
Title I Comprehensive Schoolwide Plan
LINCOLN ELEMENTARY SCHOOL (0211)

ELA

1. List prioritized needs statements.

Needs Statement (iReady Window 2) : KDG ELA Proficiency is 53%. 1st Grade ELA Proficiency is 22% 2nd Grade ELA Proficiency is 33% 3rd Grade ELA Proficiency is 29% 4th Grade ELA Proficiency is 15% 5th Grade ELA Proficiency 30% Overall, the students are performing at a 30% proficiency in informational text. We need to continue to work on foundational skills to improve the overall informational text - comprehension (phonics and vocabulary development).

2. List the root causes for the needs assessment statements you prioritized.

Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Lack of reading stamina and love of reading is not developed - lack of ability to think critically - lack of teacher knowledge of the reading process and standards - lack of use of engagement strategies - lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - lack of time and personnel to provide additional interventions for students - lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Provide PD to train teachers to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support), and train teachers to utilize engagement strategies. - Provide an opportunity for students to Independently read by using reading logs (homework) - Provide students with test-taking time management strategies and increase reading stamina - Provide training and support for teachers to implement explicit lesson planning to support differentiated learning - Provide opportunities for students to use hands-on experiences/practice to support student learning using Benchmark Advance resources - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady). - Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, and in Summer for grades K-5 -All-year intensive instruction for struggling readers during the instructional day (temp tutors, resource teachers, paras, teachers) - Provide parent trainings to educate parents on ELA strategies and resources to support their child's learning at home. -incentives for mastery

4. How will school strengthen the PFEP to support ELA?

- **Communication**

Continue to use Classroom Dojo, SIS Gateway, and parentlink to communicate with families about curriculum and proficiency level expectations, and student progress on a regular basis. Communicate with families about the reading process to support the foundation of reading and increase reading stamina and the ability to think critically. Continue to emphasize the importance of reading at home and use the reading log Work on communicating opportunities for parents to be part of the decision-making in their child's learning.

- **Parent Training**

- Provide parent trainings to educate parents on ELA strategies and resources to support their child's learning at home. -Parent Conferences (data, behavior, attendance) -Foundations of reading (phonics and vocabulary development) -ELL strategies -ELA iReady Mock Lesson -State Assessment Mock Assessment

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Open lines of communication to support the removal of barriers Provided activities focused on phonics and vocabulary development in grades K-5 to increase student proficiency (parent training and materials) Allocate additional funds for primary tutoring and incentives

- **Students**

Read nightly and respond to reading. Practice using activities focused on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Participate in literacy and training opportunities. Read with your child nightly and assist with completing homework. Use activities at home focused on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to implement at home).

- Staff Training

- Train teachers on how to conduct Parent Conferences (data, behavior, attendance) to build classroom communities - Train teachers to help parents support learning at home focused foundations of reading (phonics and vocabulary development)

- Accessibility

-Continue to provide support to all families as needed to increase parent engagement (LEP/Disabled/Migrant/Homeless). -Powerpoint of Training emailed to parents (upon request) -Virtual Meetings -Phone Conferences

Math

1. List prioritized needs statements.

Needs Statement (based on iReady Diagnostic 2nd Window): KDG Math Achievement is 32%. 1st Grade Math Achievement is 8%. 2nd Grade Math Achievement is 15% 3rd Grade Math Achievement is 15% 4th Grade Achievement is 19%. 5th Grade Achievement is 26%. Overall, the students are performing at a 30% proficiency in Number and Operations. We need to continue to work on foundational skills to improve overall math proficiency -- addition, subtraction, multiplication, and division facts.

