

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on June 23, 2025.

1. CALL MEETING TO ORDER

Board Chair Nicole De Graff called the Springfield Board of Education Special Meeting to order at 5:31p.m.

A. Chair De Graff led the Pledge of Allegiance

B. Director Kohl shared the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to prevent the erasure of Native culture, heritage, and people and to ensure a quality contemporary education for future generations.

Attendance

Board Members in attendance included, Board Chair Nicole De Graff, Vice Chair Heather Quaas-Annsa, Director Ken Kohl, and Director Jonathan Light.

District staff and community members identified included David Collins, Dustin Reese, Whitney McKinley, Martie Steigleder, Brian Richardson, Jeff Michna, Nicole Nakayama, Joyce Johnson, Carla Smith, Lacey McDonald, Megan Knight, Andy Price, Karen Yancey, Kim Weston, Josh Donaldson, Joan Bolls, Moriah Shanahan, and Mindy La Roux.

2. Presentation

Chair De Graff

A. Data Literacy – Student Success

Instruction Team

Assistant Superintendent Dave Collins introduced Director of Elementary Education Joyce Johnson, who introduced fellow presenters and elementary principals Carla Smith from Douglas Gardens, Lacey McDonald from Ridgeview, and Megan Knight from Maple. The meeting focused on student performance and literacy improvements in elementary schools, as well as performance metrics, focusing on literacy and math proficiency. The implementation and impact of embedded collaboration in education was highlighted.

Key Points:

- Overview and implementation of Oregon Response to Instruction and Intervention projects (RTIs) support for over 100 school districts and their role in providing training and technical assistance.
- Explanation of the multi-tiered system of support (MTSS) and the five pillars of reading:
 - Phonemic Awareness, Phonics, Fluency and Vocabulary
 - Comprehension, Oral Language, and Written Expression
- Structured Literacy, explicit instruction, and how assessment drives instruction.

Literacy Plan and Core Instruction

- The Literacy Plan and the impact of the pandemic on literacy scores.
- Team engagement from each of the 12 schools to develop a strong core program.
- Use of initial assessments from Oregon RTI and implementation rubrics to self-evaluate reading programs.
- Professional learning on Tier-1 core instruction and the development of English Language Arts curriculum maps.

Implementation of New Programs and Assessments

- Introduction of Wonders at K-5 and the identification of a supplemental program. Magnetic addresses early literacy skills, with 57% of second graders now reading at benchmark.
- Establishment of two professional learning communities (PLCs) for embedded collaboration on planning, assessment, and responsive instruction.
- Introduction of the Science of Reading instruction for K-2 teachers and specialists.
- Revision of curriculum maps based on teacher feedback and the additional high-dosage tutoring and after-school literacy camps.

Data Analysis and Future Plans

- New core review process with grade-level teams analyzing student data and making adjustments.
- Introduction of Tier-2 for students needing more than core instruction.
- ECBM - easyCBM is a web-based district assessment system that includes both benchmarking and progress monitoring assessments combined with a comprehensive array of reports.
- Presentation of ECBM reading proficiency data for K-5, showing incremental growth over the past years.
- Discussion on the importance of setting a high benchmark for proficiency and the impact of the pandemic on data collection.

Detailed School-Level Data

- Presentation of ECBM data by school and grade, showing trends and areas for improvement.
- Discussion on the impact of the supplemental adoption process and the role of the committee in making decisions.
- Explanation of the subtexts in ECBM and their predictive value for future reading.

- Analysis of the growth in different skills and the impact of the new curriculum on student performance.

Director Kohl wondered how the ECBM compared to state test results.

— Johnson and Le Roux provided an explanation of the differences between ECBM, growth trends, and state assessments over the past 3-4 years, adding that they will follow up in October to review the state assessment results when they become available.

Director Collins added that they will provide more historical data on the district's reading assessments, including pre-Covid performance, to better understand the trends.

Chair De Graff asked about defining proficiency.

— Johnson explained the use of percentiles and the importance of national norming.

SCHOOL PERFORMANCE METRICS

DOUGLAS GARDENS (DG) - Principal Carla Smith - Literacy Success

- Top Performer with 68.2% proficiency. 91% reading proficiency in kindergarten.
- Surpassed district performance at every grade level, with 91% proficient in kindergarten. Continued focus on continued improvement, quality instruction, instructional coaching, aligning closely with the district's goals.
- Long-term investments in professional development, with teachers and classified staff engaging in ongoing professional learning every early-release Friday.
- Instructional practices grounded in the science of reading, professional development, data-driven instruction, responsive teaching, and embedded collaboration (EC) were explained.
- Equity and strategic action in closing the equity gap, with a commitment to improvement rooted in a culture of collaboration and professional development.
- Serving a high-poverty community while focusing on equity ensures every student has access to high-quality instruction.
- The strengthening of high-quality, Tier-1 reading practices and instruction, including the framework were explained.

Director Quaas-Annsa asked about best practices from DG being implemented in other schools. Smith shared best practices with the Board.

Chair De Graff inquired of grades 3-5 acceleration focus and the Wonders early literacy gap or use of a supplemental addition.

Smith answered that she has a plan to accelerate growth in grades 3-5 at DG, while maintaining momentum in K-2 and would develop it, then return to share it with the Board.

