BANDON SCHOOL DISTRICT NO. 54 Regular Meeting of Board of Directors December 11, 2023 MINUTES

The Board of Directors of Bandon School District No. 54, Coos County, Oregon, met in regular session on Monday, December 11, 2023 via Zoom at 6:30 p.m. Due notice was published and a quorum was present.

PRESENT: Board members present were David Hisel, A.J. Kimball, Greg Looney, Angela Cardas and Martha Lane.

ALSO PRESENT: Shauna Schmerer, Superintendent; Amanda Steimonts, Business Manager; Courtney Wehner, Ocean Crest Principal; Becky Armistead, HLMS Principal: Sabrina Belletti, Interim BHS Principal; Jim Wright, Asst. Principal/Athletic Director; Brent Robertson, Executive Director of Operations; Rowdy Staatz, BHS Student Representative; and Connie Roberts, Board Secretary

ABSENT: Anthony Zunino, Board Member; Stan Avery, Board Member; Jeff Rupert, Director of Transportation

The meeting was called to order by Chair David Hisel at 6:30 pm.

ADDITIONS/DELETIONS:

Martha Lane made a motion to approve the agenda as presented; Angela Cardas seconded and the motion passed unanimously.

PUBLIC INPUT FOR ITEMS ON THE AGENDA: None

APPROVAL OF CONSENT AGENDA:

2.01 Approve Regular Board Meeting Minutes of October 9, 2023

AJ Kimball made a motion to approve the consent agenda. Angela Cardas seconded and the motion passed unanimously.

INFORMATION

- 3.01 Resigned: Melissa Radcliffe, BHS Principal
- 3.02 Hired: Phillip McCulloch, Custodian
- 3.03 HMW CPAs & Associates Audit Presentation

Laura Fisher from HMW CPAs presented this year's audit, which covered district compliance in several areas. Payroll, expenditures, budget meetings, years of experience, attendance and transportation mileage were all covered by this audit. This year's audit also covered two federal grants: ESSER and Child Nutrition. Laura commended former Business Manager Amanda Looney and current Business Manager Amanda Steimonts on their work getting this audit completed.

REPORTS /DISCUSSIONS:

Superintendent Shauna Schmerer, Administrators Sabrina Belletti, Jim Wright, Becky Armistead, Courtney Wehner, Business Manager Amanda Steimonts, Director of Operations, and Brent Robertson provided written reports on what is happening in their respective schools or departments, copies of which are attached and made a part of the minutes. Superintendent Shauna Schmerer explained that the SIA Agreement needed to be an action item on tonight's agenda as the agreement wasn't available from the DOJ when the report was shared with the board last month. Superintendent Schmerer also expanded on the Early Literacy Plan, explaining that the funding for it comes from the governor's plan to improve literacy in the state, not school funds. Those monies must be spent on extended learning (summer school) and Personal Development for educators at the K-5 level. The Get Your Teach On Conference fits all the criteria for how the money can be spent and will cost the district nothing. The plan has been available to view on the district website and she encouraged anyone that has any questions

about the literacy plan to contact her or Courtney Wehner. Board Chair David Hisel added a thank you to Mr. Keizer, the Keizer Family, Bandon Dunes and its employees for the generous support that Bandon School District continues to receive. Student Representative **Rowdy Staatz** shared that this time of year is a stressful time for students. This week has been Spirit Week, and on Monday snacks were handed out on break, all done to help boost morale. She reported that that both concerts went very well and that there are plans to do a formal dance.

ACTION ITEMS

5.01 Bills in the amount of \$185,569.45

Martha Lane made a motion to pay bills in the amount of \$185,569.45. AJ Kimball seconded, and the motion passed unanimously.

5.02 SIA Grant Agreement

Angela Cardas made a motion to approve the SIA Agreement; AJ Kimball seconded and the motion passed unanimously.

5.03 Request to attend Get Your Teach On Conference in Orlando, FL, July 19-24 for 15 staff members.

Angela Cardas made a motion to approve attending Get Your Teach on Conference in Orlando, FL, July 19-24 for 15 staff members; AJ Kimball seconded. Martha Lane thanked Shauna for sharing more information on the conference, and the motion passed unanimously.

Public Input for items not on the Agenda

None.

There being no further business for the board, David Hisel made a motion to adjourn the session; AJ Kimball seconded and it passed unanimously. The meeting adjourned at 7:33 pm.

Approved:

Date

Board Chair

Connie Roberts Board Secretary







Vision for 2023-24 School Year #StaySalty Superintendent Report

Happenings:

SIA Grant Agreement: We have been waiting on this little grant agreement for months. ODE finally sent it out. We have already gone over what we did last year with the money. This year we are spending the money on the same educators and support staff needed for our buildings to thrive! We were also allocated extra one time funding. We will use some of this money for summer school options and belonging activities during the school year for staff and students.

LPGT: Are goals that the District had to develop with ODE to go along with the IG (integrated guidance) process. The goals are designed to work on the areas the District would like to improve in Attendance is one of the focused areas. The others can be seen on the attachment.

Early Literacy: The plan has been attached and also our web site for people to view. This a new money source pushed to districts to apply to improve our literacy in our schools. Part of this funding is going to be used for professional development. We found a conference that can meet each teacher at each grade level and also hit special education, and administration. This conference fits the criteria for the grant and our goal of providing more cautious PD in literacy for grades K-4.. The conference is in Orlando, Florida this summer. Dates we will be gone July 19-25th. We would be taking 15 staff members. The grant would pay for the conference registration fees, travel, lodging and food. This will be a fantastic opportunity!

