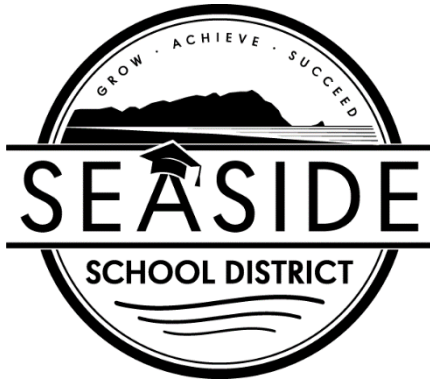




SEASIDE SCHOOL DISTRICT 10

2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

2025-2026 Board of Directors

Board Chair: Shannon Swedenborg

Board Vice-Chair: Katherine Davidson

Board Members: Sondra Gomez, Jason Haag,
Chuck Mattocks, Coral Sadler and Brian Taylor

Superintendent: Jeff Roberts

Special Meeting/Work Session

Monday, August 10, 2026 at 5:00 PM

Location: Secondary School Library AND Virtual

2600 Spruce Drive, Suite 200

Seaside, OR 97138

Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.

An opportunity for public comment may be included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).

Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.

1. CALL TO ORDER

1.1. Acknowledgement of Board Members Present

2. AGENDA REVIEW

3. GOAL SETTING WORK SESSION

- **Defining Different Types of Goals (District - Board - Superintendent)**
- **Review Progress on 2025-2026 Goals**
- **2026-2027 Goal Setting**
- **Next Steps**

Attachments:

SSD Updated Strategic Plan - July 2025

SSA-SIA Exhibit B

Advisory Committees and Board Goals 2025-2026

Proposed Superintendent Goals_ 2025-2026

OSBA Seaside goals-setting 2026

3

13

16

17

18

4. ADJOURN

Seaside School District

Strategic Plan

2025-2028

Updated: July 2025

GROW, ACHIEVE, SUCCEED!



Adopted by the School Board July 15, 2025

Table of Contents

Seaside School District Vision, Mission and Vision Statements.....	1
Background.....	2
Superintendent’s Message.....	3
The Update Process.....	4
District Core Values.....	5
Integrated Grants Support Core Values	6
Student Investment Account.....	6
High School Success	6
Early Indicator Intervention System	6
Early Literacy Success	7
Accountability	8





Seaside School District Core Values

The Seaside School District is committed to providing equitable, safe learning environments, an engaging, well-rounded education, and a focus on collective wellness and community partnerships.

Seaside School District Mission Statement

Strengthening community, inspiring possibility, ensuring opportunity.

Seaside School District Vision Statement

In partnership with our coastal community, all of our students pursue excellence as passionate, empowered, lifelong learners.

Background

In 2017 the Seaside School District initiated a strategic planning effort which resulted in the adoption of a five year Strategic Vision Plan. Superintendent Sheila Roley Ed.D, convened a team of teachers, instructional assistants, community members, School Board members, administrators, secretaries, custodians, and an outside consultant. The team drafted the core values, mission, vision and two strategic goals for the district. Team members analyzed graduation, attendance, behavior and academic data disaggregated by focus groups. They also held ten community listening sessions. The Strategic Vision Plan was adopted by the Seaside School Board on December 13, 2018.

The first goal was, “By June of 2024, all students will be on track to graduate and be prepared with a plan beyond high school”. Performance indicators toward this goal included 100% of all freshmen would be on track to graduate, (earning 6.5 credits,) and all students would meet literacy and math targets on Star assessments by 3rd, 6th and 9th grade.

The second goal was, “By June 2024, all students will develop the social and emotional skills to be positive community members”. Performance indicators for this goal included 100% of students would meet positive behavior targets as measured by major and minor referrals and that all students would attend 95% of school days.

A worldwide pandemic caused Seaside Schools to move instruction online in the spring of 2019. Students returned to campus half time in 2020. In 2021 all students were back on campus. Our students effectively lost 18 months of full time schooling. This had a tremendous impact on student growth, so performance indicators were revised in 2019 but the goals remained the same: all students would be on track to graduate with a plan for after high school by 2024 and all students would have the social emotional skills to be positive community members by 2025.

In 2022, the Oregon Department of Education launched “Integrated Guidance” to braid funding from five grants: High School Success, Student Investment Account, Career and Technical Education, and Early Indicator Intervention System, with Early Literacy Success added in 2023. The Integrated Guidance application process required a needs assessment, data analysis, student, staff and community feedback, and the setting of Longitudinal Performance Growth Targets. These are the same components that were used to write the Strategic Vision Plan in 2017. This updated Strategic Plan is the result of combining the original plan with the Integrated Guidance Plan.