RIDGEVIEW- Principal Lacey McDonald - Literacy Growth

- 61.1% students are proficient in reading. 80% mastery on fifth-grade assessments. The goal - to ensure all students have access to high-quality instruction.
- The importance of embedded collaboration in driving literacy success, with teachers meeting weekly to review data and adjust instruction.
- The use of Day-5 assessments to improve core instruction and intervention.
- Significant gains seen in student proficiency, with teachers able to make informed decisions based on data.

- Step-by-step approach of new material adoptions, ensuring teachers are well-prepared and supported and the importance of thorough implementation.
- Teachers receive ongoing training and support, with instructional coaches modeling effective instruction and providing ongoing data-driven training.
- The involvement of the principal, coach, and grade-level team in embedded collaborations (ECs), which began in 2023 and led to significant growth in student performance. In 2024 two ECs per week were being used.
- An explanation of school groupings based on student needs, schools with low-income students, less scarcity of food, and mid-level student needs.
- A focus on accelerating growth in grades 3-5, while maintaining momentum in K-2.
- The seven stages of Professional Learning Teams (PLC) in embedded collaboration was outlined, emphasizing the importance of using formative assessments to change instruction.
- The process of copying best practices from one year to the next, allowing for continuous improvement and the importance of replicating the success across schools.
- The role of principals in setting up maps for teachers at the beginning of the year, ensuring a smooth transition.
- Full-time PE, music, and library positions enable the creation of dedicated time for ECs.
- Next steps in the implementation plan, including initial implementation and refining practices based on year-one experiences.
- The impact of integration of complex text in science and literature, and the excitement around the science of reading modules.
- The expansion of modules to grades 3-5, a cohesive approach across grade levels.
- The role of the team in creating science units and the integration of science topics with literacy materials.

MAPLE - Principal Megan Knight - Math Growth and Proficiency

- The focus on math in addition to literacy was highlighted, with early adopters dedicating one embedded collaboration session to professional learning in math.
- The use of iReady diagnostics for assessing student performance and providing personalized learning paths.
- The use of district-adopted materials, such as iReady Math ensures equitable access to high-quality resources.
- The use of slides from the publisher to guide teachers and students through the curriculum, enhancing instruction and engagement.
- ECs once a month were crucial for grade-level teams to monitor iReady, MyPath, and lesson planning.
- Checking and adjusting the pacing guide was critical to ensure all grades completed priority standards by the end of the year.
- The importance of using only district-adopted materials like iReady Math. The school achieved 100% use of iReady materials. Some supplemental materials were used, but efforts were made to find them within the iReady Math materials.
- The teacher toolbox and instructional coaches helped in navigating and finding necessary materials.
- The spring iReady diagnostics showed a 46.7% proficiency rate, up from 37.8% the previous year.

- The median annual typical growth increased from 83% to 104%.
- Next steps include focusing on using only district-adopted materials, math manipulative, and instructional routines.
- Implementation of the Try, Discuss, Connect Routine was explained. The goal - to make this a consistent part of instruction, improving student engagement and understanding.
- The school improvement process involves staff and leadership, who identify targets and professional learning needs.

Director Light mentioned he would be interested in reviewing median income data and behavioral data per school.

— Collins and Johnson indicated they would contact Joan Bolls for more information, gathering that data per school. Looking internally at the CEP number is another way data is gathered.

Chair De Graff asked about the time management for ECs.

— McDonald explained the allocation of 45-minute sessions and addition of agendas and topics of focus.

Next Steps for Elementary

- All elementary schools have set instructional targets and professional goals in the area of mathematics for the 25/26 school year.
- K-2 professional learning on two early-release days.
- Ongoing, embedded professional learning provided by Curriculum Associates for instructional staff and Elementary Administrators.
- Minimum of days per month during ECs to focus on lesson structure, planning, and responding to formative assessments.

GRADUATION RATES AND FUTURE PLANS

Director Dave Collins introduced High School Director Mindy La Roux who shared graduation data from Springfield, Thurston, and Gateways High Schools.

- Springfield had 214 graduates. Thurston had 219 graduates. Gateways had 55, with some students attending summer school.
- Detailed updates on graduation rates and other metrics will be provided in the fall.

Chair De Graff requested information on student ACT and SAT scores.

— Johnson replied that the results become available every December or January and she will be happy to share those with the Board.

Director Collins summarized the following Board Follow-Ups (to be provided to the Board)

ACTION ITEMS:

- Continue monitoring use of only district-adopted math materials
- Ensure availability of necessary math manipulatives
- Monitor 45 minutes of iReady My Path instruction per week
- Teach and reinforce instructional routines to support increased student math talk
- Provide professional learning for K-2 teachers on math modules
- Provide professional learning for teachers grades 3-5 on science of reading modules

- Continue embedded professional learning with Curriculum Associates
- Ensure at least one day per month for grade-level teams to focus on math lesson planning and formative assessment

3. NEXT MEETINGS:

July 1, 2025 – Organizational Meeting at 6:00 p.m.

August 11, 2025 – Board Business Meeting at 7:00 p.m.

August 25, 2025 – Special Meeting at 5:30 p.m.

4. ADJOURNMENT

With no further business, Chair De Graff adjourned the Special Meeting at 7:25 p.m.

(Minutes prepared by Trenay Ryan (LCOG))