Dunes Grant: We were awarded \$128,500. \$10,000 for Speech, Boys and Girls golf team each \$3500, Boys and girls Basketball team each \$3500, Bandon Dunes Tournament \$4500, HLMS Electives \$5,000, New pads for MS Gym \$15,000 (includes portion of painting gym if funds remain after purchasing pads), OC Playground \$40,000 and BHS/HLMS Weight room \$40,000. We also received additional grants for the weight room and the playground. We plan to continue to explore additional ways to pay for the new OC playground and remodeled Weight room with new weights/equipment.

Merry Christmas and Happy Holidays.



Program Review Tool

This resource connects the content of <u>Oregon's Early Literacy Framework</u> to the required review of the applicant's early literacy program.

Program Review Tool Questions

1. Student Belonging

(Framework Section 1, pg 8.)

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

This is an area of strength for our early literacy program. Evidence includes the robust curriculum adoption of Wonders 2020 that encompasses culturally responsive materials and a cross curricular focus on literacy. We provide monthly training for all of our staff on Social Emotional Learning (SEL) that emphasizes those practices into classroom instruction, especially K-3 literacy. Character Strong is the SEL curriculum every teacher uses with their students 5 days a week.

We have engaged in partnerships with families and local community groups in an initiative to increase the books in our school and the books we provide each student to keep at home. We work with the SMART Reading program once a week to support our Kindergarten students and foster that early love of literacy. We partner with our local library to provide culturally appropriate and bilingual books for our school library and the classrooms. We also work with the Bandon Dunes Golf Course foundation to provide free books to each of our



students every month of the school year. Students get to choose their books and keep them at home to help build household libraries. This program is free to every student.

Our teachers work in Professional Learning Communities (PLC) every week on aligning their practice. Our data teams meet every 6 weeks to examine biases to ensure literacy engagement, growth and achievement for every student.



2. Family and Community Partnerships

(Framework Section 2, pg 13.)

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and <u>Kindergarten Guidelines</u> are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Families and community groups are actively engaged in supporting our literacy efforts. We work with the SMART Reading program once a week to support our Kindergarten students and foster that early love of literacy. We also work with the Bandon Dunes Golf Course foundation to provide free books to each of our students every month of the school year. The high school leadership students read with our Kindergarten and 1st grade students once a week. We also work with Farm to Child to promote literacy and healthy life choices. The local hospital, Lions Club, ESD, and Every Body Brush help provide vision, hearing, and dental screens to every student.

We provide families and caregivers with information on developmentally appropriate milestones and the importance of early literacy development at home. We partner with South Coast Early Learning Hub and are able to provide every incoming Kindergarten student with a backpack of Kindergarten Readiness Resources. We provide individual meetings prior to the start of the school year for every Kindergarten family to meet with the classroom teacher and discuss the importance of home to school communication and partnership. Here, students are assessed with our district assessment to gauge their readiness.



In order to promote high-quality facilitated play and individualized instruction and support services, our Kindergarten and 1st grade students participate in Purposeful Play 5 days a week. Purposeful play develops many skills for children, such as stronger language, gross motor, fine motor, and social skills.



3. Oral Language as the Root of Literacy Development

(Framework Section 3, pg 19.)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child's ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students' home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child's linguistic strengths.
- Indigenous languages are honored.
- Educators use storytelling to bring life to students' (and their ancestors') histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectical students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Oral language development is key in our literacy instruction. Phonemic Awareness is actively taught in our K-3 classrooms. Children are taught how to blend sounds into words, and how to segment words into sounds through the use of our Oral Language curriculum, Heggerty, and our K-4 literacy curriculum, Wonders.

Teachers provide time in their classrooms to focus on Speaking and Listening standards through the use of Show and Tell. This helps develop a child's oral language. With the support of our certified English Language (EL) teacher, students are also supported in their home language. Through family surveys and classroom observations, teachers learn about each of their student's cultural and linguistic background. Our school library also helps to promote monthly heritage celebrations and provides resources for classroom teachers.

4. Reading Models Based in Research

(Framework Section 4 pg 24.)

Indicators in a research-aligned, culturally responsive literacy program:



- Educators understand that reading research, often termed "the science of reading," studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

This is an area where we would like to provide more professional development for our staff. For the past three years, our main focus has been on the emotional wellbeing of our students coming off of the pandemic. However, our teachers understand that reading skills develop overtime and they draw from multiple models of reading. Through past professional development, our teachers understand what happens in the brain when students learn to read. We plan to provide grade specific training on the Science of Reading before next school year. This training will then extend into monthly professional development opportunities moving forward.



5. Foundational Skills

(Framework Section 5 pg 32.)

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon's English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Through the use of our oral language curriculum (Heggerty) and our literacy curriculum (Wonders), students receive a full range of literacy skills, such as, phonemic awareness, explicit phonics, vocabulary and language development, comprehension and fluency. Our literacy curriculum is aligned with the current Oregon English Language Arts and Literacy Standards for K-4.

Every student is provided with protected daily core literacy instruction for 1 hour. In addition to that 1 hour of core instruction, all students receive another 30 minutes of literacy support in an intervention or enrichment capacity. For the most struggling students in each grade level, they will receive yet another 30 minutes of literacy support to help close the learning gap. (This happens 5 days a week.) These supports are provided by certified teachers and reading specialists.