2. List the root causes for the needs assessment statements you prioritized.

-lack of fundamental skills (additional, subtraction, multiplication, and division facts) -a large gap between level 1 and level 3 - lack of ability to think critically and word problems and apply operations appropriately - lack of teacher knowledge of the math standards -lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - lack of time and personnel to provide additional interventions for students - lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

-support memorization of basic multiplication facts -re-teach materials on grade level - Provide PD to train teachers to teach a systematic approach to math instruction, and train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support). -Train teachers to utilize engagement strategies - Provide training and support for teachers to implement explicit lesson planning to support differentiated learning - Provide an opportunity for teachers to collaborate to develop an instructional calendar, and lesson planning including vertical planning - Provide opportunities for students to use hands-on experiences/practice to support student learning (manipulatives, resources, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, IXL, etc.). -incentives for daily attendance - Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, and in Summer for grades K-5 -Provide opportunities to implement intensive programs all year for struggling students during the instructional day (temp tutors, resource teachers, paras, teachers) - Provide parent trainings to educate parents on math strategies and resources to support their child's learning at home. -incentives for mastery -conduct data chats with students after assessments to set goals and next sets

4. How will school strengthen the PFEP to support Math?

• Communication

Continue to use Classroom Dojo, SIS Gateway, and parentlink to communicate with families about curriculum and proficiency level expectations, and student progress on a regular basis. Communicate with families about the reading process to support the foundation of reading and increase reading stamina and the ability to think critically. Continue to emphasize the importance of reading at home and use the reading log Work on communicating opportunities for parents to be part of the decision-making in their child's learning.

• Parent Training

- Provide parent trainings to educate parents on Math strategies and resources to support their child's learning at home. -Parent Conferences (data, behavior, attendance) -Foundations of math (fluency - addition, phonics, and vocabulary development)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

-Provide support to standards -Allocate additional funds for primary tutoring and incentives -Provided activities focused on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parent training and materials)

- **Students**

-Complete homework -Attend school regularly -Practice activities focused on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

-Practice math facts with students daily and in real-life situations -Used activities at home focused on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home)

- **Staff Training**

- Train teachers on how to conduct Parent Conferences (data, behavior, attendance) to building - Train teachers to help parents support learning at home focused foundations of math (facts fluency - addition, subtraction, multiplication, and division)

- **Accessibility**

-Continue to provide support to all families as needed to increase parent engagement (LEP/Disabled/Migrant/Homeless). -Powerpoint of Training emailed to parents (upon request) -Virtual Meetings -Phone Conferences

Science

1. List prioritized needs statements.

Needs Statement: 5th Grade Science Achievement is 25%. Overall, the students are performing at 25% proficiency in science. We need to continue to work on science vocabulary and applying knowledge to the scientific process.

2. List the root causes for the needs assessment statements you prioritized.

-Lack of vocabulary skills -Missing fair game benchmarks in lower grades -ELA skills are needed to take FSA science -Not enough exposure in primary grades due to scheduling -Prior Knowledge - Lack of reading stamina and the understanding of science vocabulary - lack of ability to think critically -lack of teacher knowledge of the science standards - lack of time and personnel to provide additional interventions for students - lack of parent capacity to support learning at home

3. Share possible solutions that address the root causes.

-Incorporate science lab for K-5 -non-negotiable instructional schedules -Participation in districtwide Science Fair K-5 -Inquiry-based instruction - build basic vocab and support conceptual science -incentives for mastery -integrate fair game benchmarks to lower grades -Science experiment - Provide PD to train teachers to teach a systematic approach to scientific processes and vocabulary. Train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support). - Provide students with test-taking time management strategies - Provide training and support for teachers to implement explicit lesson planning to support differentiated learning - Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Student workbooks, whiteboards, materials for science experiments, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc.). - Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, and in Summer for grade 5 -All-year intensive instruction for struggling readers during the instructional day (temp tutors, resource teachers, paras, teachers) - Provide parent trainings to educate parents on science strategies and resources to support their child's learning at home. -conduct data chats with students after assessments to set goals and next sets

4. How will school strengthen the PFEP to support Science?

• Communication

Continue to use Classroom Dojo, SIS Gateway, and parentlink to communicate with families about curriculum and proficiency level expectations, and student progress on a regular basis. Communicate with families about the reading process to support the foundation of reading and increase reading stamina and the ability to think critically. Continue to emphasize the importance of reading scientific content at home. Work on communicating opportunities for parents to be part of the decision-making in their child's learning.

