Lincoln County School District
2022-2023 Board/Supt Goals & Measures

Goal	February Data	June Data

1. Academic Achievement and Student Success

- *Increase Attendance*
  - Each school will increase their Regular Attenders (RA) rate (students attending school more than 90% of the time) to meet or exceed the pre-pandemic regular attenders rate (as listed in first column of June 2021 RA Report) by June 2023.

February Data

School	Board Goals 22/23	YTD 02/01
Olake	72.7%	33.8%
Taft El	81.3%	53.2%
Taft Mid	74.3%	53.6%
Taft High	70.3%	47.7%
Tol El	75.6%	50.6%
Tol Mid	69.6%	54%
Tol High	67.3%	51.5%
YV El	75.4.4%	41.3%
SC El	82.6%	59.8%
NMS	80.2%	59.2%
NHS	68.8%	64.1%
CVH El	82.2%	52.6%
WMS	73.1%	71.1%
WHS	64.6%	64.5%
LCSD Avg.	**75.1%**	**54.07%**
Eddyville	69.5%	59.2%

June Data

School	Board Goals	YTD 06/05
Olake	72.7%	38.5%
Taft El	81.3%	57.2%
Taft Mid	74.3%	59.2%
Taft High	70.3%	50%
Tol El	75.6%	52.2%
Tol Mid	69.6%	53.2%
Tol High	67.3%	49.7%
YV El	75.4.4%	49.3%
SC El	82.6%	64.6%
NMS	80.2%	63.2%
NHS	68.8%	63.1%

Career Tech	48.2%	40.6%
Siletz	64.1%	48%
LCSD Early Learning	78.9%	35.6%
Olalla	79%	66.7%

Most schools are continuing to struggle to reach their pre-pandemic regular attenders' rate. Maximizing use of the Attendance Campaign materials and other Tier 1 (school-wide) actions is recommended, as there are far too many students to reach through the school's capacity for group or individual interventions.

CVH El	82.2%	51.7%
WMS	73.1%	70.1%
WHS	64.6%	62.9%
LCSD Avg.	**75.1%**	**54.2%**
Eddyville	69.5%	59.6%
Career Tech	48.2%	39.4%
Siletz	64.1%	42.6%
LCSD Early Learning	78.9%	54.6%
Olalla	79%	80%

- **Increase Graduation Rates**
  - Each of our high schools will increase their 4-year cohort graduation rate by 3% (Baseline is the 2019 graduation rate).
  - The goal will be reached when we get to 95% or greater for a four-year cohort graduation rate in all schools.
  - Increase 9th grade on track at each high school by 10% per year.
  - Increase Dual Credit attainment by 5% per year.

9TH GRADE ON-TRACK

School	21-22	23 Sem 1	23 Sem 2
Taft	95%+	94%	
Toledo	95%+	85%	
Newport	95%+	95%	
Waldport	95%+	85%	
Compass	50%	36%	

All buildings meet monthly with the Center for High School Success. District teams meet three times a year to analyze data and interventions/programs for 9th Grade Success moving to 10th Grade Success.

DUAL CREDIT/EARLY COLLEGE
2018-2019: 164 students

9TH GRADE ON-TRACK

School	21-22	23 Sem 1	23 Sem 2
Taft	95%+	94%	77%
Toledo	95%+	85%	66%
Newport	95%+	95%	83%
Waldport	95%+	85%	88%
Compass	50%	36%	36%

*These are roughly where our schools ended the 21-22 school year using our 6+ passing requirement. This is a higher standard than the state's calculation that resulted in 95%+ for our schools.

