LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Work & Executive Sessions of the Board
Tuesday, November 10, 2026 - Executive Session - 5:00 - (ORS 192.660(2)(e))
Property
Teaching & Learning Center
1212 NE Fogarty Street
Newport, OR 97365

Agenda

1. Call to Order & Reading of Land Acknowledgment. BG-2 & 4
2. Roll Call- Establishment of a quorum
3. Executive Session - (ORS 192.660(2)(e)) - Property
4. English Learner Outcomes Program Presentation

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

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Dear Students, Families, Staff, and Community Members,

At Lincoln County School District (LCSD), multilingual learners, their families, and their communities are an important part of who we are. We are committed to making sure multilingual learners have opportunities to learn, grow, and reach their goals. We welcome all families, respect diverse backgrounds and points of view, and work to build strong relationships based on trust. Every student deserves high-quality instruction, challenging learning opportunities, and the support they need to succeed.

We are sharing information about LCSD's participation in Oregon's English Learner Outcomes Program (ELOP) Directed Funding process. We will use this process to strengthen our support for multilingual learners during the 2026–2027 school year.

What Is Directed Funding?

The Oregon Legislature created ELOP to help school districts improve outcomes for English learners. Through this program, the Oregon Department of Education (ODE) provides support and guidance to help districts review student data and improve their systems.

ODE worked with LCSD to review student data and connect state guidance with our local goals. The data showed areas where we can improve, including 3rd-grade reading and 8th-grade math for multilingual learners. Multilingual learners bring valuable strengths, including their languages, cultures, experiences, and values. We will continue to honor and celebrate these strengths. Directed Funding gives our district additional support to improve our systems and better meet the needs of our students.

What Will LCSD Do in 2026–2027?

Multilingual learners have academic, language, and social-emotional needs that we must work together to meet. All teachers and staff share responsibility for helping students succeed. As part of the Directed Funding process, LCSD must take the following steps:

1. **Coaching and Teamwork:** Provide ongoing coaching, classroom learning walks, and planning time for teachers to work together from kindergarten through 12th grade. This work will be supported by at least one half-time Multilingual Specialist Coach.
2. **Training for Staff:** Provide reading and literacy training for elementary staff, training on how to support both English language development content learning for secondary staff, and dedicated training for all school and district administrators and bilingual tutors.
3. **Staffing and Funding:** Use state funds set aside for English learner support for ESOL teachers, classified support staff, and program coordination. LCSD will maintain at least the required ratio of one licensed teacher for every 50 English learners, while working toward a goal of one teacher for every 25 students.

Our Goals for Student Growth

Multilingual learners can learn grade-level content and build their English skills when they have high expectations, the right support, and teaching practices that respect and connect with their cultures and experiences. In line with ODE's

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targets, LCSD is aiming for annual growth of: 3.4% in 3rd-grade reading and 1.3% in 8th-grade math for multilingual learners.

Keeping Families and the Community Informed

We are committed to sharing updates and keeping our community informed. We will provide updates on the district website, share information at School Board meetings, check in with ODE each quarter, and hold at least one community forum.

Helping multilingual learners succeed is a shared responsibility. By working together, we will continue building a district where multilingual learners are valued, celebrated, supported, and empowered to reach their goals.
Thank you for being part of our school community and for helping every student learn, grow, and succeed.

Dr. Majalise Tolan
Superintendent of Schools
Lincoln County School District

5. Board Goal Review
6. OSBA Conference Agenda Review
7. Adjourn

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation that covered land in what is now Tillamook, Lincoln, Benton, Marion, and Coos Counties. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.