Title I Comprehensive Schoolwide Plan

Seagull Acad-Independent Chart (3391)

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#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Gains	N/A	N/A	N/A	N/A	10

1. According to data, what are your top priorities? Include needs assessment statements.

iReady reading scores have shown inconsistency with 10% of our students showing a sudden decline in ELA skills after previous growth.
Attendance is at 94%

2. List the root causes for the needs assessment statements for your top priorities.

Inconsistent use of iReady
Lack of much smaller group instruction
Individualized instruction via small groups could be improved upon with better teacher/paraprofessional coordination
Better communication with parents regarding absences could improve cooperation between parents and teachers

3. Share possible solutions that address the root causes.

Maintain and follow a consistent computer usage schedule in the classroom for iReady and online curriculum
Encourage parents to call the school for work if the student will be absent
Administrative Assistant could call home if student absent
Have a Paraprofessional in the classroom to provide small group instruction at the teacher's direction
Ongoing professional development in working successfully with parents

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

Communication	Parent Training	Staff Training	Accessibility
		(Related to Parent Engagement)	(Accommodations for Parents with Special Needs)
for parents in using it. While SAIL has been using it for years, many parents aren't taking advantage. Additional training will help ensure that important messages get home. SAIL will also ensure all communications go home translated as needed for parents.	Provide parent training on home use of technology and curriculum. By having parents comfortable with iReady and other online curriculum, they will be better able to help their students use these to increase instruction and gains in ELA.	Provide staff training on effective communication with families. Staff needs to learn when and what is appropriate to communicate to families so that the information going home is presented in ways that is clear, concise, and not	SAIL is ADA compliant and works with each individual student and their family to ensure access to all meetings, events, and instruction. We provide translators, flexible hours and locations for meetings as well.

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

School	Students	Parents
The ELA goal will be included in the School Parent Compact to remind families of the importance of making gains in reading.	Daily home use of either iReady or Reading A-Z online curriculum will be part of the School Parent Compact.	Checking in with student's studies will be part of the School Parent Compact. Attend school regularly.

Explain how this area of focus is being addressed elsewhere:
Not applicable.

Explain how this area of focus is being addressed elsewhere:
Not applicable.

Explain how this area of focus is being addressed elsewhere:
Not applicable.

Explain how this area of focus is being addressed elsewhere:
Not applicable.

Explain how this area of focus is being addressed elsewhere:
Not applicable.

Action Step	Provide meaningful and differentiated instruction to students with cognitive disabilities.	Budget Total: $2,707.40

Acct Description	Description
Paraprofessional	Paraprofessional will do push in/small group intervention to ELA 9-12 targeted students. Other funding will be used to continue the position after the funds runs out.

Action Step	Improve school-home collaboration through effective communication and parent training.	Budget Total: $197.90

Acct Description	Description
Online subscription	Online subscription of parenting tips distributed electronically for one year to engage parents at home in promoting learning and mental health of their student. (Daily Parent Tip from Parent Institute)

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.

Mission Statement
Seagull Academy strongly believes that parents, family, and caregivers are all contributors to the education of the student. In order for our students to maximize their potential for intellectual, emotional, social, and physical growth, there needs to be collaboration between Seagull Academy staff and 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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Amy Siegel-Brown	Principal
Linda Moore	Community Member
Anna Tharpe	Parent
Desaray Nobrega	Lead Teacher
Mike Saintil	Student
Scott Anderson	Teacher

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

SAIL selected members who are invested in the overall success of our students and represented all aspects of services we provide. We invite all families to participate and also invite our community partners. While SAIL does not have a SAC, we do involve families throughout the year with surveys, training opportunities, and communications about events that can help them with their students and their special needs.

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

In the Spring of 2021, we will encourage families, students, and community members to be involved in the meetings relating to the development of the CNA/SWP/PFEP for FY22. Tentatively, we expect the meetings to be held in February via Zoom in the afternoon or evening per families' convenience.

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

The conclusion of the planning meetings was that families recommended the Title I funding will be used towards daily parent tips online subscription that will be shared via the school's social media.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Amy Siegel-Brown	Principal
Anna Tharpe	Parent
Desaray Nobrega	Lead Teacher
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about theschool'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.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
October 20, 2020, 5:30 pm, via Zoom and then posted on the school website.
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
We will notify via our Facebook page, ClassDojo, email, and text.
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
Resources will include the invitation, agenda, Title I Annual Meeting PowerPoint, FY21 PFEP, and FY21 School-Parent Compact. While everything will be electronic and virtual, any parents requesting hard copies of resources will receive those via mail.

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Using EdPlan and	Teachers will learn to write clear present levels of performance (PLOPs) and goals using parent-	Clearer information can engage the families to better understand the	Clearly written PLOPs and goals in the new IEPs.	September	Erika Averso &

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Problem-solving	Teachers will learn to have conversations with families when difficult situations arise and engage	When families are approached as part of the solution, they are more willing to	Conference notes of verbal conversations or electronic	March	Amy Siegel-Brown

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)

Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	○ Yes ⦿ No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)

Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements ould be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	○ Yes ⦿ No How do you know? N/A	N/A	N/A

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.