Superintendent's Message

Dear Families and Community,

Seaside students and staff are inspiring. Walk down any hall, from our Beginning School to High School and you will see energized students, compassionate instructional assistants, warm and professional teachers, dedicated administrators and the best custodians, secretaries, bus drivers and food servers in Oregon. The level of care and achievement of these individuals is seen in our continued academic improvement, our beautiful buildings and sport venues and our collective focus on growth.

In 2018 the School Board adopted a Strategic Vision Plan that included two overarching goals:

Goal 1 - All students will be on track to graduate with a plan beyond high school.

Goal 2 - All students will develop the social and emotional skills to be positive members of the community.

In the past few years we have made great strides towards these two goals. Both Pacific Ridge Elementary and Seaside Middle School have added targeted intervention times to their daily schedules to meet students precisely where they are on their learning trajectory. Student growth in 3rd grade reading shows an increase from 34% of students at grade level in 2022 to 56% in 2025. Ninth Grade on Track data shows an increase of 36.4% of ninth graders earning enough credits to graduate in 2021 to 86.4% ninth graders on track in 2024. Our Career and Technical Education (CTE) classes are well attended with 100% of CTE concentrators (two or more CTE classes in the same program) graduating in four years in 2024.

Teachers On Specials Assignment (TOSAs) have contributed to our second goal of developing the social and emotional skills of our students. We have implemented a district wide Social Emotional Learning (SEL) curriculum, Wayfinder, to teach self awareness, adaptability, empathy, collaboration, agency and purpose. Panorama student surveys show that 89% of students report having positive relationships within our schools.

This updated plan represents our commitment to graduating students ready for life beyond high school and raising emotionally healthy members of our beautiful community.

Sincerely,

Susan Penrod

Susan Penrod
Superintendent

The Update Process

Input from the Superintendent, Director of Curriculum and Instruction, Business Manager, Building Administrators, School Board Advisory Committees, teachers, staff, students, parents and community members was used in the development of the updated Strategic Plan. The team analyzed Oregon Department of Education Achievement Data, K-8 Star reading and math scores, attendance rates, behavior data, staff and student surveys, parent surveys and listening sessions, graduation rates, and Career Technical Education (CTE) enrollment. They looked for trends to make critical decisions about how to achieve our original goals:

Goal 1 - All students will be on track to graduate with a plan beyond high school.

Goal 2 - All students will develop the social and emotional skills to be positive members of the community.

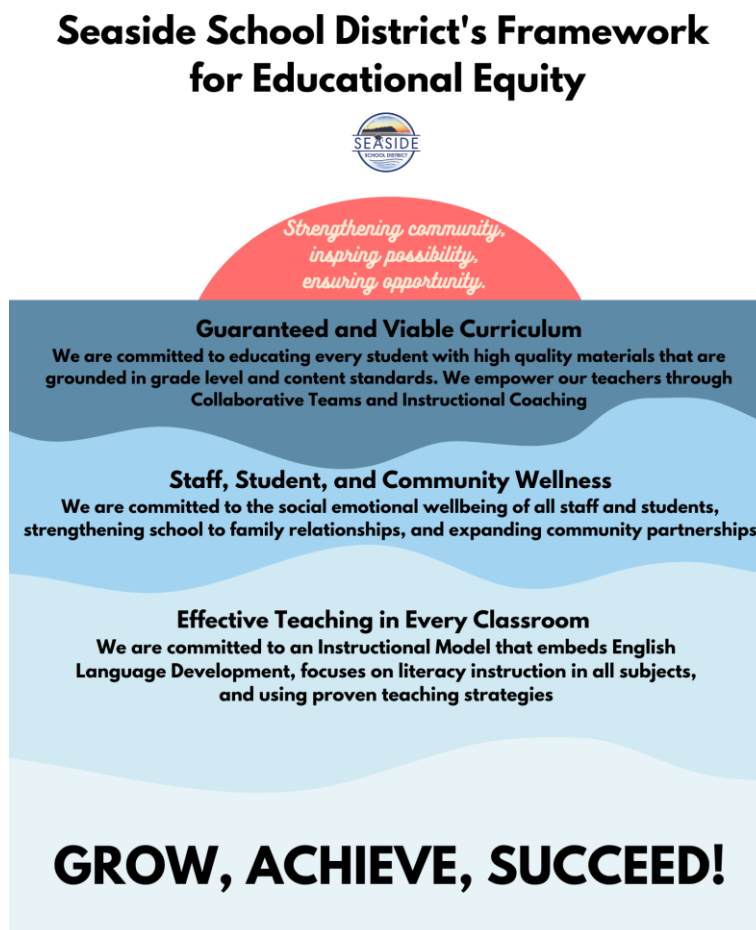
Since 2023, Integrated Guidance (IG) funds have been used to achieve the two goals through hiring Instructional Coaches, Student Support TOSAs, Ninth Grade on Track support, Science, Technology, Engineering, Art and Math (STEAM) and Elective classes, Multi Tiered Systems of Support (MTSS), CTE courses, Early Literacy Intervention support and Family Liaisons. Progress toward the original goals is monitored through data reviews, community feedback, and IG team input.