- **Parent Training**

- Provide parent trainings to educate parents on science strategies and resources to support their child's learning at home. -Vocab and mini experiments to use at home -Foundations of science (science vocabulary and scientific process)

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

-Provide more home-accessible projects Provided activities focused on science vocabulary and scientific processes in grades K-5 to increase student proficiency (parent training and materials)

- **Students**

Engage in projects and experiments at home with parental support Use activities focused on science vocabulary and scientific processes in grades K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Parents take advantage of free community programs such as the Loggerhead Marine Park and Science Center Use activities at home focused on science vocabulary and scientific processes in grades K-5 to increase student proficiency (strategies to implement at home)

- **Staff Training**

- Train teachers on how to conduct Parent Conferences (data, behavior, attendance) to build partners utilizing SIS Gateway mini experiments to use at home -Teach teachers how to share activities to support foundations of science (science vocabulary and scientific process) with families

- **Accessibility**

-Continue to provide support to all families as needed to increase parent engagement (LEP/Disabled/Migrant/Homeless). -Powerpoint of Training emailed to parents (upon request) -Virtual Meetings -Phone Conferences

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$72,097.50

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified Tutor with Degree will provide afterschool tutoring beginning in January to remediate classroom concepts in ELA/Math to students K-5.	1	\$18.00	2	4	15	Non-Certified w/ Degree	Original	\$2,160.00
	Non-Certified Tutor with Degree will provide morning tutoring beginning in August to focus on fluency for students K-5.	1	\$18.00	4	5	1	Non-Certified w/ Degree	Original	\$360.00
	Non Certified Tutor with Degree will provide tutoring to remediate classroom concepts in ELA/Math/Science for students K-5 during Spring Break.	1	\$18.00	3	5	1	Non-Certified w/ Degree	Original	\$270.00
	Non Certified Tutor with Degree will provide tutoring to remediate classroom concepts in ELA/Math for students K-5 during Thanksgiving Break.	1	\$18.00	5	0.75	38	Non-Certified w/ Degree	Original	\$2,565.00
Non-Certified Tutor with Degree will provide tutoring to remediate classroom	1	\$18.00	4	2	1	Non-Certified w/	Original	\$144.00	

Acct Description	Description																																			
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	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non Certified Tutors will provide afterschool tutoring beginning in January to remediate classroom concepts in ELA/Math for students K-5.	2	\$15.00	4	2	15	Non-Certified	Original	\$3,600.00
	Certified Teachers will provide afterschool tutoring beginning in January to remediate classroom concepts in ELA/Math for students K-5.	10	\$37.00	2	2	15	Certified	Original	\$22,200.00
	Certified Teachers will provide morning tutorial beginning in August to focus on fluency for students K-5.	1	\$37.00	5	0.75	38	Certified	Original	\$5,273.00
	Certified Teachers will provide tutoring to remediate classroom concepts in ELA/Math for students K-5 during Thanksgiving Break.	4	\$37.00	2	5	1	Certified	Original	\$1,480.00
	Non-Certified Tutors will provide tutoring to remediate classroom concepts in ELA/Math/Science for students K-5 during Spring Break.	1	\$15.00	3	5	1	Non-Certified	Original	\$225.00
	Non-Certified Tutors will provide tutoring to remediate classroom concepts in ELA/MATH for students K-5 during Thanksgiving Break.	1	\$15.00	2	5	1	Non-Certified	Original	\$150.00
	Non-Certified Tutors will provide tutoring to remediate classroom concepts in	1	\$15.00	4	5	1	Non-Certified	Original	\$300.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA/MATH for students K-5 during Winter Break.								

Action Step: Professional Learning

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$155,288.00

Acct Description	Description					
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement(Math and Science) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback).					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink (all colors) to print assessment reports for PLCs, PD and planning (\$380 per set of 4 colors)	1	\$2,280.00	Technology	Original	\$2,280.00
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for behavior, climate, culture, and academics to result in high academic achievement (ELA) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback).					

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$2,762.25**

Acct Description	Description	Quantity	Rate	Supply Type	Type	Total
Supplies	Shipping for Agendas	1	\$54.00	General Supplies	Original	\$54.00
	Agendas for home-school communication.	450	\$1.98	General Supplies	Original	\$891.00
	Take home bags (pack of 6) to take books home-school for at home reading with parents/family	69	\$12.00	General Supplies	Original	\$828.00
	White and Color Copy Paper	1	\$989.25	General Supplies	Original	\$989.25

Mission Statement

1. Mission Statement

Lincoln Elementary strives to empower families to proactively engage in their children's education by providing effective communication, parent trainings, academic activities, and referral services to improve student achievement.

