



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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Board of Directors NOTICE OF A BOARD MEETING Lincoln County School District Board Work Session

Date	Tuesday, August 13, 2024
Time	Executive Session- 5:00 Re: (ORS 192.660(2)(b)) Employee, (ORS 192.660(2)(d)) labor negotiations, (ORS 192.660(2)(e)) Property. Work Session to Follow
Place	Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Board Work Session of the Board beginning at Executive Session- 5:00 Re: (ORS 192.660(2)(b)) Employee, (ORS 192.660(2)(d)) labor negotiations, (ORS 192.660(2)(e)) Property. Work Session to Follow.

If you are a member of the community and wish to speak to a specific item on the Board's agenda, please email the following information to Eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and comment regarding specific item on the Board's agenda.** Once your request is received, you will be contacted with details regarding making the comment during the meeting.

The Regular Session will be streamed and can be accessed by visiting our [website](#). Individuals viewing via the live stream will be unable to participate in the meeting.

The agenda is attached.

Individuals wanting to speak to the Board regarding items listed on the agenda must attend in person. Public comment cards will be available at the door and can be completed and given to the Board Secretary.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.

For further information, please contact:

Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Work Session
Tuesday, August 13, 2024 - Executive Session- 5:00 Re: (ORS 192.660(2)(b))
Employee, (ORS 192.660(2)(d)) labor negotiations, (ORS 192.660(2)(e)) Property.
Work Session to Follow
Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365

Agenda

1. Executive Session
2. Call to Order & Establishment of a Quorum for Board Work Session
3. Final 2023-2024 Goals & Measures Report

Taft High	70.3%	48.4%	51.4%
Toledo EI	75.6%	52.5%	59.6%
Toledo Middle	69.6%	55.3%	49.5%
Toledo High	67.3%	48.7%	52.6%
Yaquina View EI	75.4%	50.3%	63.2%
Sam Case EI	82.6%	64.6%	72.7%
Newport Middle	80.2%	62.4%	69.5%
Newport High	68.8%	63.4%	66%
Crestview Heights	82.2%	52.7%	63.9%
Waldport Middle	73.1%	67.8%	74%
Waldport High	64.6%	62.9%	68.6%
Compass	NA	29.8%	27.4%

Current Attendance work:

- Attendance Campaign (Every Day Matters), Tier I schoolwide lessons, Attendance Challenges promoting 90% attendance or better
- Interventions- Punch Cards, Nudge Letters, Attendance CICO & Check and Connects, Attendance Advisor
- Collaboration between buildings emphasizing consistent attendance messaging to students/families

● **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.

Graduation Rates:

School	21-22	22-23	23-24
Compass	75%	43.2%	83%*
Newport	85.1%	82.1%	82%*
Taft	92.7%	91.6%	94%*
Toledo	83.8%	80%	93%*
Waldport	88%	96.8%	93%*

*Estimates from buildings. Final grad rates will not post until sometime in August 24.

9TH GRADE ON-TRACK

School	22-23	24 Sem 1	24 Sem 2
Taft	77%	83%	86.7%
Toledo	66%	83%	77.4%
Newport	83%	97%	94.4%
Waldport	88%	97.7%	97.6%
Compass	36%	23%	33.3%

*Our 9th grade on track requirement is 6+ courses passed. This is a higher standard than the state requirement and would differ from the state report card.