	2019-2020: 207 students 2020-2021: 161 students 2021-2022: 203 students 2022-2023: 209 students (To date)	**DUAL CREDIT/EARLY COLLEGE** 2019-2020-207 Students 2022-2023: 225+ Students (surpassed pre-pandemic)

● **Increase implementation of Positive Behavior Interventions and Supports (PBIS) and Social/Emotional multi-tiered systems of support**
  ○ All K-8 schools will utilize the DESSA-full to plan and implement small-group interventions with approximately 5% of students, to be tracked through MTSS multi-student plans in Synergy.
  ○ All schools will implement the Check In/Check Out (CICO) Tier 2 intervention and/or Check and Connect intervention with approximately 5-10% of students.
  ○ All schools will self-assess & receive district feedback re: fidelity of implementation of Tier 1 and Tier 2 meetings
	(see table below)
	
	(see paragraph below)
		(see table below)

School	Total students	Total # in Tier 2 groups	% of St.Body
Oceanlake Elementary	294	23	7.8%
Taft Elementary	464	79	17%
Taft 7-12	713	113	15.8%
Toledo Elementary	382	78	20%
Toledo Jr/Sr High	293	47	16%
Yaquina View Elementary	343	41	11.9%
Sam Case Elementary	392	46	11.7%
Newport Middle School	487	76	15.6%
Newport High School	634	35	10%
Crestview Heights Elem.	284	84	29.5%
Waldport MS/HS	284	18	6%
Compass K-12 School	184	0	0%

Mid-way through the school year, our schools are well on their way to serving the targeted number of students for Tier 2 behavior/SEL interventions, through either Check-in/Check-Out or Check & Connect, or by forming small skills groups with counselors.

School	Total students	Total # in Tier 2 groups	% of St.Body
Oceanlake Elementary	295	23	7.8%
Taft Elementary	454	8	1.8%
Taft 7-12	678	119	17.5%
Toledo Elementary	373	124	33%
Toledo Jr/Sr High	260	80	30.8%
Yaquina View Elementary	329	54	16%
Sam Case Elementary	373	59	16%
Newport Middle School	482	19	4%
Newport High School	613	41	7%
Crestview Heights Elem.	280	51	18%
Waldport MS/HS	265	26	10%
Compass K-12 School	197	0	0%

	After our first round of feedback to schools re: the implementation of Tier 1 meeting protocols, we provided updated training to admins in creating a precise problem statement to guide their meetings. We are now focusing on observations and feedback of Tier 2 meeting protocols.	

• _Align K-12 Mathematics_
 	
○ By June of 2023, 100% of K-6 classrooms will have the newly adopted math curriculum fully implemented in their classrooms. All teachers will have access to teacher created resources such as pacing & assessment guides, unit plans, and professional development to support implementation. Teachers will also be provided PD opportunities from both the curriculum publisher as well as the K-6 District Math TOSA.
 	
○ By June of 2023, all 7th Grade - Integrated 3 math classrooms will have fully implemented curriculum maps with a minimum of three common formative assessments that included information pertaining to mathematical computation and mathematical literacy.
	Elementary: 100% of K-6 classrooms have the new math adoptions implemented in their classrooms. All teachers have access to the pacing/assessment guides. Our K-6 District Math TOSA has provided availability for support in individual classrooms in addition to both district level PD and school level PD for teachers. Teachers have also received the following professional development so far this school year with our curriculum publisher instructional coaches, building upon the previous two years of specific PD around math.
	August 2022:
	  • New teachers received PD from the publisher on how to use the curriculum
	October 2022:
	  • All K-6 teachers met in grade level bands to continue PD with publisher instructional coaches around engaging students using vocabulary and manipulatives in their classrooms.
	
	Secondary: All secondary classrooms have adopted curriculum and district curriculum maps 7th grade-Integrated 3. Financial Algebra and College Algebra (Math 111) also have a common map. We have hired an district math coach to support all math teachers and she has a coach she meets with once a month to support her work. Her coach came to LCSD for one week in 21-22 to watch our implementation, review our maps, and get to know our staff to support our work. 7-12th grade math teachers meet once a week to discuss map and material implementation.
	
	  • 22-23: All LCSD students will take iReady to assess their math skills a minimum of two times with CFAs at the building level administered between district wide assessments.
	  • All math teachers received iReady math diagnostic training on Feb. 13th to better utilize the assessment and understand its
		Elementary: Our teachers continue to refine their practice in math instruction with the support of our district K-6 math TOSA and continued PD from the publisher. Our TOSA has worked with a team of teachers to update the pacing guides for next year and has also created a Math Guiding Coalition to continue to guide the continued implementation and refinement of our mathematical instructional practices.
		