Involvement of Stakeholders

Name	Title
Alicia Porter	Principal
Dunier Valbrun	Assistant Principal
Kent Alcantara	Single School Culture Coordinator
Whitney Higgins	SAI Teacher/Parent
Kenyana Smith	District Reading Specialist
Rhonda Koonce	Behavioral Health Professional
Rosmery Matos	ESOL Teacher
Kyla Brown	Bridges of Rivera Beach
Melody Ellison	Parent
Alethea Wesley	Parent
Guyberte Piverger	Media Specialist

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Members are comprised of school staff and parents. During the September SAC meeting voting for members of SAC and SAC roles will be an item on the agenda. Flyers/Invites are sent to families regarding the SAC meeting that include agenda items including looking for new SAC members (staff and families). Those that are interested are encouraged to attend the meeting so the members can vote for the new members for the school year. SAC members (parents, community, and school staff) are selected to reflect the diverse community the school serves.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Parents worked with teachers, staff members, and other community leaders during the CNA meeting to develop the new SWP and PFEP to determine what is best for the School-wide Plan. The meetings took place at different days and times (Leadership Meeting took place Feb. 9th, Staff Meeting took place Feb. 12th after school, and Stakeholders Meeting took place Feb. 12th at 6:00 p.m. Parents and all stakeholders provided feedback from their perspective and it was noted in the Recording Templates.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the SWP/PFEP Development meeting, parents gave input and their responses were recorded. Parents suggested using Title I Funds for supplies to support communication. Parents also suggested that parent trainings continue, but will be what parents feel will benefit them the most to help their children at home.

Name	Title
Alicia Porter	Principal
Dunier Valbrun	Assistant Principal
Kent Alcantara	Single School Culture Coordinator
Whitney Higgins	SAI Teacher
Rhonda Koonce	Behavior Health Professional
Rosmery Matos	ESOL Teacher
Keyana Smith	District Reading Specialist
Kyla Brown	Bridges of Riviera Beach
Melody Ellison	Parent

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 15, 2025 at 5:30pm in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers, and the community will be notified by: -Teacher posting on Classroom Dojo (attach invitation) -Twitter (attach invitation) -Parent Link (text, email, and phone call) (attach an invitation to email) -Marquee

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

-Annual Meeting PowerPoint (English, Spanish, and Haitian-Creole) -Current Demographics, Data, and Academic Goals for Reading and Math -PFEP Summary -Compact -Invite CLF for translation

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

The Power of the Parent-Teacher Relationship

• What specific strategy, skill or program will staff learn to implement with families?

In this training, staff will learn about: Benefits of building a parent-teacher relationship; Different ways of communicating with parents; Techniques and strategies to communicate more effectively with parents to build strong relationships with them.

- What is the expected impact of this training on family engagement?

The expected impact of this training is to explore the benefits of building parent-teacher relationships, as well as different ways of communicating with parents to support student learning.

- What will teachers submit as evidence of implementation?

Teachers will submit parent conference notes and Classroom Dojo screenshots of teacher communication. Teachers will send evidence to show interactions between parents including pictures and/or informational documentation.

- Month of Training

September 2025

- Responsible Person(s)

Ms. Dunier Valbrun, AP

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Class Dojo: Building Our Community

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to log in and navigate ClassDojo to support communication by posting announcements and regularly sharing on Class Story, share photos and videos of classroom activities, send private messages, and keep track of students' behavior. This school-home communication will support families to impact student academic success.

- What is the expected impact of this training on family engagement?

The expected impact of this training is that teachers will know how to login and navigate ClassDojo to support communication by posting announcements and regularly sharing on Class Story, share photos and videos of classroom activities, send private messages, and keep track of students' behavior. This school-home communication will support families to impact student academic success.

- What will teachers submit as evidence of implementation?

Sample screenshot of ClassDojo of teacher communication with families.

- Month of Training

January 2026

- Responsible Person(s)

Ms. Dunier Valbrun, AP

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

The Importance of Family Involvement in Early Education

- What specific strategy, skill or program will parents learn to implement with their children at home?

In this training, parents will learn about: The benefits of family involvement in early childhood education. Ways to communicate with teachers to build positive relationships with them How to become more involved in children's early education.