District Core Values

*The Seaside School District is committed to providing
equitable, safe learning environments,
an engaging well rounded education,
a focus on collective wellness and community partnerships*

Analysis of academic, attendance and behavior data, as well as qualitative data from listening sessions and focus groups communicate three overarching themes. First, students, staff and families remain concerned with the **promotion of positive mental health**. Second, maintaining our **Career and Technical Education** courses and increasing elective opportunities are priorities. Third, we are committed to **increasing academic success** through a common Instructional Framework. The graphic below spells out the district's Equitable Framework of Instruction.



Integrated Grants Support Core Values

The vision of the original Strategic Vision Plan was to ensure all students complete high school with a plan for their future, a strong connection to their community and healthy self-esteem. This vision continues today and is supported by each strand of the Integrated Guidance Plan.

Student Investment Account

The Student Investment Account, or SIA, finances the support of student and staff well being through Student Support TOSAs, Family Liaisons, Instructional Coaches and Administrative Support at Pacific Ridge. Student Support TOSAs develop programs to promote overall mental health as well as support individual students needing targeted behavior plans. The Family Liaison provides a critical link between families, the school and community resources. Instructional Coaches bring our Instructional Framework to life through professional development, facilitating peer observations and learning opportunities, supporting collaborative teams and conducting instructional coaching cycles. SIA also pays for Elementary STEAM, and Middle School Art and STEAM electives.

High School Success

High School Success (HSS) dollars fund our Career Technical Education (CTE) courses, a 9th Grade Success Specialist, an 8th/9th Grade Transition Counselor and a Counseling Support Specialist. The 2024-2025 4-year graduation rate for Seaside High School was 78.4%. Students enrolled in at least one CTE course had a graduation rate of 93.67% and students who enrolled in two or more CTE classes in the same program of study had a graduation rate of 100%. Expanding our CTE programs will have a positive effect on our 4-year graduation rate going forward. Our 8th/9th Grade Transition Counselor and 9th Grade Success Specialist monitor students' freshmen credits and attendance to make sure they are earning enough credits for timely graduation. HSS directly impacts our first goal of all students graduating with a plan beyond high school.

Early Indicator Intervention System

The Seaside School District uses a Multi Tiered System of Support (MTSS) model of instruction. Baseline data is taken in reading and math, and growth goals are set for every K-8 student. If students don't achieve their growth goals within a six week period, learning interventions are introduced. Early Indicator Intervention System funds pay for Panorama, the data management system we use to monitor each student. This level of granular focus has led to K-5

literacy scores jumping from 34% 2021 to 56% in 2025, (a 22% increase and 15% higher than the state average). This directly affects our goal of all students graduating in four years as measured by 3rd and 6th grade literacy scores.

Early Literacy Success

Pacific Ridge Beginning School was established in 2020 providing a preschool experience for our youngest students. Additionally, Pacific Ridge Elementary implemented a school wide reading intervention block in 2021 called What I Need (WIN). The Early Literacy Success grant pays for a reading interventionist and consumable materials used during WIN. Kindergarten through second grade teachers are trained in the science of reading and use WIN time to teach phonemic awareness and phonics, the foundations of reading.



Accountability

Goal 1 - All students will be on track to graduate with a plan beyond high school.

Graduation readiness begins in preschool. Students who reach grade level benchmarks in reading, math and attendance by third grade are more likely to graduate on time than their peers. Reading and math data from K-8th grade is collected two ways, through our Star universal screener, and through state test scores. Ninth Grade On-Track data comes from our Student Information System (SIS) which tracks credits earned. Four Year Graduation Rates also come from the Student Information System (SIS) where student transcripts are located.

Goal 2 - All students will develop the social and emotional skills to be positive members of the community.

Behavior data is collected through major and minor referrals, and suspensions and expulsions. Social emotional and well being data is collected through Panorama student surveys and Wayfinder, our Social Emotional K-12 curriculum. Wayfinder is aligned to the New SEL standards adopted by ODE in 2023. Attendance data is generated in the Student Information System (SIS).

