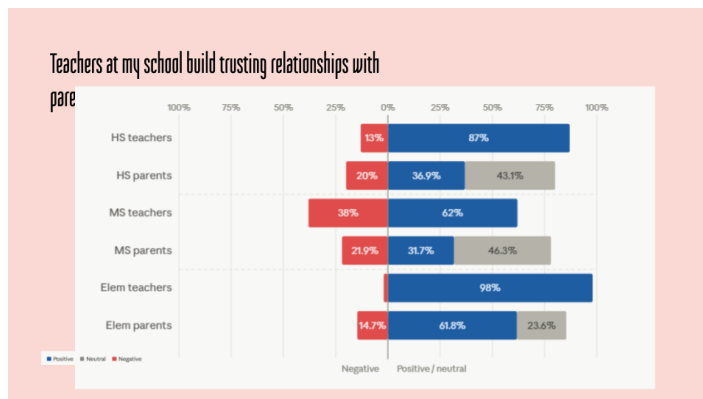
By June of 2027, 100% of students identified through SST as Tier 2 or Tier 3 will have a documented, written intervention plan that includes baseline data, a measurable goal, the selected evidence-based intervention for lagging skills, frequency and duration of supports, and a designated progress monitoring schedule



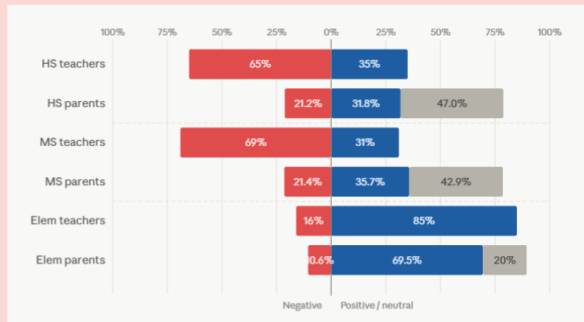
There were 4 data sets on posters around the room. Everyone got into groups of 2-3 and found a poster and took 1-2 minutes to look at the data, then they discussed with the team.

On the chart paper, groups wrote:

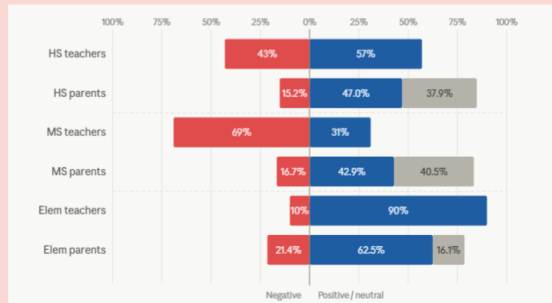
- What stood out to them.
- What support would help families partner in this work.
- Any questions.



Parents and teachers at my school work together as partners



Parents in my school have confidence in teachers.



VI. DEBRIEF AND CLOSURE

Everyone grabbed a sticky note, and chose one of the following:

- ★ What is one idea you're walking away with?
- ★ "I used to think... now I think..."
- ★ "One thing I'm still wondering is..."
- ★ "This connects to my work because..."

With a partner, people shared what they wrote on their sticky note. The group did three rotations on this exercise. Erika thanked everyone for attending the final progress monitoring work session of the 2025-26 school year, and a huge thank you to the students who attended tonight and shared with the group. An exit ticket will be sent out tomorrow.

VII. ADJOURN - The meeting adjourned at 8:00 p.m.

VIII. FUTURE MEETINGS

- A. June 22 - Budget Hearing - 5:45 p.m., District Office
- B. June 22 - School Board Meeting - 6:00 p.m., District Office

Chair, Board of Directors