- Describe the interactive hands-on component of the training.

Parents will create a study guide with "Go-To" follow up questions they can use when communicating with teachers or staff. Parents will also utilize placement cards to link staff name or school department. This activity will help parents gain an understanding of support staff on campus.

- What is the expected impact of this training on student achievement?

The expected impact of this training is to learn helpful techniques to communicate openly with teachers and staff members, address concerns in an effective manner, collaborate on classroom challenges, and find sustainable ways to stay involved and in tune with your child's school success.

- Date of Training

September 2025

- Responsible Person(s)

Ms. Dunier Valbrun, AP

- Resources and Materials

Index cards Card rings Paper Stapler Glue Scissors Pencils Pens

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Matters: Reading and Writing Curriculum Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be introduced to BEST standards for ELA and Writing. Parents will see samples of the curriculum that is used, questions that support the standards, and complete an assignment on grade level. Parents will also learn how to navigate SIS Family Portal to view progress reports, report cards, and testing scores related to reading and writing.

- Describe the interactive hands-on component of the training.

Parents will complete an on-grade-level assignment. Parents will log on and navigate SIS Family Portal to retrieve progress reports, report cards, and testing scores.

- What is the expected impact of this training on student achievement?

The expected impact of this training is to explore BEST standards and provide on-grade-level activity so that parents know the requirements of proficiency . Parents are also expected to know how to navigate SIS Family Portal.

- Date of Training

November 2025

- Responsible Person(s)

Ms. Dunier Valbrun, AP

- Resources and Materials

Copy of BEST standards Benchmark Advance Lesson iReady technology platform chromebook/laptop paper stapler pencil pens

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Math and Science Curriculum Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be introduced to the standards for Math and Science. Parents will see samples of the curriculum that is used, questions that support the standards, and complete an assignment on grade level. Parents will also receive a refresher on the SIS Family Portal and practice retrieving progress reports, report cards, and testing scores.

- Describe the interactive hands-on component of the training.

Parents will complete an on-grade-level assignment. Parents will log on and navigate SIS Family Portal to retrieve progress reports, report cards and testing scores.

- What is the expected impact of this training on student achievement?

The expected impact of this training is to explore math and science standards and provide on-grade-level activity so that parents know the requirements of proficiency. Parents are also expected to know how to navigate SIS Family Portal.

- Date of Training

January 2026

- Responsible Person(s)

Ms. Dunier Valbrun, AP and Mr. Kent Alcantara, SSCC

- Resources and Materials

Copy of math & science standards iReady technology platform chromebook/laptop paper stapler pencil pens

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento Program -Homelessness

- Describe how agency/organization supports families.

Provides uniforms, school supplies throughout the year, and other resources as needed.

- Based on the description list the documentation you will provide to showcase this partnership.

-Emails -Flyers -Log of distribution

- Frequency

monthly / ongoing

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Center for Child Counseling

- Describe how agency/organization supports families.

Builds the foundation for playful, healthful, and hopeful living for children and families. Our services focus on preventing and healing the effects of adverse experiences and toxic stress on children, promoting resiliency and healthy family, school, and community relationships. This organization helps parents by providing counseling to their children as well as family counseling.

- Based on the description list the documentation you will provide to showcase this partnership.

-Calendar of monthly events -Attendance of parents who attend -standing item on SAC agenda -registration of counseling services

- Frequency

monthly / ongoing

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

BRIDGES of Riviera Beach

- Describe how agency/organization supports families.

BRIDGES is an organization that connect local families to community resources so more children are born healthy, remain free from abuse and neglect, are ready for kindergarten, and have increased access to quality afterschool and summer programs.

- Based on the description list the documentation you will provide to showcase this partnership.

-Calendar of monthly events -Attendance of parents who attend -standing item on SAC agenda

- Frequency

As needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Lincoln will insure that parents and families receive timely information about the Title 1 programs, meetings, and other activities in a format and language that parents can understand (English, Spanish, and Haitian-Creole). The CLFs will assist with written translation and be available for meetings to translate. Parents may also log onto the school's website to view upcoming events.

- List evidence that you will upload based on your description.

Title I Annual Meeting, School-Parent Compact, curriculum night, SAC meetings, Parent trainings, agendas and sign-in sheets.

