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

Date	Tuesday, January 9, 2024
Time	5:00 PM
Place	Oceanlake Elementary, 2420 NE 22nd St, Lincoln City, Lincoln City, OR 97367

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Board Work Session of the Board beginning at 5:00 PM.

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 <u>website</u>. 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, January 9, 2024 - 5:00 PM Oceanlake Elementary, 2420 NE 22nd St, Lincoln City, Lincoln City, OR 97367

Agenda

- 1. Call to Order & Establishment of a Quorum
- 2. Teachers On Special Assignment (TOSA) Updates

Elementary Math TOSA

Lincoln County School District





Who

I am a math educator who believes strongly that ALL students have the potential to understand mathematics from a deep level and ALL teachers have an important role in the process.



What



Mentor and support teachers to shift their math instruction...

from \rightarrow teaching mathematical topics as procedures

to \rightarrow facilitating student engagement that will lead to a deeper understanding of mathematics



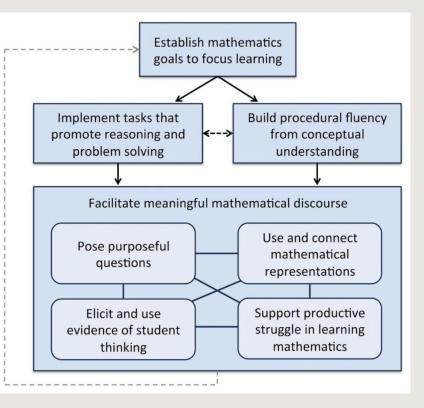
What

6



It's not just about getting the "right answer" when solving math problems. It's about giving students time to think, question, and process the solution.

In addition, this student-centered approach allows students to form a positive math identity through their elementary years.



Why

Develop and Implement ways for teachers to adopt the National Council of Teachers of Mathematics (NCTM) Eight Effective Mathematics Teaching Practices

The implementation work that is being done presently engages teachers in these eight effective mathematics teaching practices.

How







Individual
 One-on-One
 Coaching

- Math Coalition Team
- ✤ Grade Level Teams
- ✤ Site Specific Support

District Level
 Professional
 Development



Kinder Shannon Wellsteed & Crista Adovnic

2nd Grade Nicole Benardi & Jenn Woodley

lif



4th Grade

Kath Proctor & Nick Culbertson



5th Grade

Liz Pettinger & Guy Larson





Rachel Baracosa & Kate Sizemore

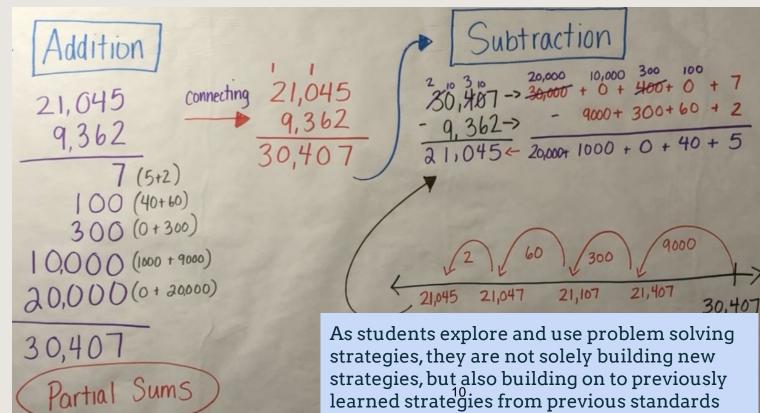
1st Grade

Elementary Math Coalition Team

3rd Grade Robin Kirsch & Emily Rocco

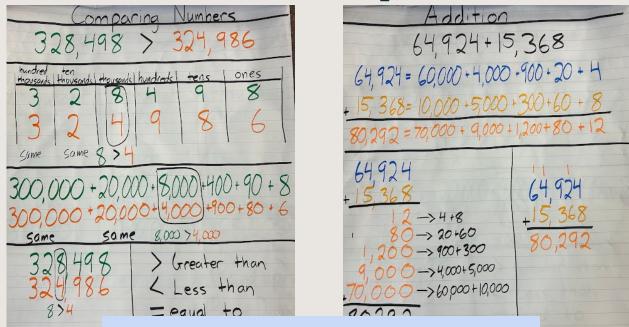


Procedural Versus Conceptual Understanding



and grades.

Procedural Versus Conceptual Understanding



Teachers focus learning goals on fluency over time, give students opportunities to engage in productive struggle and¹discourse by building engaging, student-centered learning opportunities.





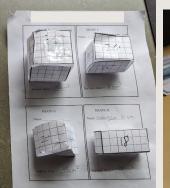


What teachers are saying about their

students': "A big part of what we've looked at this year, and worked to instill in students, is student-agency. Asking the questions then letting students do the thinking. Be more of a guide than a lecturer. Having them work in teams and share their learning orally. For many of my students this shows up in longer retention of the steps and strategies needed to solve problems."

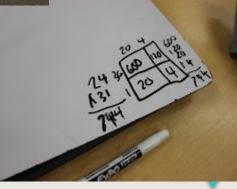
"I see students more eager to engage in challenging material as I have been better able to provide small group opportunities based on knowing the curriculum from the previous year. I am filling¹Hearning gaps therefore they are better prepared for the current grade material and actually believe they can do it."