		Secondary: All secondary classrooms have adopted curriculum and district curriculum maps 7th grade-Integrated 3. Financial Algebra and College Algebra (Math 111) also have a common map.
		
		Int 1 and 2 have CFA's complete for their power standards, each with 3 versions of the test with power standards labeled.
		
		7th and 8th have a start on the CFA process and will finish at the beginning of the school year.
		
		Int 3 is reviewing the new Oregon Math Standards for CFA development in the fall to align with IB Math and Math 111.
		
		Financial Algebra will be meeting over the summer as part of their continuation of math pathways work with ODE and Oregon STEM HUB.
		
		7-12 grade students took iReady three times this year and teams evaluated strand data for instructional planning and placement for the 23-24 school year.

results for small group instruction.

● Continue to Align K-12 Advancement Via Individual Determination (AVID) Implementation and Strategies

   ○ Our classrooms will have evidence of AVID Academic Language and Literacy strategies being implemented on average between a level 2 and 3 on a 4 point scale.

   ○ Walk through data will be used as a measure for this goal. Elementary and Secondary walkthroughs will also use literacy (reading, writing, listening/speaking) as measures.

   ○ Data will includes 5-7 walkthroughs (by an admin) per teacher with analysis of the walkthrough generated data by elementary and secondary.

Walk Through Data Secondary Winter 2022-2023

Rubric Report - 2022 Literacy Secondary 4 Areas

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
Academic Vocabulary	0 of 226 (0%)	28 of 226 (12.4%)	123 of 226 (54.4%)	23 of 226 (10.2%)	45 of 226 (19.9%)
Reading	0 of 226 (0%)	17 of 226 (7.5%)	68 of 226 (30.1%)	22 of 226 (9.7%)	111 of 226 (49.1%)
Writing	0 of 226 (0%)	14 of 226 (6.2%)	75 of 226 (33.2%)	29 of 226 (12.8%)	101 of 226 (44.7%)
Speaking/Listening	0 of 226 (0%)	20 of 226 (8.8%)	87 of 226 (38.5%)	38 of 226 (16.8%)	71 of 226 (31.4%)
Totals	0 of 904 (0%)	79 of 904 (8.7%)	353 of 904 (39%)	112 of 904 (12.4%)	328 of 904 (36.3%)

Rubric Report - 2022 PBIS #4 and #6

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
PBIS #4-Encouraging Appropriate Behavior	1 of 226 (0.4%)	47 of 226 (20.8%)	138 of 226 (61.1%)	39 of 226 (17.3%)
PBIS #6- Engagement and Opportunities to Respond	1 of 226 (0.4%)	39 of 226 (17.3%)	147 of 226 (65%)	33 of 226 (14.6%)
Totals	2 of 452 (0.4%)	86 of 452 (19%)	285 of 452 (63.1%)	72 of 452 (15.9%)

Walk Through Data Elementary Winter 2022-2023

Rubric Report - 2022 Literacy Elementary 4 Areas

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
Academic Vocabulary	6 of 259 (2.3%)	72 of 259 (27.8%)	132 of 259 (51%)	9 of 259 (3.5%)	40 of 259 (15.4%)
Reading	1 of 259 (0.4%)	29 of 259 (11.2%)	118 of 259 (45.6%)	6 of 259 (2.3%)	105 of 259 (40.5%)
Writing	0 of 259 (0%)	18 of 259 (6.9%)	59 of 259 (22.8%)	1 of 259 (0.4%)	181 of 259 (69.9%)
Speaking/Listening	2 of 259 (0.8%)	64 of 259 (24.7%)	135 of 259 (52.1%)	2 of 259 (0.8%)	56 of 259 (21.6%)
Totals	9 of 1036 (0.9%)	183 of 1036 (17.7%)	444 of 1036 (42.9%)	18 of 1036 (1.7%)	382 of 1036 (36.9%)