- **Description**

Lincoln will insure that parents and families receive timely information about the curriculum and proficiency levels in a format and language that parents can understand through open house/curriculum night presentation, and parent teacher conference . The CLF will assist with written translation and be available for meetings to translate. Schools will share iReady reports (diagnostics, and instruction) and local assessments.

- **List evidence that you will upload based on your description.**

Open House invitation-flyer, presentation, hand-outs, sign-in sheet, and agenda. Curriculum/Literacy night invitation-flyer, presentation, hand-outs, sign-in sheet, and agenda. Title One meeting invitation-flyer, presentation, hand-outs, sign-in sheet, and agenda. Parent-teacher conferences invitation-flyer, hand-outs, sign-in sheet, and agenda.

- **Description**

Lincoln will insure that parents and families receive timely information about assessment and student progress in a format and language that parents can understand. The CLF will assist with written translation and be available for meetings to translate. School will share progress reports, report cards, iReady reports (diagnostics, and instruction) and local assessments.

- **List evidence that you will upload based on your description.**

Lincoln Elementary parents/guardians will receive progress reports and report cards each trimester. Parents/Guardians will receive iReady diagnostic reports, district diagnostic and state assessment results within a week of student's data availability. Parents/guardians will receive achievement levels of State academic standards during SAC meetings, curriculum/literacy night, ESOL and ESE meetings, and parent conferences.

- **Description**

Lincoln will ensure that parents/guardians have opportunities to participate in decision-making related to the education of their children by inviting them to monthly SAC meetings, Title I Annual Meeting, parent-teacher conferences, and ESOL/ESE meetings. Lincoln will promote and encourage participation from parents and families.

- List evidence that you will upload based on your description.

SAC meeting invitation-flyer, presentation, hand-outs, sign-in sheet, and agenda. Title One meeting invitation-flyer, presentation, hand-outs, sign-in sheet, and agenda. ESE and ESOL parent-teacher conferences invitation-flyer, hand-outs, sign-in sheet, and agenda. Parent-teacher conferences invitation-flyer, hand-outs, sign-in sheet, and agenda.

- Description

Lincoln will offer flexible meeting dates for training, activities, and events to remove barriers by soliciting input on the best day to meet during September's SAC meeting. Once decided virtual meetings will be offered, and meetings will be scheduled with the time and day of the week that is most accommodating for parents.

- List evidence that you will upload based on your description.

SAC meeting options for in-person or virtual. During virtual meetings the information will be recorded allowing parents and families the flexibility to get the information at a later time when it is more convenient for them. Title One annual meeting will be provided in the am and pm to allow flexibility for parents to get the information at a later time when it is more convenient for them. ESE and ESOL parent conferences will be offered in-person and virtual to provide parents and families more flexibility. Parent link reports will also be provided as evidence.

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

School will provide translation of all communication, CLFs will provide interpretation during parent teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings.

- **List evidence that you will upload based on your description.**

Translated Compact, translated PFEP Summary, Invite in Other Language.

- **Description**

Consider ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings, scheduling of home visits. The school will also contact the district to support parents with disabilities if needed. Provide opportunity for parents to attend a virtual meeting due to a disability or other need (invite with a link).

- **List evidence that you will upload based on your description.**

photo of staff providing support for parents who are vision or hearing impaired, sign-in sheets, notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets.

- **Description**

Create a visual and hard copy welcome packet of information for new families, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc.

- **List evidence that you will upload based on your description.**

Migrant info from Title I Annual Meeting, Migrant brochure, and Migrant Report in SIS.

- **Description**

Lincoln Elementary School will make contact with the McKinney-Vento Program (MVP) and the Behavior Health Professional to provide assistance to families. Create a visual and hard copy welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District and other organizations for support.

- **List evidence that you will upload based on your description.**

Completed needs survey, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered in all languages, email seeking support for families, invitations and/or flyer, distribution logs for donated uniforms, pictures, school supplies, food and transportation logs.