Dual Credit:

DUAL CREDIT/EARLY COLLEGE

2018-2019: 164 students

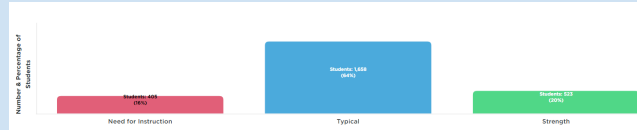
2019-2020: 207 students

2020-2021: 161 students
 2021-2022: 203 students
 2022-2023: 225 students
 2023-2024: 222 students (to date)

● 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

DESSA K-8 (Fall 2023)



DESSA* & SAIGs MTSS Plans

School	# SAIGs MTSS Plans	# Students
Oceanlake	3	3% (9)
Taft EI	9	7% (32)
Taft 7-12	3	3% (23)
Toledo EI	1	11% (36)
TJSH	1	4% (10)
Yaquina View	8	11% (30)
Sam Case	4	5% (19)
NMS	4	4% (17)
NHS	NA	NA
CVH	6	9% (25)
WMSH	1	3% (9)

**Students in SAIGs groups are primarily chosen from DESSA data, yet discipline data might also have been used to place students in interventions.*

School	CICO	C&C	# Students

Oceanlake	X		4% (12)
Taft EI	X		5% (21)
Taft 7-12	X	X	12% (88)
Toledo EI	X		6% (21)
TJSH		X	11% (29)
Yaquina View	X		4% (10)
Sam Case	X		7% (27)
NMS	X	X	12% (53)
NHS		X	3% (23)
CVH	X		6% (17)
WMSH		X (only D&A)	3% (8)

In addition to CICO and Check and Connect, schools are beginning to track Break Cards/Passes using MTSS Plans. Newport Middle and Toledo Jr/Sr are currently tracking using MTSS Plans. WJSH is tracking "Irish Circles" as a Tier II behavior intervention for middle school and Freshman/Sophomore Success classes.

School	Tier I TFI January 2024	Tier II TFI February 2024*
Oceanlake	63%	TBD
Taft EI	90%	TBD
Taft 7-12	87%	TBD
Toledo EI	90%	TBD
TJSH	90%	100%
Yaquina View	73%	TBD
Sam Case	80%	TBD

NMS	80%	92%
NHS	93%	TBD
CVH	93%	88%
WMSH	70%	TBD

** Semester 1 intensely focused on Tier I behavior planning and reteaching. Semester 2 will focus on Tier II/III, buildings to complete TFI by the end of February. Special Programs Admin and SpED Coordinator to attend all Tier II meetings and provide feedback/coaching.*

<ul style="list-style-type: none"> ● Align K-12 Mathematics <ul style="list-style-type: none"> ○ 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. 	<p>Elementary: This year our Math TOSA has created a Math Guiding Coalition of teacher leaders K-6 from each building to continue implementation of math instruction. This team receives in depth PD from our Math TOSA and they lead our grade level district math PD/PLC sessions. In addition, we continue to work with Curriculum Associates who are now providing iReady PD at the school level.</p> <p>Secondary: Secondary Math TOSA, Alisha Powell has been working with LCSD Math teachers to develop Common Formative Assessments and course specific Curriculum Maps.</p> <p>Curriculum Map: - Curriculum maps have been created and posted to the Portal for Math 7 - Integrated 3.</p> <p>Common Formative Assessments: - Int I and II: CFA's have been created and they are in the process of students completed CFA #2 - 8th Grade: CFA drafts created and ready for teacher review</p>	<p>All resources, pacing guides, assessment calendars and supportive documents are housed in our LCSD Portal and are available for all K-6 mathematics teachers to review. The Math Guiding Coalition continued to meet monthly with teacher teams throughout the year to support professional development in mathematics. There is a plan to continue this work into the 24/25 school year with a kick off in August from curriculum associates for new LCSD teachers and PD in October 2024 for all K-6 mathematics teachers.</p>
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- **7th Grade:** This is the next phase of work for the Secondary Math Cadre.
 - **Int III:** Math staff are working to identify common standards for CFA's that are appropriate for the courses offered at different schools. The target is still June of 2023.

• **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.