Rubric Report - 2022 PBIS #4 and #6

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
PBIS #4-Encouraging Appropriate Behavior	6 of 259 (2.3%)	74 of 259 (28.6%)	170 of 259 (65.6%)	9 of 259 (3.5%)
PBIS #6- Engagement and Opportunities to Respond	1 of 259 (0.4%)	72 of 259 (27.8%)	173 of 259 (66.8%)	13 of 259 (5%)
Totals	7 of 518 (1.4%)	146 of 518 (28.2%)	343 of 518 (66.2%)	22 of 518 (4.2%)

244 educators have at least 1 walkthrough, 221 with at least 2 walkthroughs. 244 educators is pretty accurate for classroom teachers and counselors who have walkthroughs. 300 licensed staff includes SLPs, School Psychs, TOSAs, etc who don't have the traditional walkthroughs, so we are at that point where (nearly) all teaching staff has had at least one.

Walk Through Data Secondary Spring 2022-2023

Rubric Report - 2022 Literacy Secondary 4 Areas

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
Academic Vocabulary	0 of 407 (0%)	41 of 407 (10.1%)	207 of 407 (50.9%)	46 of 407 (11.3%)	98 of 407 (24.1%)
Reading	0 of 407 (0%)	21 of 407 (5.2%)	105 of 407 (25.8%)	44 of 407 (10.8%)	220 of 407 (54.1%)
Writing	0 of 407 (0%)	16 of 407 (3.9%)	127 of 407 (31.2%)	55 of 407 (13.5%)	193 of 407 (47.4%)
Speaking/Listening	0 of 407 (0%)	34 of 407 (8.4%)	160 of 407 (39.3%)	68 of 407 (16.7%)	126 of 407 (31%)
Totals	0 of 1628 (0%)	112 of 1628 (6.9%)	599 of 1628 (36.8%)	213 of 1628 (13.1%)	637 of 1628 (39.1%)

Rubric Report - 2022 PBIS #4 and #6

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
PBIS #4-Encouraging Appropriate Behavior	4 of 407 (1%)	54 of 407 (13.3%)	250 of 407 (61.4%)	92 of 407 (22.6%)
PBIS #6- Engagement and Opportunities to Respond	4 of 407 (1%)	63 of 407 (15.5%)	249 of 407 (61.2%)	77 of 407 (18.9%)
Totals	8 of 814 (1%)	117 of 814 (14.4%)	499 of 814 (61.3%)	169 of 814 (20.8%)

Walk Through Data Elementary Spring 2022-2023

Rubric Report - 2022 Literacy Elementary 4 Areas

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Not Observed
Academic Vocabulary	11 of 399 (2.8%)	104 of 399 (26.1%)	212 of 399 (53.1%)	15 of 399 (3.8%)	56 of 399 (14%)
Reading	3 of 399 (0.8%)	42 of 399 (10.5%)	174 of 399 (43.6%)	10 of 399 (2.5%)	166 of 399 (41.6%)
Writing	0 of 399 (0%)	22 of 399 (5.5%)	96 of 399 (24.1%)	3 of 399 (0.8%)	273 of 399 (68.4%)
Speaking/Listening	4 of 399 (1%)	88 of 399 (22.1%)	201 of 399 (50.4%)	9 of 399 (2.3%)	92 of 399 (23.1%)
Totals	18 of 1596 (1.1%)	256 of 1596 (16%)	683 of 1596 (42.8%)	37 of 1596 (2.3%)	587 of 1596 (36.8%)

Rubric Report - 2022 PBIS #4 and #6

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
PBIS #4-Encouraging Appropriate Behavior	12 of 399 (3%)	112 of 399 (28.1%)	260 of 399 (65.2%)	13 of 399 (3.3%)
PBIS #6- Engagement and Opportunities to Respond	5 of 399 (1.3%)	100 of 399 (25.1%)	271 of 399 (67.9%)	22 of 399 (5.5%)
Totals	17 of 798 (2.1%)	212 of 798 (26.6%)	531 of 798 (66.5%)	35 of 798 (4.4%)

