
Title I Comprehensive Schoolwide Plan
LINCOLN ELEMENTARY SCHOOL (0211)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Needs Statement (iReady Window 2) : KDG ELA Proficiency is 44%. 1st Grade ELA Proficiency is 8% 2nd Grade ELA Proficiency is 30% 3rd Grade ELA Proficiency is 26% 4th Grade ELA Proficiency is 26% 5th Grade ELA Proficiency 20% Overall, the students are performing at a 24% 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 partners utilizing SIS Gateway - 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 -Meetings offered at various times

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Needs Statement (based on iReady Diagnostic 2nd Window): KDG Math Achievement is 28%. 1st Grade Math Achievement is 8%. 2nd Grade Math Achievement is 10% 3rd Grade Math Achievement is 7% 4th Grade Achievement is 22%. 5th Grade Achievement is 18%. Overall, the students are performing at a 15% proficiency in Geometry and Measurement and Data. 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 ELA 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 build partners utilizing SIS Gateway - 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 -Meetings offered at various times

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Needs Statement: 5th Grade Science Achievement is 32%. Overall, the students are performing at 32% 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 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. -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 -Meetings offered at various times

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: **\$64,770.00**

Acct Description	Description											
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="426 566 1503 651">Item</th> <th data-bbox="1503 566 1654 651">Quantity</th> <th data-bbox="1654 566 1772 651">Rate</th> <th data-bbox="1772 566 1900 651">Type</th> <th data-bbox="1900 566 2024 651">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
Headphones for students to use during the day and afterschool to support engagement while using devices (K-5)	400	\$15.00	Original	\$6,000.00								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 789 1262 873">Item</th> <th data-bbox="1262 789 1411 873">Quantity</th> <th data-bbox="1411 789 1551 873">Rate</th> <th data-bbox="1551 789 1772 873">Supply Type</th> <th data-bbox="1772 789 1900 873">Type</th> <th data-bbox="1900 789 2024 873">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Composition notebooks to support student learning	1650	\$0.50	General Supplies	Original	\$825.00						
	White copy paper to support delivery of instruction and student learning (classroom and tutorial)	64	\$44.61	General Supplies	Original	\$2,855.04						
	Flip chart markers	1	\$565.40	General Supplies	Original	\$565.40						
	STUDENT BOARD DRY ERASE PLAIN 9X12 SCHOOL SMART PACK OF 30	14	\$70.42	General Supplies	Original	\$985.88						
STUDENT DRY ERASE MARKERS (Pack of 36)	24	\$26.40	General Supplies	Original	\$633.60							
PENCIL PRESHARPENED TICONDEROGA #2PACK OF 240 for	30	\$52.79	General	Original	\$1,583.70							

Acct Description	Description								
	Item	Quantity	Rate	Supply Type	Type	Total			
	classroom and tutorial			Supplies					
	Ink to support delivery of instruction	1	\$500.00	Technology	Original	\$500.00			
	PAPER FLIP CHART Mini Easel Pads (15X18) OF 2 - classroom and tutorial	60	\$29.99	General Supplies	Original	\$1,799.40			
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers to conduct afterschool tutorial in Math, Reading, and/or Science to provide remediation supporting student learning for at risk/struggling students in grades K-5. Tentative start date January 2025	6	\$37.00	2	1.5	12	Certified	Original	\$7,992.00
	Certified Teachers to conduct morning tutorial in Math, Reading, and/or Science to provide remediation supporting student learning for at risk/struggling students in grades K-5. Tentative start date August 2024	3	\$37.00	4	0.75	38	Certified	Original	\$12,654.00
	Certified Teachers to conduct afterschool tutorial in Math, Reading, and/or Science to provide remediation supporting student learning for at risk/struggling students in grades K-5. Tentative start date January 2025	6	\$37.00	3	1.5	12	Certified	Original	\$11,988.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Penda Learning to support delivery of science instruction and progress monitoring for grades 3-5 - School site license	1	\$5,000.00	Original	\$5,000.00
	Easy CBM to support delivery of ELA instruction (reading intervention and progress monitoring) grades K-5 / Teacher Deluxe Version for 200 students (per subscription)	2	\$39.99	Original	\$79.98

Action Step: Professional Development

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

Budget Total: \$148,410.00

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(ELA) 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	1	\$500.00	Technology	Original	\$500.00

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).