Other Activities

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Lincoln Elementary is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "S.O.A.R" (Safe, On Task, Attitude is Positive, Respectful) are evident throughout the school. Teachers in grades K-5 use the Class DOJO app to reinforce positive behaviors and skills for learning and life such as perseverance, positive attitude, helpfulness, etc. This app also communicates students' daily behavior from school to home. For skills for learning and life, dojo points reinforce behaviors. Students can use their dojo points for rewards from the treasure box, or Fun Friday. All classrooms have adopted the District's "Morning Meeting" lessons to build character, foster a growth mindset, and reinforce social-emotional skills and community via daily morning discussion. Also, all classrooms have implemented a "Calming Corner" in their classroom. Students have been taught that this is a place to help them calm down and use self-regulation steps to assist them in returning to on-task behavior. Teachers are encouraged to assign jobs to each student to build morale and promote responsibility and pride. Lincoln Elementary has 1 school counselor and 1 mental health professional who work together to provide various models of counseling support, which include: individual, small group, and grade level rotations. The counselor focuses on students' needs on topics including anxiety, divorce, parent loss, self-esteem, bullying, decision-making, etc. Our mental health professional provides support with family needs as well through home visits and connections to community resources. Partnered with Center for Child Counseling to be an on-site agency to provide counseling to KG-2 grade students. The agency provides counseling for traumatic experiences (divorce, death, absent parent(s)) by providing small group counseling sessions and role play. The agency also will provide teachers with in-classroom support to deal with students with these experiences. Students are recognized and rewarded monthly at our School Advisory Meeting (SAC) for Perfect Attendance, Positive Behavior, and High Academics for iReady in Reading and Math. Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. Students are taught and encouraged to make healthy choices in the lunch line and allowed to eat additional healthy snacks from the Fresh Fruit and Vegetable Program (FFVP). The goal of the FFVP is to create healthier environments for our students by expanding the variety of fruits and vegetables that students experience, increasing consumption of fruits and vegetables, and making a difference in student's diet to positively impact their health. Lastly, the school provides daily recess under the state's guidelines and will participate in the American Heart Association's "Jump Rope for Heart".

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

Tier 1 Implementation: First best instruction at Lincoln Elementary is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. The core instruction for grades K-5 includes 90 Minutes of Standards-Based Reading Instruction and 60 minutes of Standards-Based Math Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in the iReady program for reading and math (technology and student practice book). To ensure a positive learning environment students are expected to adhere to the S.O.A.R expectations (Safe, On Task, Attitude is Positive and Respectful).

Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavioral needs. At Lincoln, some Tier 2 interventions for reading are: -Strategy Groups (Small Group) -SPIRE -Utilize AIMS Webb to monitor the progress of data Tier 2 Interventions for math: -small group instruction using models and manipulative -Envision Intervention lessons - Strategy Groups (Small Group)

Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to an acceleration of student learning. Typically, the instruction is provided to individual students in a pull-out setting. At Lincoln, some Tier 3 interventions for reading are: - narrow focus on identified barrier - sometimes includes additional time using the specific intervention -Strategy Groups (Small Group) -Utilize AIMS Webb to monitor the progress of data Tier 3 Interventions for math: -Go Math intervention resources -Strategy Groups (Small Group) -small group instruction using models and manipulative -Envision intervention resources - Strategy Groups (Small Group)

SBT (School Base Team) implements a behavior intervention plan to specifically support target behavior Members of the MTSS/RtI Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal Assistant Principal ELL Contact School-Based Team (SBT) Leader Speech and Language Pathologist School Counselor ESE Coordinator Single School Culture Coordinator ELA Single School Culture Coordinator Math Behavior Health Professional Primary SAI Intermediate SAI Classroom teachers (K-5)

