Lincoln County School District

SUPPORTING MULTILINGUAL LEARNERS

SEPTEMBER 2026



HB 3499

Lincoln County SD was identified as a target district in 2021 based on 2018-2019 elementary grade outcomes which showed limited progress in On Track to English Language Proficiency (K-5) and ELA and math achievement (3-8). We received four years of funding to support improving these outcomes. (2021-2025) There were four main goals.

Goal 1:

By June of 2025 elementary OTELP will increase by 16.2%, going from 58.8% to a 75% over 4 years.

Progress as of 24-25

Status: Made progress

District trend

- 2018–19: 58.8%
- 2020-21: 45.1%
- 2021–22: 46.1%
- 2022–23: 56.9%
- 2023–24: 53.4%
- 2024–25: 62.9%

Goal 2:

By June of 2025 secondary OTELP will increase 15.06%, going from 34.94% to 50% in secondary.

Progress as of 24-25

Status: Made progress

District trend

- 2018–19: 34.9%
- 2020-21: 27.9%
- 2021–22: 28.3%
- 2022–23: 33.5%
- 2023–24: 33.2%
- 2024–25: 40.8%



Goals Continued

Goal 3:

By June 2025 ELA achievement will increase by 16.7%, going from 21.2% to 38%.

Progress as of 24-25

Status: Did not meet benchmark

District trend

- 2018–19: 21.2%
- 2020-21: * (n<10 students)
- 2021–22: 23.8%
- 2022–23: 18.2%
- 2023–24: 15.2%
- 2024–25: 14.8%

Goal 4:

By June of 2025 math achievement will increase by 12.8%, going from 14.2% to 27%.

Progress as of 24-25

Status: Did not meet benchmark

District trend

- 2018–19: 14.1
- 2020-21: * (n<10 students)
- 2021–22: 9.6%
- 2022–23: 10.6%
- 2023–24: 9.3%
- 2024–25: 8.3%

ODE Directed Funding: Academic Achievement

ELA Achievement

By June of 2027 ELA achievement for our third grade Ever English Learners will increase by 3.4%, going from 14.3% to 17.7%.

Math Achievement

By June of 2027 math achievement for our eighth grade Ever English Learners will increase by 1.3%, going from 12.2% to 13.5%.



During the 2026–27 school year, the district is required to implement the following actions:

- Implement ongoing coaching, learning walks, and collaborative structures (e.g., Friday collaborative, co-planning teams) to support consistent implementation across K–12 settings.

- At the elementary level, professional learning will emphasize differentiated small-group instruction to support targeted literacy and language development. At the secondary level, professional learning will focus on integrated ELD practices, including co-teaching, collaborative planning, and embedding language supports within content-area instruction, with a focus on mathematics. Additionally, professional development will include all administrators across the district.

- The district will also provide ongoing professional learning for bilingual tutors to strengthen their role as instructional supports and better align their work to classroom instruction for multilingual learners.

- Ensure a minimum 0.5 FTE Multilingual Specialist Coach

- Maintain a minimum ratio of at least 1.0 FTE ESOL endorsed (or TSPC approved) licensed teacher(s) to every 50 EL identified students.



Directed Funding In Action 26/27

Elementary Focus

- Golden Hour (Collaboration/Co-Planning)
  - ELA
  - Math
  - Language Aquisition
- Tier I Core Reading Support
  - 30 min Differentiated Small Groups
- Integrated ELD
  - Writing
- Designtated ELD
- MTSS-Reading & MTSS-Math
  - Job Embedded PD
  - Coaching
  - Infrastructure
  - Data

K-12 Focus

- 7 Steps to a Language Rich Classroom (building)
- Thinking Maps
  - August 2026
    - 40 (administrators and teachers)
  - Sam Case (Full Year)
  - Yaquina View (Full Year)
  - March 2027 - Secondary
- TOSA Support
- ESOL Endorsement WOU
  - 14 teachers
- ELD Cadre Meetings
- Bi-Lingual Tutor Training - Oct 26 and 4 times with EDNW
- Education Northwest EDNW
  - Admin, EL Specialists, Bi-lingual Tutors

Secondary Focus

- Continuation of Friday Collaborative

- Integrated ELD
  - Co-teaching (*Launch Phase)
    - ELA 7-10 (Taft 7-12)
    - ELA 9 (Newport High)
    - Math 8 (Newport Middle)
- Designated ELD

ODE Customized Coaching & Professional Learning Plan

education northwest

Lincoln County School District (LCSD) and EDNW will engage school administrators, English language development (ELD) teachers, bilingual tutors, and district leadership in professional learning, coaching, and collaboration for the purposes of improving system-focused practices and structures that support multilingual learners. Intended outcomes of the services include building shared knowledge and increasing capacity for implementation of best practices, a culture of shared ownership and responsibility, improved collaboration, and system cohesiveness. Coaching recipients will engage in data informed goal setting and developing actionable steps for system improvement. Intended outcomes include improved multilingual learner services and student outcomes related to system and instruction improvement.

LINK

In-person professional learning and facilitated collaboration for system development

-Establishing collective understanding of best practices
-Analyzing data
-Developing goals, priorities, and actions connected to ML services
-Leadership structures development
-Systems for integrated instruction

Coaching cycles

- May include learning walks, lesson study, instructional rounds, or evaluation calibration activities and will be collaboratively determined with district team according to needs mapping

Needs mapping and collaborative planning

-Collaboration to identify district needs and strategic planning for system supports connected to district goals