14

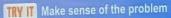








SUCCESSFUL STRATEGIES



Ming collects 42 toys for a toy drive. 15 of the toys she collects are puzzles and the rest are toy animals.

• What is the problem about?

The problem is about

	Blue	Yel
	Lars	Abby
	Raquel	Jorge
	Aryanna	Rhyder
	lvy	Lilly
	Fisher	Samantha
	Daniel	Hudson
1200.	Addison	Tiana
Les	Bleau	Emerson
45	Simon	Sofia
	Racen	Gage

Try

low

problem.
 Solve and support your thinking.

Make sense of the



Share your thinking with a partner.

Compare strategies.

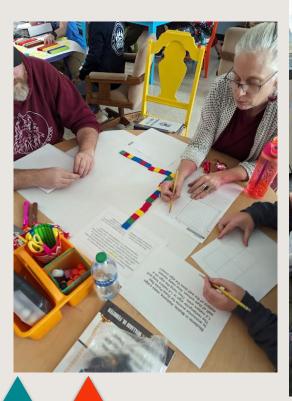
Connect

5 Make connections and reflect on what you have learned.

6 Apply your thinking to new problems.

"I have seen stronger collaboration between student along with stronger math vocabulary."





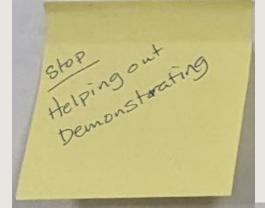








Red-Stop



Red - Stop

in to scon

~ providing (+00 soon) support (+00 soon) let them work through it

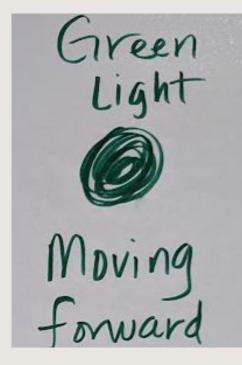




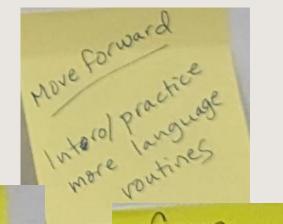
Yellow - less Teacher talking more student led.

Calleing on Same Students to write on board

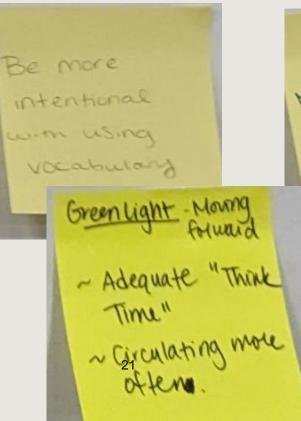
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Greenmoving forward More wait time routines





"Working collaboratively with other teachers in the district has opened up our path to successful strategies and student engagement. Helping each other and sharing ideas, having a say in the professional development needed to enhance the curriculum and developing meaningful relationships within the district."

prior knowledge

with teams

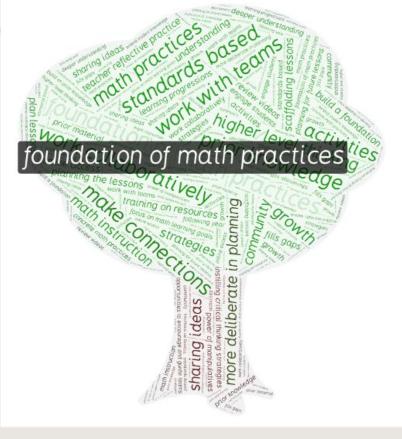
standards based

higher level thinking

scaffolding lessons

community strateaies

indecompetitors were more deliberate in plandruk bosed work with teams build an pitce moviedge work Collaboratively growth "i-Ready curriculum was new to 6th grade this year. Jenn provided a full day of training on using the resources, planning the lessons, and instilling critical thinking strategies into the activities. Having also worked on the math team with her, we've been able to create teacher-led opportunities to encourage and guide our grade level teams in their math instruction."



"Working with the Math TOSA has helped me tremendously. I came in half way through the year last year with no prior teaching background and zero background in math outside of my own K-12 experience. Jenn helped be build a foundation of concrete math practices and strategies. How to engage students, break apart lesson, build on prior understandings and learn the power of manipulatives. My understanding and growth is all owed to my Math TOSA."



"Having been diagnosed with dyslexia during my education, I was forced to use different strategies and resources in order to be successful. Throughout my teaching career, as I had to learn new processes and new curriculums, I have continued to utilize these skills. Jenn Loseke has been an invaluable resource. I have been working with her regularly for the last year and a half and both my students as myself have benefited from this relationship as I have become a more a proficient math teacher and my students have shown consistent growth."

Thank you!!

Jenn Loseke

jenn.loseke@lincoln.k12.or.us 541-265-4435 Elementary Math TOSA (K-6)



- 3. Board Goals and Self Evaluation of Goals
- 4. Retirement & Recognition Celebration
- 5. Potential Bond Updates
 6. Adjournment

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, 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 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.

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.