Elementary Walkthroughs Semester 1 2023-2024

Rubric Report - 2023-2024 Domain 2	
Criteria	Evidence
2c. Maintaining Purposeful Environments	Yes 200 of 234 (85.5%)
2d. Supporting Positive Student Behavior	Yes 186 of 234 (80.8%)
Totals	396 of 468 (84.6%)

Rubric Report - 2023-2024 Domain 3	
Criteria	Evidence
Academic Vocabulary	Yes 142 of 234 (60.7%)
Reading	Yes 149 of 234 (63.7%)
Writing	Yes 82 of 234 (35%)
Speaking/Listening	Yes 142 of 234 (60.7%)
Totals	515 of 936 (55%)

Rubric Report - 2023-2024 General	
Criteria	Evidence
Adopted Curriculum	Yes 172 of 234 (73.5%)
Essential Question/Content Objective	Yes 90 of 234 (38.5%)
Standard	Yes 51 of 234 (21.8%)
Language Objective	Yes 38 of 234 (12%)
Totals	341 of 936 (36.4%)

Rubric Report - Overall					
Criteria	1	2	3	4	
	Unsatisfactory	Basic	Proficient	Distinguished	
Level	14 of 234 (6%)	42 of 234 (17.9%)	165 of 234 (70.5%)	6 of 234 (2.6%)	
Totals	14 of 234 (6%)	42 of 234 (17.9%)	165 of 234 (70.5%)	6 of 234 (2.6%)	

*Elementary total is 257 including counselor walkthroughs.

Secondary Walkthroughs Semester 1 2023-2024

Elementary Walkthroughs Year to Date 2023-2024

*Total includes counselor walkthroughs as well.

Rubric Report - 2023-2024 Domain 2	
Criteria	Evidence
2c. Maintaining Purposeful Environments	Yes 201 of 243 (82.7%)
2d. Supporting Positive Student Behavior	Yes 207 of 243 (86.4%)
Totals	598 of 686 (87.2%)

Rubric Report - 2023-2024 Domain 3	
Criteria	Evidence
Academic Vocabulary	Yes 223 of 343 (65%)
Reading	Yes 229 of 343 (66.8%)
Writing	Yes 141 of 343 (41.1%)
Speaking/Listening	Yes 221 of 343 (64.4%)
Totals	814 of 1372 (59.3%)

Rubric Report - 2023-2024 General	
Criteria	Evidence
Adopted Curriculum	Yes 250 of 343 (72.9%)
Essential Question/Content Objective	Yes 152 of 343 (44.3%)
Standard	Yes 87 of 343 (25.4%)
Language Objective	Yes 54 of 343 (15.7%)
Totals	543 of 1372 (39.6%)

Rubric Report - Overall					
Criteria	1	2	3	4	
	Unsatisfactory	Basic	Proficient	Distinguished	
Level	17 of 343 (5%)	65 of 343 (19%)	243 of 343 (70.8%)	10 of 343 (2.9%)	
Totals	17 of 343 (5%)	65 of 343 (19%)	243 of 343 (70.8%)	10 of 343 (2.9%)	

Secondary Walkthroughs Year to Date 2023-2024

*Total includes counselor walkthroughs as well.

Rubric Report - 2023-2024 Domain 2	
Criteria	Evidence
2c. Maintaining Purposeful Environments	Yes 285 of 321 (89.1%)
2d. Supporting Positive Student Behavior	Yes 285 of 321 (89.1%)
Totals	583 of 642 (90.8%)

Rubric Report - 2023-2024 Domain 3	
Criteria	Evidence
Academic Vocabulary	Yes 218 of 321 (67.9%)
Reading	Yes 147 of 321 (45.8%)
Writing	Yes 206 of 321 (64.2%)
Speaking/Listening	Yes 173 of 321 (53.9%)
Totals	744 of 1284 (57.9%)

Rubric Report - 2023-2024 General	
Criteria	Evidence
Adopted Curriculum	Yes 177 of 321 (55.1%)
Essential Question/Content Objective	Yes 214 of 321 (66.7%)
Standard	Yes 175 of 321 (54.5%)
Language Objective	Yes 91 of 321 (28.3%)
Totals	657 of 1284 (51.2%)

Rubric Report - Overall				
Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Level	1 2 of 321 (0.6%)	2 63 of 321 (19.6%)	3 198 of 321 (61.7%)	4 52 of 321 (16.2%)
Totals	2 of 321 (0.6%)	63 of 321 (19.6%)	198 of 321 (61.7%)	52 of 321 (16.2%)

*Secondary total is 330 including counselor walkthroughs.