Our Special Education teacher uses the SRA Reading Laboratory and Reading Mastery to help provide explicit instruction in Foundational Skills for our students with IEP plans. Our Reading Specialist uses Corrective Reading and Horizons to provide instruction in Foundational Skills. Our certified EL teacher and the classroom teachers work together to create and deliver goals to help develop oral language, phonological awareness, and appropriate vocabulary. Our current Oregon aligned literacy curriculum provides explicit and systematic instruction and diagnostic support in letter recognition, phonics, concepts of print, phonemic awareness, word awareness, vocabulary development, and fluency.



6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

(Framework Section 6 pg 43.)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly
 explanations and opportunities for children to review and use new words over time (e.g., discussion
 of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects
- Educators continually reflect on the question, "Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?"

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our early literacy program supports our teachers in providing a text rich environment for all of our students. Through our literacy curriculum, class libraries, school library, and free book giveaways, our students are exposed to diverse texts that purposefully support comprehension and cross curricular learning. Through the use of scope and sequence, explicit vocabulary instruction on grade-level words are explicitly taught and reviewed to ensure retention of the material.

Every student receives a substantial amount of time in each school day committed to literacy; this includes listening to, reading, thinking, talking, and writing about texts.

K-4 students are provided with each of the following 5 days a week:

1 hour of core reading instruction30 minutes of reading intervention/enrichment30 minutes of writing instruction

For the most struggling students in each grade level, they will receive an additional 30 minutes, 5 days per week, of literacy support.



Our literacy curriculum is well-rounded and includes a broad range of topics and subject areas. It incorporates Science and Social Studies as well.



7. Core Instruction & Assessment

(Framework Section 4 pg 24.)

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption
- Educators avoid "curricular chaos" by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

All of our students are provided with the opportunity to have explicit instruction in literacy. Our instructional materials are approved by ODE and meet the criteria for adoption. Below is the list of instructional materials that are being used in our school to promote literacy development in every student.

- Reading and Writing- McGraw Hill's Wonders 2020
- -Explicit Phonics- Heggerty and McGraw Hill's Wonders 2020
- Special Education- SRA Reading Laboratory and Reading Mastery
- -Title I Reading- McGraw Hill's Wonders 2020, Corrective Reading, and Horizons
- Online Supports- IXL, Epic Reading Library, McGraw Hill's Wonders 2020
- -Library class provided for every student once per week
- Read Aloud by classroom teachers built into the daily schedule

The following is a list of our assessment indicators that are embedded in our early literacy program:

- -MAP Reading Fluency- Assesses Phonological Awareness, Phonics/Word Recognition, Oral Reading Fluency, and Comprehension
- -NWEA Reading Growth Assessment- Tracks the student's individual growth with predictors of achievement and compares it to national norms.



8. Reaching All Learners

(Framework Section 8 pg 62.)

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction
- Educators make connections between English and a child's home language so that they can
 leverage existing knowledge and skill, and whenever possible create opportunities for children to
 learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research-aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our multilingual learners are exposed to the core curriculum and are provided with explicit instruction in language development by the certified classroom teacher as well as the certified EL teacher. If a multilingual student is pulled out of class for support, it is never during core instruction. The support they receive in a pull-out capacity is one to one to maximize the learning opportunities. The EL teacher collaborates with the classroom teacher to ensure the work they are doing coincides with the literacy instruction and furthers to support the oral language development. Fortunately, we are able to provide our district assessment to our multilingual students in their home language. We intend to have our EL Teacher work with and coach our General Education teachers on the most current best practices for our English Learning students.



Vision

Our vision:

We believe strong literacy skills- reading, writing, speaking, and listening- are essential in developing responsible, self-motivated learners. We support student's curiosity and critical thinking skills by providing diverse and relevant interactive opportunities and cross curricular connections using The Science of Reading. We will do this by advancing the awareness, understanding, and use of evidence-aligned reading instruction.



Application

Professional Development and Coaching

- 1. Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:
 - the research-aligned literacy strategies that the professional development and coaching will focus on-
 - the target audience (including roles) for the professional development
 and coaching -
 - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable) -

We are currently seeking professional development opportunities for our K-3 teachers with a focus on The Science of Reading. As of now, we have found an intensive summer conference that is grade level specific focusing on the implementation of evidence and research-based best instructional strategies and techniques to accelerate student learning, growth, and achievement through rigorous and consistent instruction, including opportunities for problem solving, critical and creative thinking, meaningful and purposeful discourse, and high-impact instructional delivery of The Science of Reading.

We plan to offer professional development for all of our K-3 teachers, Elementary Principal, Reading Specialist, and Special Education teacher on a monthly basis. An intensive summer conference will be included. The focus will be on the Science of Reading, The Five Pillars of Reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading. We will tailor instruction that aligns with the principals of the Science of Reading and appropriate literacy development.



Extended Learning

- 2. Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:
 - description of how literacy is included as the focus of this program-
 - who will provide the extended learning and their qualifications-

We plan to provide the following summer programs:

- -We will continue to provide a Kindergarten Jumpstart program for incoming Kindergarten students. The primary focus is developmentally appropriate literacy skills, high-quality facilitated play, and individualized instruction.
- -Kindergarten to First Grade Transition Program
- -2nd and 3rd Grade Literacy Program

The main focus will be foundational skills where students will be supported in many literacy skills. These include phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension, and fluency.