Accountability for these two goals is the primary focus of the superintendent in collaboration with district and school level administrators. To monitor progress towards these goals, the leadership team will implement:

- Monthly data reviews of attendance, SEL and student academic growth by the above mentioned metrics
- Annual reports on academic growth, attendance and SEL to the School Board by Principals and the Director of Special Services
- Annual State of the District report on progress toward goals one and two to the School Board by the Director of Curriculum and the Superintendent

If you have any questions about our Strategic Plan please contact Superintendent Susan Penrod, spenrod@seasidek12.org or call 503-738-5591.

EXHIBIT B

COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK

SEASIDE SD 10

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A 'Start to See,' B 'Gaining Traction,' and C 'Profound Progress,' representing advancement from early signs of progress to substantial and transformational changes.

- A. **"Start to See: Early Signs of Progress"** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **"Gaining Traction: Intermediate Changes"** Based on your investments and activities, are you seeing any of these impacts?
- C. **"Profound Progress: Substantial and Significant Changes"** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	88.9%	92.0%	95.0%
Stretch Target: All Students	91.9%	94.0%	>95%
Gap-Closing Target: All Focal Group Students	85.9%	90.4%	95.0%
Five Year Cohort Completion			
Baseline Target: All Students	88.8%	91.9%	95.0%
Stretch Target: All Students	88.8%	91.9%	95.0%
Gap-Closing Target: All Focal Group Students	86.0%	90.5%	95.0%
9th Grade on-Track			
Baseline Target: All Students	80.2%	82.6%	85.0%
Stretch Target: All Students	86.2%	90.6%	95.0%
Gap-Closing Target: All Focal Group Students	77.8%	81.4%	85.0%
3rd Grade ELA Proficiency			
Baseline Target: All Students	44.4%	47.7%	50.0%
Stretch Target: All Students	56.4%	63.2%	70.0%
Gap-Closing Target: All Focal Group Students	33.5%	37.7%	42.0%
Regular Attenders			
Baseline Target: All Students	72.5%	73.7%	75.0%
Stretch Target: All Students	81.5%	85.7%	90.0%
Gap-Closing Target: All Focal Group Students	68.1%	71.5%	75.0%

Goals 2025-2026

Seaside School District Board of Directors

Goals (Adopted August 19, 2025)

1. Continue development of a comprehensive campus plan and identify goals for future projects, including ways to brand our district within the community.
2. Continue seeking out Board development opportunities, including participation in *Portrait of a Graduate* this year.
3. Identify opportunities for the Board to increase community outreach and engagement, with at least one significant community event on campus this year.

Superintendent Board Advisory Committees

Name of Committee	Scope of the Work	Members
<i>Strategic and Operational Planning/Budget Development</i>	<i>This team focuses on facilities, transportation, and other operational aspects of the district, as well as the budget.</i>	<u>Board Members</u> Katherine Davidson Jason Haag
<i>Performance Monitoring</i>	<i>This team focuses on instructional improvement, monitoring the strategic plan, and curriculum.</i>	<u>Board Members</u> Chuck Mattocks Kevin LaCoste
<i>Community Stakeholder Relations</i>	<i>This team focuses on communication with our families, businesses, and greater community, and how we can partner with them to enhance each student's educational experience.</i>	<u>Board Members</u> Sondra Gomez Brian Taylor

Susan Penrod Superintendent Proposed Goals: 2025-2026

1. Continue to develop the Seaside School District Foundation.

Performance Indicators:

- Appoint a seven member foundation board.
- Develop and adopt foundation by-laws.
- Complete design of performing arts center to use for fundraising.
- Develop a foundation webpage that includes all information and processes.
- Begin fundraising efforts.

2. Develop and implement a plan to increase district-wide attendance.

Performance Indicators:

- Research improvement strategies used by other districts.
- Work with the NWRESD Behavior, Attendance, and Social Emotional Systems (BASES) team to develop a plan of action.
- Attend the 2025-26 3-part training BASES Collaborative series with the Leadership Team.
- Support each school to develop an attendance improvement plan.
- Review attendance improvement data once per trimester.
- Develop a community-wide campaign to support improved attendance for all students.

3. Develop and implement a district-wide equity advisory committee, as outlined by the Oregon Department of Education Division 22 assurances.

Performance Indicators:

- Develop a district-wide equity advisory committee, including staff, parents, students, and community members.
- Meet monthly with the team to develop an improvement plan based on the equity audit results and recommendations.
- Meet all requirements of the Division 22 assurances.
- Provide quarterly reports to the school board.



BOARD GOAL SETTING FOR STUDENT SUCCESS



Introductions

- Name
- Time on the board
- Where did you go to high school?
- Why are you on the board?
- What's the skill set you bring to the board?