257 educators have at least 1 walkthrough, 136 with at least 3 walkthroughs. 257 educators is relatively accurate for classroom teachers and counselors who have walkthroughs. 300 licensed staff includes SLPs, School Psychs, TOSAs, etc who don't have the traditional walkthroughs. While we did not meet our goal for the total, we did collect data on individual instances and use of curriculum. We will refine and continue to improve our data

		collection for 2023-2024.
2. <u>Increase Student Engagement</u> ● Increase enrollment stability across the district as measured by enrollment data collections monthly. ● Increase student academic engagement as measured by school by school and class by class observations and walkthroughs of instructional work in classrooms-measure student engagement of multiple types (AVID, etc.). ● Increase community engagement around student success as measured by community surveys two times this school year, attendance at community listening sessions/meetings during the year, participation on Site Council and other school or district based committees. ● Maximize the instructional value of the investment in "teachnology" via the full implementation of the Triple E Framework as measured by evidence of the use of online	● We are stable but are down 400 students. We lost student enrollment during the Pandemic and Wildfires and they never came back. 48% of the lost 30,000 Oregon students lived in LBL. ● Engagement is measured through the walk through tool in terms of PBIS and literacy. Teachers "Proficient" in those areas means they are engaging students in meaningful work. The buildings have additional student engagement measures. ● The Board engaged the entire community in public forums by area the week of Jan 30. The public was also asked to review our Integrated Guidance Application in Feb and March and to give feedback and concerns directly to the superintendent before the Board votes on March 14 on the Integrated Guidance Application that will then go to ODE for approval. ● This school year the EdTech Cadre (one teacher from each school, including Compass K12 Online School) are participating in a book study of "Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons" which is a guide to implementing the Triple E Framework. The cadre and administrators continue to use the Triple E Framework rubric to evaluate the use of tech	● Nothing has changed in this area. We continue to be down by 400 students and thus reduced our overall FTE by 8.0 through attrition. ● 257 educators had at least one walkthrough and 136 have had at least 3. That is almost 50% of our educators with a fairly substantial group that do have traditional classroom walkthroughs as part of their practice such as specialists. Students continue to need great improvement in this area and this is achieved through teacher practice and skill using frameworks REGULARLY such as AVID. ● In the month of January 2023, the Board engaged every area of the LCSD in discussion with the newly selected Superintendent Elect Majalise Tolan. This engagement was substantial and the board gained valuable insights into community thoughts and ideas. ● Ditto to the comments on this section from the February Report. New Tech Director Bryan Freschi has been instrumental in pursuing how to engage all learners including staff in using technology as an effective tool for teaching and learning. Our goal is to reach the final E in the Triple E Framework: Engagement, Enhancement and Extension.

systems in K-12 classrooms that score at or above 13 out of 18 points on the Triple E Evaluation Rubric.	in classrooms.	• The EdTech Cadre has completed their book study of "Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons" which is a guide to implementing the Triple E Framework. In our final meeting this school year we created a plan to bring the Triple E Framework to a wider audience via peer observations/debriefing (teacher to teacher). In addition to school wide staff training that is planned, this will create more momentum within each school toward using technology more efficiently.
3. Create an Equity Lens and accompanying AR and implement district wide while Providing Culturally Specific Outreach to our Growing Diverse Community 1. Monthly meetings of a Hispanic Family Advisory Group-the goal	1.The Advisory has not met this year. Up to Feb 1, 2023, we did not have a Hispanic Family Liaison this school year. This needs to be discussed and decided	• Lincoln City Hispanic Family Meeting April 13, 2023 5:30-7:30 -Support with Spanish speaking family listening sessions in collaboration with SB3499 work • Equity Lens work and share out session from Principal Kristin Becker at May Board Meeting