Each summer program will be led by licensed teachers or qualified tutors. Each program will also include an educational assistant for support.

High-Dosage Tutoring

- 3. Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:
 - the domains of language¹ addressed (at least reading and writing)-
 - who will provide the high dosage tutoring and their qualifications-
 - duration and frequency-
 - how the tutoring is developmentally appropriate, including how it is

¹ Reading, Writing, Speaking, and Listening.



responsive to student need-

Our early literacy program supports our teachers in providing a text rich environment for all of our students. Through our literacy curriculum, class libraries, school library, and free book giveaways, our students are exposed to diverse texts that purposefully support comprehension and cross curricular learning. Through the use of scope and sequence, explicit vocabulary instruction on grade-level words are explicitly taught and reviewed to ensure retention of the material. Every student receives a substantial amount of time in each school day committed to literacy; this includes listening to, reading, thinking, talking, and writing about texts.

K-4 students are provided with each of the following 5 days a week: 1 hour of core reading instruction 30 minutes of reading intervention/enrichment 30 minutes of writing instruction

For the most struggling students in each grade level, they will receive an additional 30 minutes, 5 days per week, of literacy support.

Our literacy curriculum is well-rounded and includes a broad range of topics and subject areas. It incorporates Science and Social Studies as well.

We also intend to use our EL Specialist to teach relevant literacy strategies to our classroom teachers to help fill the gap of our disadvantaged students.

Based on student data, which includes district assessments, classroom assessments, and progress monitoring, student's individual needs are realized and then met.

Student Growth Assessment

4. If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one-

The following is a list of our assessment indicators that are embedded in our early literacy program:

-MAP Reading Fluency assesses Phonological Awareness, Phonics/Word Recognition, Oral Reading Fluency, and Comprehension. This assessment is given to all students. Our students that are below grade level in reading, are assessed in this progress



monitoring tool every 3 weeks. Students that are at or above grade level in reading are assessed every 4–5 weeks based on our data team meetings.

-NWEA Reading Growth Assessment tracks the student's individual growth with predictors of achievement and compares to national norms. This assessment is given 3 times a year to all K-12 students to track their growth over the years.

Every 6 weeks, our data teams meet to examine biases to ensure literacy engagement, growth and achievement for every student. The team consists of the Principal, Reading Specialist, Special Education teacher, and the grade level teachers. During these data team meetings, each student is placed in a reading intervention group based on their individual needs.

Communication Plan

the school district?

(Select all of the types of strategies you will use to engage with partners. For strategies not listed, write them out.)

5.	What communication strategies will be used to engage with other school districts?
	□Survey
	□ Focus Group
	☐ Round Table Discussion
	☐ Community Group Meeting
	□Website
	□ Email
	☐ Paper Newsletter
	□ Social Media
	☐ School Board Meeting
	☐ Quarterly Report
	☐ Annual Report
	☐ Open House Night
	☐ Other (type out)
6.	What communication strategies will be used to engage with elementary schools in



	□Survey
	□ Focus Group
	☐ Round Table Discussion
	☐ Community Group Meeting
	□Website
	□ Email
	□ Paper Newsletter
	□ Social Media
	☐ School Board Meeting
	☐ Quarterly Report
	☐ Annual Report
	□ Open House Night
	□ Other (type out)
7.	What communication strategies will be used to engage with families in the school
	district?
	□Survey
	☐ Focus Group
	☐ Round Table Discussion
	☐ Community Group Meeting
	□Website
	□ Email
	☐ Paper Newsletter
	☐ Social Media
	☐ School Board Meeting
	☐ Quarterly Report
	☐ Annual Report
	☐ Open House Night
	Other (type out)
8.	What communication strategies will be used to engage with members of the school
	district community?
	□Survey
	☐ Focus Group
	☐ Round Table Discussion



	☐ Community Group Meeting
	□Website
	□ Email
	□ Paper Newsletter
	☐ Social Media
	☐ School Board Meeting
	☐ Quarterly Report
	☐ Annual Report
	☐ Open House Night
	☐ Other (type out)
Mat	tching Funds
9.	Name the fund source(s) for the 25% match- Title Funds
10	If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the Application
	Guidance: Early Literacy Success School District Grants. Title Funds
11.	Please do your best to mark which of the following categories best describe how you
	are using your matching funds? (check all that apply)
	☐ Hiring
	☐ Purchasing Curricula & Materials
	☐ High-Dosage Tutoring
	☐ Extended Learning Programs
	☐ Professional Development & Coaching
	Other purposes (short answer, please describe)

Fiscal Agent

12. Name your fiscal agent for this grant agreement. - Amanda Steimonts



Assurances

Early Literacy Success School District Grant - Specific Assurances

By checking the following boxes, the applicant agrees that they:

X Have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the <u>Early Literacy Success Initiative</u>*

X Have reviewed the reporting requirements in Section 6 (2) of the <u>Early Literacy</u> <u>Success Initiative</u> and included in the Early Literacy Success School District Grants Application Guidance.*

X Use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*

X Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.*

X Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.*

X Will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.*

X Have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).*

Overarching Assurances



X By checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*

If your ratioal board did (IGT use the SDE ETA Adoption Celeria, wife queryone rece curriculum. Please include the entispased date of non-july rece curriculum. Please include the entispased date of non-jul (in-pleased) any absence charges or expector for menuclais that are no aligned.