Agenda

- Defining different types of goals
- Review progress on 2025-26 goals
- 2026-27 goal-setting
- Next steps and discussion

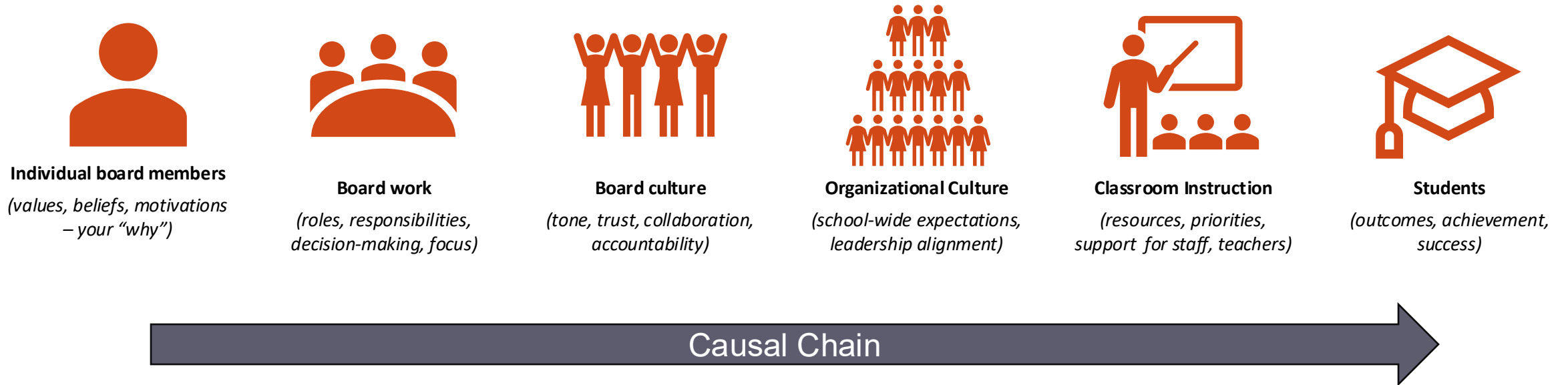


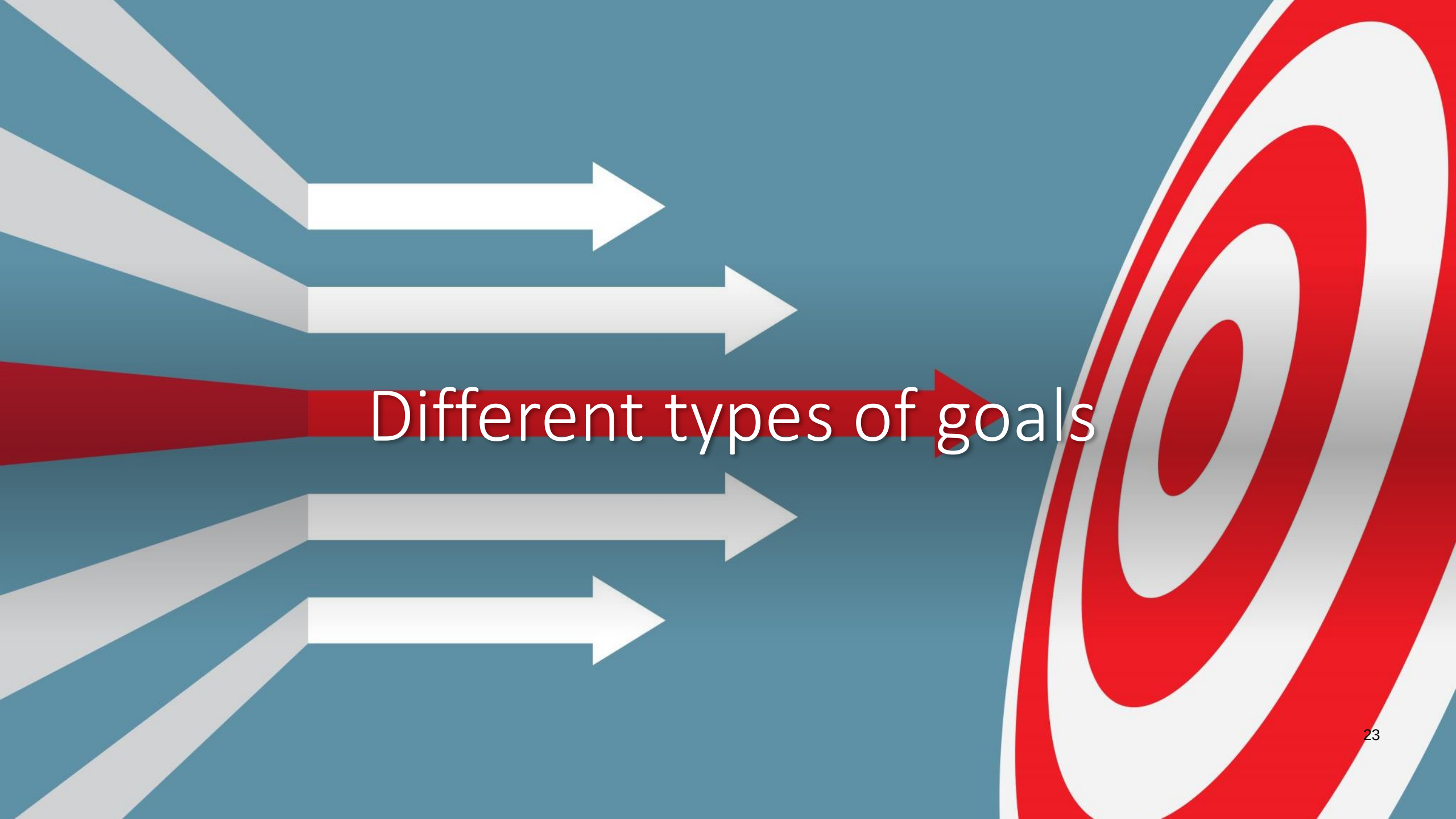


The single belief
that ALL students
can and will learn



School Boards Impact Students





Different types of goals

	Purpose	What	Responsible
District Goals	Define the desired outcomes for the district priorities	SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) that focus on system-wide improvement.	Superintendent and staff. Developed as part of the strategic plan, they guide the work of the entire district, including staff and leadership.
Superintendent Goals	Outline how the superintendent is leading efforts to meet the district priorities and strategic goals.	Often includes two or more professional or performance-based goals tied to the district's priorities.	Superintendent. Created collaboratively during the superintendent's evaluation process, based on their performance review.
Board Goals	Focus on what the board is doing in its governance role to support district priorities and ensure accountability.	Typically includes at least two measurable professional development goals, such as improving board operations, monitoring data effectively, and supporting superintendent success.	Board. Developed by the board to strengthen its capacity to lead and govern effectively.

How it May Look



District Goal: 100% on-time graduation for all students



Superintendent Goal: Develop and implement a district-wide early intervention system to improve on-time graduation rates across all student groups