Of our 320 teachers:
 305 teachers have 1 walkthrough,
 199 have 1-3 walkthroughs,
 106 have 4 or more.

Rubric Report - 2023-2024 Domain 2	
Criteria	Evidence
2c. Maintaining Purposeful Environments	Yes 454 of 498 (91.2%)
2d. Supporting Positive Student Behavior	Yes 450 of 498 (90.4%)
Totals	904 of 996 (90.8%)

Rubric Report - 2023-2024 Domain 3	
Criteria	Evidence
Academic Vocabulary	Yes 316 of 498 (63.5%)
Reading	Yes 220 of 498 (44.2%)
Writing	Yes 308 of 498 (61.8%)
Speaking/Listening	Yes 292 of 498 (58.6%)
Totals	1136 of 1992 (57%)

Rubric Report - 2023-2024 General	
Criteria	Evidence
Adopted Curriculum	Yes 264 of 498 (53%)
Essential Question/Content Objective	Yes 303 of 498 (60.8%)
Standard	Yes 238 of 498 (47.8%)
Language Objective	Yes 142 of 498 (28.5%)
Totals	947 of 1992 (47.5%)

Rubric Report - Overall				
Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Level	1 3 of 498 (0.6%)	2 90 of 498 (18.1%)	3 302 of 498 (60.6%)	4 93 of 498 (18.7%)
Totals	3 of 498 (0.6%)	90 of 498 (18.1%)	302 of 498 (60.6%)	93 of 498 (18.7%)

2. Increase Student Engagement

- 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

<p>(AVID, etc.).</p> <ul style="list-style-type: none"> ● 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 educational technology via the full implementation of the Triple E Framework as measured by evidence of the use of online systems in K-12 classrooms that score at or above 13 out of 18 points on the Triple E Evaluation Rubric. 	<p>Educational applications continue to be requested and vetted for use by our educators. 176 apps have been requested to date, and 124 of them are approved for student use. APP LIST</p> <p>The EdTech Cadre (one teacher from each school) will be observed in February 2024 in order to add more information to our database of Triple E scores for our Approved App List. In March 2024, the EdTech Cadre will work with a peer to teach them how to use the Triple E Rubric and they will complete an observation and debrief with that person.</p>	<p>We are transitioning to a new platform for EdTech App requests and resources. This new platform currently holds 200 requested applications, with over 180 approved for student use. The new platform will be more accessible to teachers, which we think will in turn grow engagement with EdTech apps.</p> <p>All 11 EdTech Cadre members completed Triple E peer observations in a partner teacher's classroom. In reviewing the observation feedback forms, it became apparent to me that the Cadre members need further support and alignment in recording rubric scores. It was difficult to tell if there was growth in this area this school year.</p>
<p>3. Providing Culturally Specific Outreach to our Growing Diverse Community</p> <ol style="list-style-type: none"> 1. Monthly meetings of a Hispanic Family Advisory Group-the goal being one in Lincoln City and one based in Newport. 	<ol style="list-style-type: none"> 1. 2. 3. 23/24 Hispanic Family Workshops: <ul style="list-style-type: none"> ● 9/21/23 Hispanic Community Connections Fair ● 10/27/23 Family Health and Wellness in collaboration with 	<ol style="list-style-type: none"> 1. 2. 3. 4/25 at Newport Middle School and 5/22 at Taft 7-12: Disaster preparedness for our Spanish speaking families in collaboration with OSU extension services and county

<ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Lincoln County Behavioral Health</p> <ul style="list-style-type: none"> ● 11/27/23 Healthy Cooking and gratitude in collaboration with OSU Extension ● 1/26/24 Scholarship Empowerment in collaboration with OCCC ● 2/28/24 - Planned Community Event <ol style="list-style-type: none"> 4. <i>Fire Keeper's Daughter</i> book study with all administrators fall/winter 23/24. Attuned focus on equity practices impacts on youth specifically Native youth from their own lens through fiction text. Discussion questions were collected with a culmination socratic seminar planned for 2/20/24 5. 6. Education Equity Advisory Committee aligned with SB 732 convened for the first meeting on 10/26/23 made up of educators, administrators, community members and parents. Reviewed Second meeting planned for 2/2/24. 	<p>emergency personnel.</p> <ol style="list-style-type: none"> 4. Disaggregation of student achievement, attendance and behavior data allowed our teams to identify groups that were disproportionately marginalized. Our focus will be students who are in special education and our multilingual learners. We will specifically look at these groups during the 24/25 school year. 5. 6. Educational Equity Advisory Committee meetings continued March 13, 2024 and May 30, 2024. Focus areas identified: SROs, Complaints and Attendance policy for deeper review. Dates for the 24/25 school year set Dates for 2024-2025 and sub-committee work <ol style="list-style-type: none"> a. October 22: 1:00-4:00 b. December 13: 1:00-4:00 c. February 6: 1:00-4:00 d. April 11-Final proposals for Board recommendations: 1:00-4:00
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<p>4. Fully implement the Board's Five Year Strategic Plan</p> <p>GOAL ONE: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education Framework.</p> <p>GOAL TWO: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.</p> <p>GOAL THREE: LCSD will provide for the Health and Welfare of our Facilities.</p> <p>GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election.</p> <p>GOAL FIVE: Enhanced Communications and Community Engagement</p>	<p>Goal Three: LCSD continues to prioritize funding Facilities Maintenance projects through transfers of excess ending fund balance in the General Fund. A \$1,650,000 transfer is scheduled this year.</p> <p>Goal Four: The Board Chair and Vice Chair met with former Superintendent Tom Rinearson, Dr. Tolan, Business Director Kim Cusick, and Facilities Director Rich Belloni in the Fall to discuss the process and viability of a potential replacement bond election as early as May 2025, as well as the need for a PAC. The PAC formed for the 2011 bond issue may be able to be revived.</p>	<p>Goal Three: LCSD continues to prioritize funding Facilities Maintenance projects through transfers of excess ending fund balance in the General Fund. A \$1,300,000 transfer is scheduled this year.</p>

4. August Board Retreat Planning
5. Adjournment

Board Strategic Goals 2020-2025

GOAL ONE: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education Framework. ALL LCSD students will demonstrate continuous academic and behavioral growth and achievement as demonstrated by the indicators. LCSD will strive to create equitable classrooms across the district within a framework of excellence in education.

GOAL TWO: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies. LCSD will convene at least one countywide partnership gathering per year in order to connect Lincoln County elected people, organizations, and agencies in order to create partnerships that benefit our students and families throughout the community.

GOAL THREE: LCSD will provide for the Health and Welfare of our Facilities. LCSD will continue to assess, monitor, and enhance all of its facilities and grounds such that every school is warm, safe and welcoming to all students, families and communities and learning experiences are supported in the healthiest environments possible.

GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Foundation (501 c 3). LCSD will investigate the development of a LCSD Foundation for the purposes of creating a funding source for valued activities we currently cannot pay for through the general fund such as art, music, theater, middle school athletics, some field trips, and other items desired by our teachers and staff. Feasibility, costs and sustainability will be investigated.

GOAL FIVE: Enhanced Communications and Community Engagement. LCSD will enhance the ways in which it communicates with community stakeholders and increase the engagement of various community groups by connecting schools, families, and partners countywide.

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 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. 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.