5

\$5,712.84	Yes	34X	PDC	0 Other		Summer Intensive Conference	Professional Development & Coaching
\$2,000.00		4XX	CRCM	0 Other		Supplies and Materials for Summer Literacy Program	Purchasing Curricula & Materials
\$30,000,000		34X	PDC	0 Other		Summer Intensive Conference	Professional Development & Coaching
\$1,180.53		2XX	ELPO	Literacy Coach		Summer Literacy Program. Literacy Coach Benefits	Extended Learning Programs
\$2,500.00		112	ELPO	Literacy Coach		Summer Literacy Program. Literacy Coach Salary	Extended Learning Programs
\$4,869.81		ZXX	ELPO	Other		Summer Literacy Program Licensed Benefits	Extended Learning Programs
\$10,400.00		111	ELPO	Other		Summer Literacy Program Licensed Staff	Extended Learning Programs
Literacy Budget (23-24)	4th or 5th Grade Expenditure	Object Code	Allowable Use Code	FTE Type	FIE	Proposed Investment	
(\$56,763.18)	Unbudgeted (Autocalculate):						
\$56,763.18	Total Budgeted Amounts						
\$0.00	Total Allocation 2023-24						Grant Allowable Use Category
Overall Literacy Budget (23-24)							
					-		

\$1 180 53		2)X	ELPO	Literacy Coach	Summer Literacy Program, Literacy Coach Benefits	Extended Learning Programs
\$2,600.00		112	ELPO	Literacy Coach	Summer Literacy Program. Literacy Coach Salary	Extended Learning Programs
\$4,869.81		2XX	ELPO	Other	Summer Literacy Program Licensed Benefits	Extended Learning Programs
\$10,400.00		111	ELPO	Other	Summer Literacy Program Licensed Staff	Extended Learning Programs
\$2,000.00		4XX	CRCM	Other	Supplies and Materials for Summer Literacy Program	8
\$10,429.70		ZXX	SGHDT	0.73 Literacy Coach	Licensed Benefits - EL Teacher	Extended Learning Programs
\$27,600.00		111	SGHDT	0.73 Literacy Coach	Licensed Salary - EL Teacher	Extended Learning Programs
Literacy Budget (24-25)	4th or 5th Grade Expenditure	Object Code	Allowable Use Code	FTE Type	Proposed Investment	
(\$59,080.04)	Unbudgeted [Autocalculate]:					
\$59,080.04	Total Budgeted Amounts					
\$0.00	Total Allocation 2024-25					Grant Allowable Use Category
Overall Literacy Budget (24-25)						

Bandon SD 54 - 23-25 LPGTs



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Business Manager Report

12/11/23

Included:

- Expenditure & Revenue Reports for November
- Projected Cash Flow report for November

Highlights:

 Our audit is complete. Laura Fisher, from HMW CPAs & Associates will be presenting our Annual Financial Report.