Provision of a Well-Rounded Education

1. Well-Rounded Education

The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, to provide all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)]. Students participate in core classes that are supplemented with 30 minutes of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 3 offerings: music, art, and Physical Education (P.E). Students rotate through the fine arts every 3 days. Music, Art, and Physical Education are taught using a district-approved curriculum by a certified teacher in that content area. Our technology rotation offers additional tutorial time on academic subjects like ELA, Math, or Science, using i-Ready (computer-based adaptive programs). The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, and RtI. Specific data reviewed such as IEP and ELL plans, SBT referrals, and intervention plans, as well as assessment data from FSA, RRR, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses SAI. SAI (Supplemental Academic Instruction) is provided in a pull-out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-5 is focused and aligned with the Florida State Standards. Best practices, as well as resources for core instruction, are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Purchased license for Penda Learning (Science technology program for grades 3rd- 5th). Our school participates in the Extended Day schedule, in which students receive additional time added to the school day that is focused on reading instruction. The extended day consists of 60 minutes of reading intervention using district-supported materials. The Fountas & Pinnell Leveled Literacy Intervention System(LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, intervention supports learning in both reading and writing helping students expand their knowledge of language and words and how they work. The goal of intervention is to bring students to grade-level achievement in reading. We have also added the iReady Tools for Scaffolding Comprehension for grades 3-5 to address unfinished learning during intervention. Embryology: Hatching Classroom Projects designed to provide you with background information and exciting experiential activities dealing with life science for use in your classroom. Each activity is designed to be grade-level appropriate and has been correlated to U.S. National Science Education Standards. Children have a natural sense of curiosity about living things in the world around them. Building on this curiosity, students can develop an understanding of biology through direct experience with living things, their life cycles, and their habitats. This curriculum was developed with your students in mind. Many believe students learn best by interacting with the world—by listening, observing, experimenting, and applying their knowledge to real-world situations. Each activity within this curriculum follows these steps in the experiential learning model. An additional goal of this curriculum is to help students develop life skills. Life skills help an individual live a productive and satisfying life. Within this curriculum your students will have the opportunity to develop life skills related to science processes, managing, thinking, working, relating, and living a healthy lifestyle. To make sure ALL students are a part of this project, a school YouTube channel has been created to capture live feeds. Students can log on to YouTube to watch the eggs hatch virtually.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Lincoln Elementary builds students' awareness of and readiness for postsecondary opportunities and the workforce by participating in a school-wide Career Day. Career Day is organized by administration and teachers to provide a wide scope of career opportunities for our students to experience. Before Career Day, teachers will take a poll of careers that most students would like to learn more about. Administration and teachers will work together to reach out to community members and leaders to speak to our students. Speakers will be encouraged to provide visual presentations with handouts and activities to engage our students. Post Career Day, students will be encouraged to complete a short (grades K-2) or extended (grades 3-5) response to support their learning. Another opportunity to build students' postsecondary opportunities is participating in College Day. Teachers are encouraged to decorate their door or Google Classroom of their college, dress in college attire, and plan a Morning Meeting to present their college to students by PowerPoint, pictures, or video. Teachers are encouraged to invite college students to speak to the students about why college is important and college life.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Lincoln Elementary offers an annual Kindergarten Kick-Off in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer to be prepared for the start of Kindergarten. Lincoln Elementary encourages early Kindergarten registration at the Kindergarten Kick-Off program and explains the necessary documents for registration. In-person school tours are offered to new kindergarten families as part of Kindergarten Kick-Off. Future students and parents are encouraged to explore the classrooms so they won't seem foreign when the school year begins. Parents are encouraged to meet and greet their child's teacher at the annual "Meet the Teacher" meeting before the start of school to ensure an easy and independent transition on the child's first day. The strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness.

Professional Development

1. Professional Development

The school focuses on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction: Regional & District Instructional Support Curriculum Support Weekly with K-5 ELA PLC Math PLC ELA Common Planning Math Common Planning Mentoring ESP meets monthly with new teachers and new to the district. Training Voyager Training for interventions for students iReady Reading and Math CHAMPS Classroom Management training for new teachers and teachers who may need a refresher

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Lincoln Elementary administration strives to recruit and retain effective educators. Some strategies used for recruitment include: Recruitment: Attend fairs Collaboration with HR and Region Official Hire Substitutes and Academic Tutors Lincoln serves to retain its teachers by providing levels of support throughout different stages of their careers. These include: Retention: Orientation Mentoring/Peer Teacher (ESP program) Collaborative Planning Coaching Support School-wide Monday Motivational Positive Message for the week (increased School /Employee morale) Monthly Professional Development via PLCs Open Door Policy Intervention Behavior Team to support teachers in creating, implementing and monitoring behavior plans Opportunities for part-time pay with AM/PM and after-school clubs Additionally, Lincoln Elementary has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Lincoln also utilizes academic tutors to support small group instruction which in turn provides valuable school experience for potential permanent hires