Board Goal: Ensure district budget priorities and accountability measures are aligned to support on-time graduation for all students.

Goals 2025-2026

Seaside School District Board of Directors

Goals (Adopted August 19, 2025)

1. Continue development of a comprehensive campus plan and identify goals for future projects, including ways to brand our district within the community.
2. Continue seeking out Board development opportunities, including participation in *Portrait of a Graduate* this year.
3. Identify opportunities for the Board to increase community outreach and engagement, with at least one significant community event on campus this year.

Goal #1: where did you get to?

Continue development of a comprehensive campus plan and identify goals for future projects, including ways to brand our district within the community.

- What was accomplished?
- What still remains (if anything)
- Should this goal be moved forward?

Goal #2: where did you get to?

Continue seeking out board development opportunities, including participation in Portrait of a Graduate this year.

- What was accomplished?
- What still remains (if anything)
- Should this goal be moved forward?

Goal #3: where did you get to?

Identify opportunities for the board to increase community outreach and engagement, with at least one significant community event on campus this year.

- What was accomplished?
- What still remains (if anything)
- Should this goal be moved forward?



2026-27 Board Goals

Strategic plan goals

Goal 1 - All students will be on track to graduate with a plan beyond high school.

Goal 2 - All students will develop the social and emotional skills to be positive members of the community