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UND 100 1-Nov		Fiscal Year: 2023/2024 REVENUE FUND 100-101	Cur Yr BUDGET	A	Received s of 11/30/23		Projected		Anticipated	Proj. Rev	Curr. Rev
THROUGH	1111	CURRENT TAXES	\$ 4,294,384.00	\$	47,692.36	\$	4,246,691.64	\$	4,294,384.00	100.0%	1%
1/31/2023		PRIOR TAXES	\$ 120,000.00	\$	37,013.45	\$	82,986.55	\$	120,000.00	100.0%	31%
112115063		FORECLOSED TAXES	\$	\$	944.59	\$	(944.59)	\$		0.0%	
		TUITION FROM INDIV/Other Dist.	\$ 100.00	\$	- 1	\$	100.00	\$	100.00	100.0%	0%
		INTEREST	\$ 120,000.00	\$	121,995.68	\$	(19,995.68)	\$	102,000.00	85.0%	102%
		ADMISSIONS	\$ 17,000.00	Ś	6,015.00	\$	10,985.00	\$	17,000.00	100.0%	35%
		FEES-PAY TO PLAY	\$ 5,000.00	\$	4,355.00	\$	645.00	\$	5,000.00	100.0%	87%
		RENTALS	\$ 21,000.00	\$	17,600.00	\$	(13,610.00)	\$	3,990.00	19.0%	84%
		DONATIONS-PRIVATE	\$ 80,000.00	\$	26,491.00	\$	53,509.00	\$	80,000.00	100.0%	33%
		RECOVERY OF PRIOR YR EXPENSE	\$ 20,000.00	\$	The state of the state of	\$	1,000.00	\$	1,000.00	5.0%	0%
		FEES CHARGED TO GRANTS	\$ 25,000.00	\$	4	\$	25,000.00	\$	25,000.00	100.0%	0%
		MISCELLANEOUS	\$ 50,000.00	\$	15,270.14	\$	34,729.86	\$	50,000.00	100.0%	31%
	100.00	FINGERPRINTING FEES	\$ 1,800.00	\$	726.00	\$	1,074.00	\$	1,800.00	100.0%	40%
		COUNTY SCHOOL FUNDS	\$ 11,700.00	\$	9,944.66	\$	1,755.34	\$	11,700.00	100.0%	85%
		HEAVY EQUIP. RENTAL TAX	\$ 22), 00,00	\$		\$		\$	A 11	100.0%	100%
		BASIC SCHOOL SUPPORT	\$ 4,533,124.00	\$	1,899,848.00	\$	2,905,263.44	\$	4,805,111.44	106.0%	42%
		COMMON SCHOOL FUND	\$ 73,246.00	\$		\$	73,246.00	\$	73,246.00	100.0%	0%
	2100.001	OTHER RESTRICTED GRANTS	\$ 50,000.00	\$	- 5	\$		\$	9	0.0%	0%
		DRIVERS ED	\$ 30,000.00	\$	-	\$	HATT	\$	-	100.0%	0%
			\$ 5,000.00	\$	0.08	\$	4,249.92	\$	4,250.00	85.0%	09
		OTHER GRANTS	\$ 3,000.00	\$	7	\$	-	\$		0.0%	0%
		FEDERAL MEDICAID REVENUE	\$ 11,000.00	\$		\$	2,750.00	5	2,750.00	25.0%	0%
		FEDERAL THRU STATE	\$ 11,000.00	\$		\$	2,755,65	\$		100.0%	0%
		FOREST FEES	\$ 100.00	\$		\$	100.00	\$	100.00	100.0%	0%
		PROCEEDS FROM LEASE	\$ 100.00	\$		\$	-	\$	A 1	0.0%	0%
		INTERFUND TRANSFERS	\$ 3,000.00	\$		Ś	1,500.00	\$	1,500.00	50.0%	0%
		SALE OF FIXED ASSETS	\$ 5,142,369.70	\$	5,247,494.78	\$	1,500.00	\$	5,247,494.78	102.5%	102%
	5400	BEGINNING FUND BALANCE		\$	7,435,390.74		7,411,035.48	-	14,846,426.22	101.8%	51.0%
		Total Sub Total Revenue	\$ 14,583,824	2	7,435,350.74	\$	7,411,035,40	4	24,040,420122	2021017	
		Additional Beg. Fund Balance	\$ 44 502 024	\$	7,435,390.74	\$	7,411,035.48	\$	14,846,426.22	101.8%	51.0%
		Total Revenue	\$ 14,583,824		7,455,550.74	Y	7,411,033,40	4	14,040,420122		
		Control	\$	\$	-						
		70 201 - 201 400 I	C		Proposition 1					Proj Exp	Cur Exp
		Fiscal Year: 2023/2024	 Cur Yr		Expended as of 11/31/23		Projected		Anticipated	%	%
		EXPENDITURES	BUDGET	P		\$	3,423,575.63	\$	4,908,765.63	87%	26.329
		SALARIES	5,642,259		1,485,190	\$	2,815,436.94	\$	3,849,718.94	85%	22.84%
	7.55	PAYROLL BENEFITS	 4,529,081		1,034,282	_	623,112.60	\$	1,014,718.60	70%	27.01%
		PROFESSIONAL. SERVICES	1,449,598	-	391,606		496,386.65	\$	654,464.65	70%	16.919
		SUPPLIES	 934,950		158,078			\$	138,797.24	60%	13.529
		CAPITAL OUTLAY	231,329	-	31,266	-	107,531.24	-		100%	79.78%
	12.5	OTHER	237,242		189,270	_	47,972.00	\$	237,242.00	70%	50.03%
	700's	TRANSFERS	915,114		457,826	_	182,753.90		640,579.70	0%	0.00%
	800'S	CONTINGENCY	844,251		0	\$	-	\$	11,444,287	77.41%	25.35%

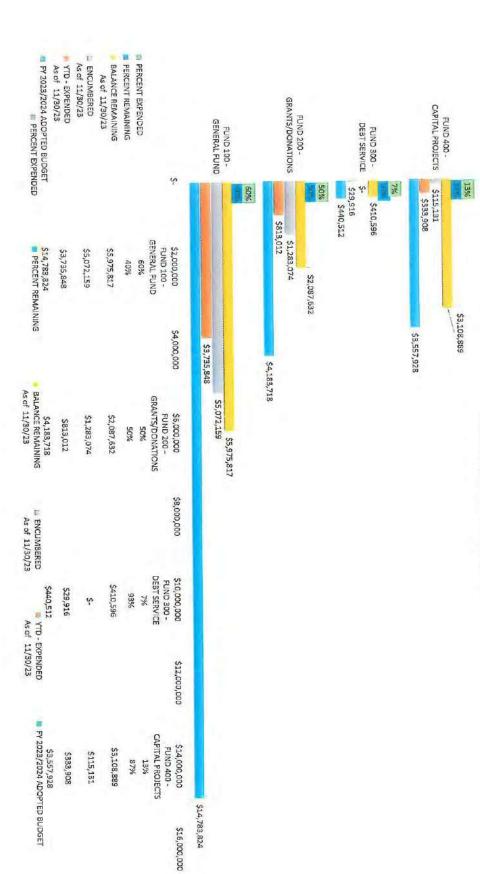
PROJECTED 6/30/24 Cash Carryover Less restricted dollars in donations (through 6/30/23) Estimated Ending Fund Balance as of 11/30/23 \$ 3,402,139.46 (\$426,586) \$ 2,975,553.46