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: \$2,711.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Parent/family engagement agendas for continued home-school communication (500 at \$2.00)	1	\$1,000.00	General Supplies	Original	\$1,000.00
	White and color copy paper for school-home communication	1	\$443.41	General Supplies	Original	\$443.41
	Parent Connection Monthly Newsletters (English & Spanish)	1	\$467.00	Program Supplies	Original	\$467.00
	Take Home bags (pack of 6) to take books home-school for at home reading with parents. - Kindergarten Round-up	69	\$11.61	Program Supplies	Original	\$801.09

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Lincoln Elementary strives to empower families to become proactive in their children's education on a continuous basis by providing effective communication in an effort to improve student achievement, parent trainings, academic activities, and referral services support families.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Alicia Porter	Principal
Andrea Walker	Assistant Principal
Dunier Valbrun	Single School Culture Coordinator
Whitney Higgins	SAI Teacher/Parent
Katreinia Wilkinson	District Reading Specialist
Rhonda Koonce	Behavioral Health Professional
Vivian Martinez	CLF, Spanish
Kyla Brown	Bridges of Rivera Beach
Melody Ellison	Parent
Crisna Collins	Single School Culture Coordinator
Alethea Wesley	Parent

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 and for materials for Kindergarten Round-up. 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
Andea Walker	Assistant Principal
Dunier Valbrun	Single School Culture Coordinator
Crisna Collins	Single School Culture Coordinator
Lydia Gomez	SAI Teacher
Rhonda Koonce	Behavior Health Professional
Vivian Martinez	CLF/Spanish
Katriena Wilkerson	District Reading Specialist
Kyla Brown	Bridges of Riviera Beach
Melody Ellison	Parent

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

September 9, 2024, at 5:30 pm 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) - ParentLink (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) -Current Demographics, Data, and Academic Goals for Reading and Math -PFEP Summary -Compact -Invite CLF for translation

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

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?

Parent conference notes and Classroom Dojo screenshots of teacher communication

- Month of Training

September

- Responsible Person(s)

Andrea Walker

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication through SIS Family portal

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

Teachers will learn how to log in and navigate the SIS Family Portal to support communication regarding report cards, progress reports, FAST testing data, resources, etc.

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

Teachers/Staff will then work with parents to set up and navigate the SIS Family Portal to increase communication and share information regarding data/reports with reports. This school-home communication will support families to impact student academic success.

- What will teachers submit as evidence of implementation?

Sample screenshot of SIS Family Portal Gateway of teacher communication with families

- Month of Training

October

- Responsible Person(s)

Andrea Walker, Teachers, SSCCs

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

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 flip chart with strategies and notes to effectively communicate with teachers and staff.

- 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

- Responsible Person(s)

Andrea Walker

- Resources and Materials

paper stapler pencil pens

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading and Writing 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 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 learn how to navigate SIS Family Portal to view 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 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

October

- Responsible Person(s)

Andrea Walker, Dunier Valbrun, Whitney Higgins, K-5 ELA Teachers

- Resources and Materials

paper stapler pencil pens Curriculum Device to access SIS Family Portal

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Math and Science 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 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 learn how to navigate SIS Family Portal to view 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 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

- Responsible Person(s)

Andrea Walker, Crisna Collins, K-5 Math Teachers

- Resources and Materials

paper stapler pencil pens Curriculum

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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. The CLF 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.

flyers, invitations, parent link reports, agenda sign in sheet

- 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.

parent link reports, agenda, sign in sheet, Summary sheet of grade level expectations for ELA, Math, and Science; Curriculum Night PowerPoint

- 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.

parent link reports, agenda sign in sheet, Midterm reports, report cards, assessment results (Local and State assessment results)

- Description

Lincoln will inform parent and opportunities to participate in decision-making related to the education of their children by receiving a monthly invite to attend SAC meeting, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings.

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

parent link reports, agenda sign in sheet, parent conference notes

- Description

Lincoln will offer flexible meeting dates or 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.

parent link reports, agenda sign in sheets, schedule for parent teacher conferences / links to virtual meetings

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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 compacts, PFEP summaries, academic reports, invitations, flyers, newsletters, letters, calendars, parent-teacher conference notes when translator attended, translated parent link messages, translated letters, agendas, flyers, CLF/sign language facilitator sign-in sheets.

- 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.

home visit notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, transportation logs, distribution logs (uniforms, supplies), CLF/sign language facilitator timesheets. Migrant brochures of services in all languages.

- Description

Reach out to Behavior Health Professional to provide assistance to families. Consider creating 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 or 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, flyers, distribution logs for donated uniforms, school supplies, food and transportation logs.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

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

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

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/Rtl 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' 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, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

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

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- On-site school tours for new kindergarten families

- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

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

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

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