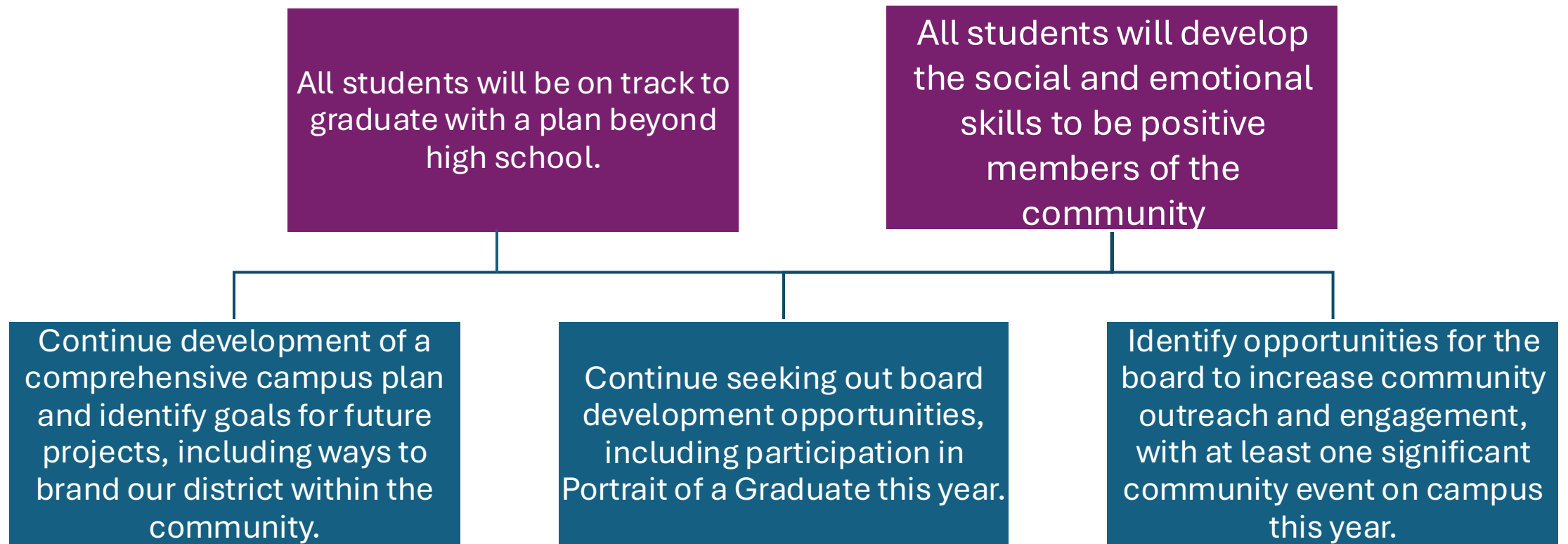
What role does the
board have in achieving
those goals?

Strategic plan goals

Goal 1 - All students will be on track to graduate with a plan beyond high school.

Goal 2 - All students will develop the social and emotional skills to be positive members of the community

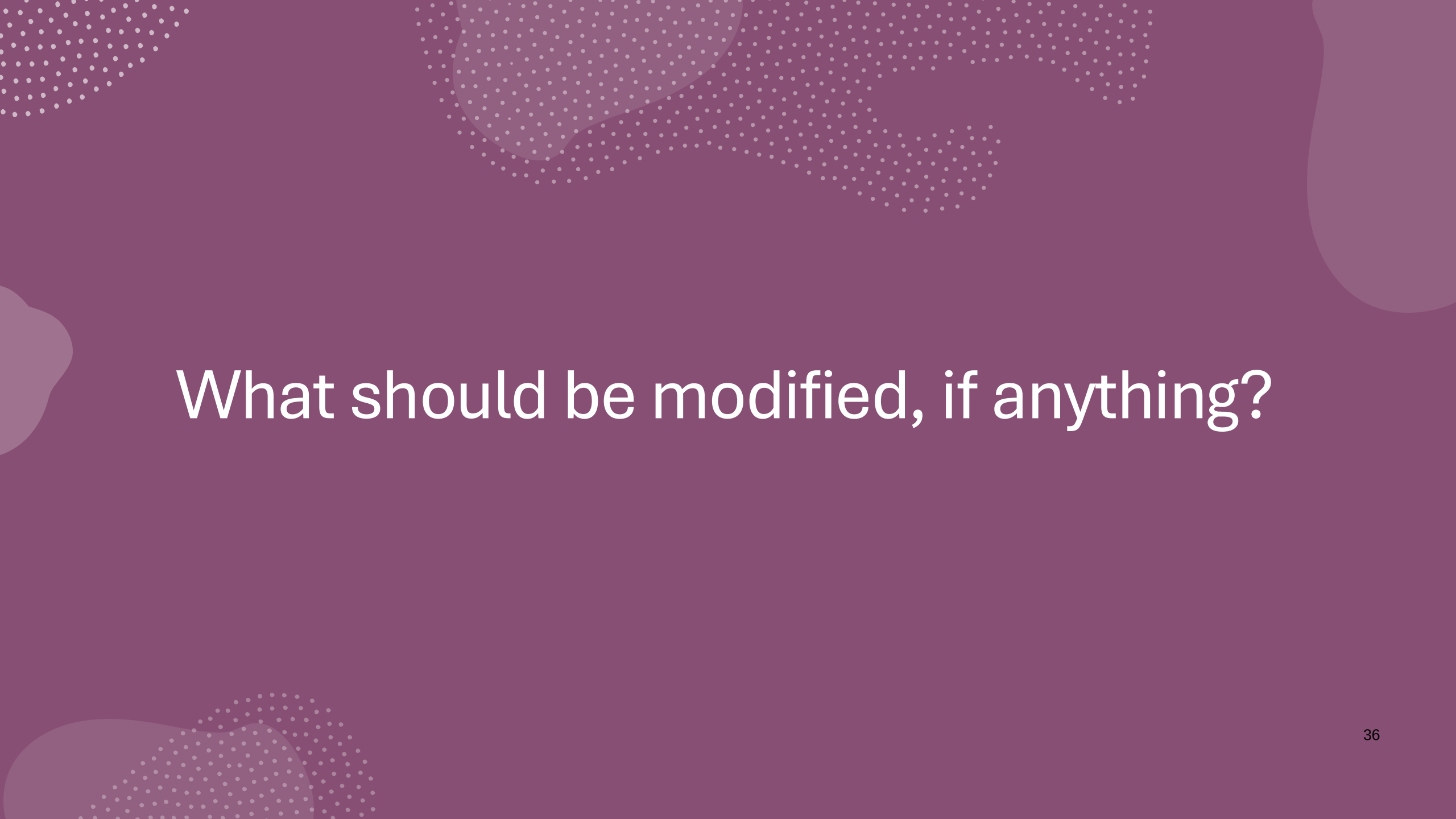
Is there a connection? Pair up!