Bandon School District #54

Expenditure Update 11/30/23

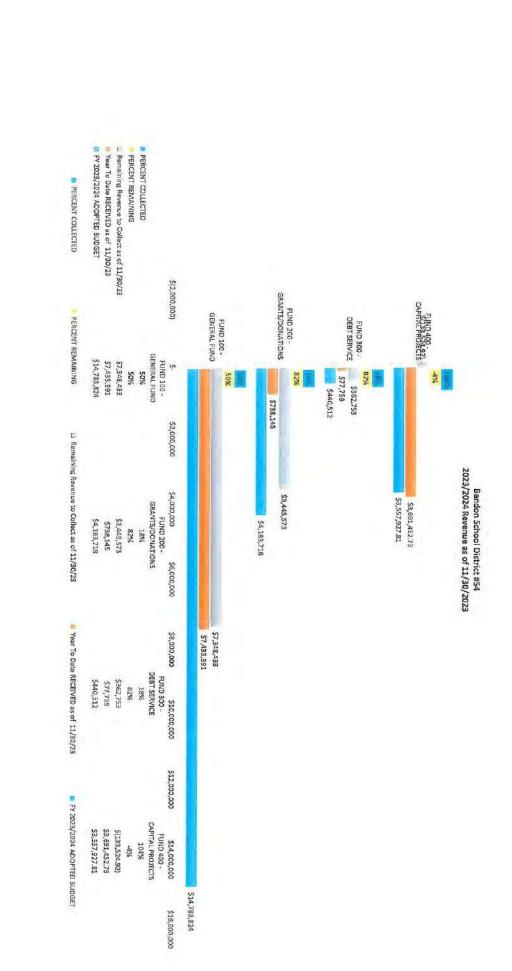
HERCENT-EXPENDED	PERCENT REMAINING	BATANCE BENDAMA	45 of 11/20/22 \$	AS 01 11/30/23 \$	FY 2023/2024 ADOPTED BUDGET S	EXPENDITURES
60%	40%	5,975,817	5,072,159 \$	3,735,848 \$	14,783,824 \$	FUND 100 - GENERAL FUND
50%	50%	2,087,632 \$	1,283,074 5	813,012	4,183,718	FUND 200 - GRANTS/DONATIONS
	93%	410,596	v.	\$ 29,916 \$	\$ 440,512 \$	FUND 300 - DEBT SERVICE
7%	9%	6 \$ 3,108,889	\$ 115,131	333,908	3,557,928	FUND 400 - CAPITAL PROJECTS

Bandon School District #54 2023/2024 Expenditures as of 11/30/2023



Bandon School District #54 Revenue Update 11/30/23

PERCENT COLLECTED	PERCENT REMAINING	Remaining Revenue to Egylach as of 11/36/23	Year To Date RECEIVED as of 11/30/23	FY 2023/2024 ADOPTED BUDGET \$	GEN FL
50%	50%	7,348,433 \$	7,435,391 \$	14,783,824 \$	FUND 100 - GENERAL FUND
18%	82%	\$ 3,445,573 \$	\$ 738,145 \$	\$ 4,183,718 \$	FUND 200 - GRANTS/DONATIONS
18%	82%	\$ 362,753	\$ 77,759	440,512	FUND 300 - DEBT SERVICE
6 104%	-4%	\$ (133,524.92)	\$ 3,691,452.73	\$ 3,557,927.81	FUND 400 - CAPITAL PROJECTS





December Events:

- Mon. the 4th Fri. the 8th- Book Fair
- Fri. the 8th Backwards/Inside Out Dress Up Day
- Thurs. the 14th- Holiday Music Concert in the gym
- Fri. the 15th- Class Holiday Parties

What's Happening at Ocean Crest?:

- Jog a Thon- We have raised \$17,724. The highest amount to date! This money will go towards our new playground equipment.
 - ALL students will be awarded the following as their incentives:
 - Backwards/Inside OUt dress up day-Dec. 8th
 - PE with the Principal
 - Staff Obstacle Course
 - Jog a Thon shirt for everyone We will have an assembly on Dec. 8th announcing the winner
 - Water bottle for everyone
 - Staff Dunk Tank in June
 - Movie in the gym on the Giant Screen
- **Grant Request-** With the help of Marie Simonds, I have requested \$50,000 from Advanced Health to go towards our playground. We won't know until January if we will be awarded the funds.
- Holiday Music Concert- December 14th in the Ocean Crest gym.
 - We will hold a concert at 6:00pm in the gym for our Kindergarten, First grade, and Second grade students and families.
 - We will then have a short intermission and ask all Kindergarten through 2nd grade families to exit the gym so we can get the 3rd and 4th grade family members seated just before 7:00pm.
- New basketball hoops and backboards will be installed during Christmas break!
- VFW Canned Food Drive- Running now until December 15th to help provide non-perishables to local families in need.
- Holiday with a Hero- Bandon PD works with the school district to help provide food baskets and gifts for our local families in need.