being one in Lincoln City and one based in Newport. 2. 4 diverse community open forum meetings - 2 in Newport and 2 in Lincoln City either in person or by zoom. 3. 3 Hispanic family workshops on topics such as anti-bullying, school district navigation, parenting for academic success. Topics to be generated by parent advisory groups. 4. Develop the "equity practices in the classroom" work of the District Equity Coordinators Marty Perez, Sandy Mummey and Tiana DeVries. 5. Continue to partner with the Western Regional Equity Network in projects about affinity groups and recruiting, retaining and promoting staff of diverse backgrounds. 6. Continue to develop LCSD equity, inclusion and diversity district policies via the district's monthly meeting of our LCSD Equity Team.	whether or not a Hispanic Community Advisory is feasible in 2023. 2. LCSD hosted one meeting in Newport this year to date. This has yet to happen for Lincoln City and we would hope that we would host at least one more open community forum in each area (Newport and Lincoln City) by the end of the school year. 3. Hispanic Family Meeting Feb 7th 5:30-7:00 p.m. Kevin Cruz - Hispanic Family Liaison Hired 2/7/23 4. Work with administrators on use of the Equity Lens at All Administrator meetings. 5. Dr Gray is a founding member of the WREN's Coordinating Body and is also a WREN Cabinet member. The excellent PD work they are doing is appreciated throughout our region and LCSD continues to partner as much as possible. 6. The LCSD Equity meets monthly reviewing the new Equity Toolkit, worksheet and scenarios. The next piece of work of the Team is using the Equity Lens to review board policies closest to students.	● The Lincoln City Hispanic Family event in May was unsuccessful. No one attended. We have lost significant ground in Hispanic Family engagement in the district in a meaningful way. The change from one Hispanic Family Liaison to another has hurt the onward progression of our work. ● The workshop in May in Newport with families with trainers Sara and Maricelo Casky was excellent. About 7 families participated and were fully engaged in lessons on parenting, technology and navigating sex education. The work with the Casky's should continue and be further extended into Lincoln City. ● The work of the LCSD Equity is outstanding and continuing to grow, expand and mature. We used the new Equity Lens Tool Policy AAA and AR to analyze our Expulsion policy JGE. Goals are to continue using the Tool whenever and wherever possible when making decisions about student learning, spending, discipline, etc. Marty Perez has been invaluable in this work.

4. Fully implement the Board's Five Year Strategic Plan **GOAL ONE**: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education Framework. **GOAL TWO**: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies. **GOAL THREE:** LCSD will provide for the Health and Welfare of our Facilities. **GOAL FOUR**: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election. **GOAL FIVE**: Enhanced Communications and Community Engagement	Goal One: The above listed academic, behavioral and social emotional information describes our progress towards demonstration of high expectations for all students. The October 31, 2022 report from ODE to LCSD stating that all but 2 of our schools are now out of correction status demonstrates a commitment towards high expectation for student achievement throughout LCSD K-12. Goal Two: This year April 20, 2023 at the Best Western Agate Beach, the Board will reconvene the Gathering for Leadership event with all movers and shakers in Lincoln County. One topic may be "Resetting Civic Norms". Goal Three: The LCSD to date this school year has completed many facility projects, keeping our high standards of warmth, welcome and maximum safety. Goal Four: This coming Fall 2023 the board will develop with their new superintendent a Political Action Committee looking towards a new bond in 2026. Goal Five: This winter the board led 4 different area community forums to meet and greet their superintendent candidate to the public. Also, our Hispanic Family meetings and workshops.	● Goal One: Our most recent scores on the summative assessment OSAS demonstrates our need to continue with Vigor and Fidelity the work we have begun in instruction, assessment, supervision and evaluation. Continued work with job-embedded, just in time and strategized professional development that matches and supports our academic goals must continue. Accountability to that work with high support is the way to improve our academic achievement in LCSD. The table is set. ● Goal Two: The work of the LCSD Board of Education in this area is well demonstrated with the annual Gathering of Leadership event that continues to improve each year. Work at the state level through OSBA and NSBA should continue. ● Goal Three: Tremendous work has been supported by the Board over the last 5 years. More than $10 million dollars in grounds, building and classroom maintenance and improvement have happened without a bond. The district is in excellent condition top to bottom. ● The creation of a Political Action Committee in prep of a 2026 General Obligation Bond is a must. This work will begin with the new Superintendent in Fall 2023. The Board and Supt should

		attend OSBA's Ballots and Bonds workshops. ● This is an area of constant development. Part of the Board's work is building a plan for increased public engagement including diverse families.