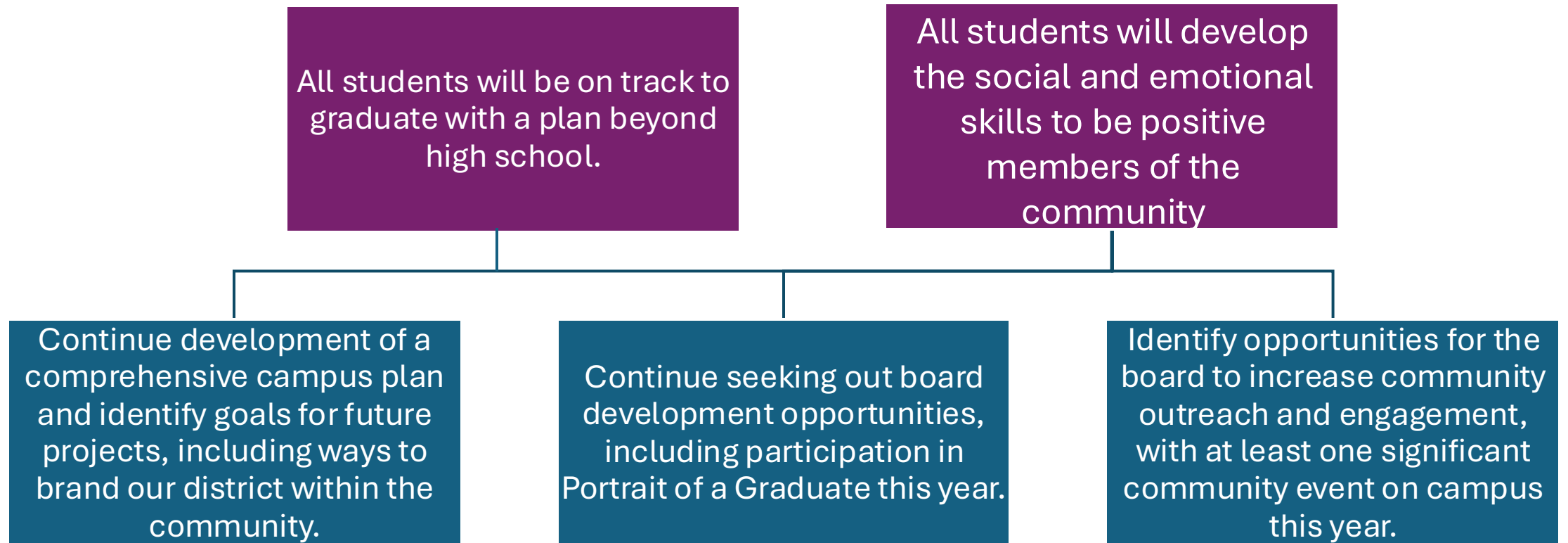
Documenting the process and outcomes



The background is a solid purple color. It features several abstract white elements: a cluster of dots in the top-left corner, a large, irregular shape filled with dots in the top-center, a solid organic shape in the top-right, a solid organic shape on the left side, and a dot-filled organic shape in the bottom-left corner.

What should be modified, if anything?

Suggested modifications?



Next steps:
superintendent goals



Questions and discussion

Please fill
out our
feedback
survey!