HLMS School Board Report - December 2023

December / January Events:

12/11-15 Winter Spirit Week

MONDAY: Holiday HatsTUESDAY: Class Colors

• WEDNESDAY: Ugly Christmas Sweater (+ BSD Wellness Challenge - Holiday Wear)

THURSDAY: Candy CanesFRIDAY: Pajama Day

12/15 Sports Pictures

12/16-1/1 NO SCHOOL - WINTER HOLIDAY

1/2/24 NO SCHOOL - TEACHER INSERVICE

1/3/24 Students return to school

1/15/24 NO SCHOOL - MLK, Jr. Day

• 1/22-1/25 iReady Math Winter Diagnostic

1/25/24 End of 3nd Quarter/1st Semester

1/26/24 NO SCHOOL - Report Cards

HLMS Update:

- Winter Concerts: As always, the BSD Music Programs continue to wow and impress our families and community with their performances! Special thanks to Dave Weston (HLMS Band) and Holly Sylvester (HLMS Choir/Music) for their dedication to keeping the arts alive in Bandon Schools!
- Behavior Team Update: Our Behavior Team, led by Mariah McMonagle, met for our first meeting to discuss students who have demonstrated continued behavior needs following the first quarter. As the majority of chronic behavior is in the 5th and 6th grade, we have included teachers from those grades on the team, plus Mrs. McMonagle (Behavior Specialist), Tina Wiant (Student Support Specialist/Reset Room), Laurie Reis (Mental Health Therapist), Becky Armistead (HLMS Principal), and Megan Stallard (Special Education Teacher) when students on her caseload are also on the behavior team list. We have several options for support plans in place including restorative justice through the Reset Room, in class behavior support plans, and formal behavior contracts. The team will meet monthly, with teacher representatives changing to meet the needs of the students on the list.

Special Education Update:

General Supervision Cyclical Monitoring - Cohort B and SpEd Professional Development:
Our Special Education Team met on November 17 to complete the required file review associated with general supervision cyclical monitoring. We were able to breeze through the process with no areas that did not meet the expectation! Hooray! One area of requested support was in writing transition goals and I have provided information on a professional development opportunity to our team through the ESD for training put on by our Transition Network Facillitator in February. The next step is for us to provide evidence of meeting the standard for 5 files to be selected by our ODE District Support Specialist, likely in January.



Board Report- December 2023

December/January Events:

- 11/30 BHS Winter Concert
- 12/1 U of O Field Trip to visit Chemistry Lab
- 12/2 Speech Team Tournament in Clackamas
- 12/15 Sweet Speeches @ OC Gym
- 12/18 01/01 Winter Break
- o 01/2 No School In-Service Day

National Honor Society

Members of the National Honor Society volunteered their time during the morning on Friday, November 10th, and Saturday, November 11th handing out poppies in honor of Veterans Day. They were accompanied by a local retiree and were treated to lunch after their volunteer time on Saturday at the VFW. While handing out the poppies they also collected donations to give back to the VFW.

OSAC Leadership Conference

On November 4th, Mr. Haan and Ms. Pearson took eight students to the Oregon Association of Student Council Fall Conference in Seaside, Oregon. The students heard from motivational speaker, Monti Washington, who presented on how "Leadership is a Process". The students also were able to attend multiple breakout sessions covering topics schools are looking to improve such as mental health, bullying, school culture, and school spirit. It wasn't all work though, they also got to have a fun night of dancing and karaoke, where they got to meet and form friendships with students across the state of Oregon!

CTE Project

• The advanced metal shop class has been given a kit to build a 12 ft. 4-person jet boat from the Southwestern Oregon Workforce Investment Board. Currently, 6 students are working on this project. More will join once they can advance their skill set to demonstrate their knowledge and ability to perform the work needed to complete this project safely. Once the boat is assembled, the students will then tear apart a motor and the gauges from a jet ski to assemble the boat to give it power.

Curriculum Directors Meeting

Agenda Items Included:

- IG-Integrated Guidance includes
- High School Success(HSS), Student Investment Account(SIA), Early Indicator and Intervention Systems(EIIS), Career & Technical Education(CTE), Continuous Improvement Process(CIP), Every Day Matters (ED).
- CTE-Career & Technical Education Perkins Grant.
- PPP-Pathways to Positive Parenting.
- REN-Regional Educator Network offers Teacher Professional Development opportunities and Teacher Mentoring Programs.
- Title III- English Learner program. Bandon is a Consortium District.
- SSPS- SchoolSafety & Prevention System.
- TISS & SEL- Trauma Informed Services in Schools & Social Emotional Learning.



Board Report- December 2023

Winter Athletics BHS

- Our girls and boys basketball teams are off to a strong start this season.
- Bandon Dunes Tournament on 12/27/28/29

Winter athletics HLMS

- Girls Basketball is finishing up an overall successful season. I would like to give a shout out to our two coaches this year. They have done a terrific job with this group of girls.
- Middle School Boys Basketball will start after Christmas Break.

Important Information:

- Please check OSAA for the most updated information as contests will be changed regularly due to the lack of officials, schools with transportation issues, weather and air quality issues that are arising.https://www.osaa.org/schools/18
- Check Athletic.net to keep up with the cross country schedule and results

Open Coaching Positions:

None

Nov. Board Report

- Got all bids and moving forward with Girls softball pole building.
 Depending on weather, thinking we can be done by March.
- Moving ahead with fixing the high school metal shop electrical issues pointed out by fire marshal. Scheduled to be done winter break
- High school bathroom remodel is almost done, expected completion is 2nd week of December or before.
- Bus Garage new plans are being re-priced by contractor, should see the result in the next few weeks. Once price is approved, we can move forward on breaking ground.
- Implemented a computer maintenance system district wide. Is working really well.
- HGE Engineering came by and took measurements and will give us a recommendation as to if it can be used for a CTE building or if we need to go new.
- Ocean Crest will have new basketball hoops installed Winter break 12/18-12/22
- High School gym HVAC system update has been completed by comfort flow and maintenance Dept. has been trained.
- Handled a large number of minor fixes, basketball set ups, music concert set up and troubleshooting around the district.