Parent and Family Capacity Building Training #1 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: ○ Yes ◉ No Amount $0.00
Tech Support	To support student learning at home, parents will increase their knowledge of navigating online educational resources, such as i-Ready, Lalilo, and Reading A-Z.	Via Zoom, parents will be able to see resources and through remote-control, settings can be changed on the student computers if needed.	Parents will be more comfortable with the computers at home, therefore being better able to assist students in their Virtual Learning.	October 2020	Amy Siegel-Brown	Internet Connections/Computers	

Parent and Family Capacity Building Training #2 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: ○ Yes ◉ No Amount $0.00
Agency for Persons with Disabilities	Parents will have the opportunity to apply for services through APD that are specific to the needs of their child.	Through online meeting platform, presenter will engage parents in the process of applying for APD services.	If families are connected with needed services, they are better able to provide supervision to their students' Virtual Learning.	January 2021	APD Representative and Amy Siegel-Brown	Internet Connections/Computers	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: ⚪ Yes ⦿ No Amount $0.00
Guardianship	Parents will learn the steps needed to apply for guardianship to continue to support students through the legal changes that occur when they turn 18.	Through online meeting platform, presenter will engage parents in the process of guardianship and its implications.	Parents who are able to maintain guardianship when appropriate as students become adults can be more involved in their participation in education and help increase achievement.	April 2021	Legal Aid Representative and Amy Siegel-Brown	Internet Connections/Computers	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	◯ Yes ◉ No How do you know? NA	NA	NA

Reflection/Evaluation of Training #2 (PFEPStep7)

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	◯ Yes ◉ No How do you know? NA	NA	NA

Reflection/Evaluation of Training #3 (PFEPStep7)

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	◯ Yes ⦿ No How do you know? N/A	N/A	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.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
District ESE Department	We work closely with the ESE Department to keep up to date on required parent communications, information to include	- Meeting attendance E-mail Correspondence - Visits from ART	Monthly.

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Vocational Rehabilitation	By working with Vocational Rehabilitation, we are able to help provide continuity of services to families for transition into the workforce.	- Applications provided to parents - Parent Training on topic - Evaluations of students done at school	Quarterly

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Agency for Persons with Disabilities	Our partnership with APD involves helping parents understand the services of the agency and the process through parent trainings.	- Applications provided to parents - Parent Training on topic - Contract agreement with Agency for Persons with Disability	Quarterly

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.	List evidence that you will upload based on your description.
Through Stakeholder's Meeting, Annual Meeting, Newsletter, Parent Training, Parent Auxiliary Meetings, IEP Meetings, and PTC.	Flyers, invitation, sign-in sheet, agenda, website, minutes of the meeting, conference notes. Meeting notification will occur 1 week and again 2 days prior.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	List evidence that you will upload based on your description.
IEP Meetings, Parent Training, District Notices, Parent Conferences, Report Cards, Parent Auxiliary Meetings, and Curriculum Nights	IEP - Yearly Training - Yearly Conferences, Parent Meeting, & District Notices - As Needed

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	List evidence that you will upload based on your description.
IEP Meetings, District Notices, Parent Conferences, and Curriculum Nights	IEP & Curriculum Nights - Yearly Conferences & District Notices - As Needed

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	List evidence that you will upload based on your description.
Flyers, Remind.com, During Parent Auxiliary Meeting, meet the teacher day, IEP meetings, Parent Teacher Conferences, and website	Flyers, invitation, sign-in sheet, agenda, website, minutes of the meeting, conference notes. Meeting notification will occur 1 week and again 2 days prior.

5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.
School will communicate with families to find good meeting times for them and allow students to attend with their parents/guardians. Before, after school, and staggered meeting times are possibilities. Virtual meetings are also available.	Parent feedback, flyers, invitation, sign-in sheet, agenda, website, minutes of the meeting, conference notes. Meeting notification will occur 1 week and again 2 days prior.

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	List evidence that you will upload based on your description.	File Attachments
All written correspondence is provided in the family's language of choice. During meetings, interpreters are provided as necessary.	Flyers and meeting notes in multiple languages are uploaded into Charter Tools regularly.	

2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
If the family does not have someone who can facilitate communication, Seagull Academy will provide someone. Meeting will be held in location ADA approved and or accessible to parents with handicap/disabilities.	Documentation of requests for facilitators as needed and notes from meeting indicating families' needs were met. Photos of accessibility if requested.	

3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
We use a variety of contact methods including flyers, phone apps, text messages, and phone calls to ensure that all families have access to resources and information from the school. The migrant lead at the school will coordinate with the district migrant contact for appropriate support and	Documentation from meetings as needed, such as flyers, phone app screenshots, and phone call logs.	

4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
We use a variety of contact methods including flyers, phone apps, text messages, and phone calls to ensure that all families have access to resources and information from the school. Seagull will request for the list of Homeless students in the school and will coordinate services with the District	Documentation from meetings as needed, such as flyers, phone app screenshots, and phone call logs.	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' 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.

SAIL students work on Social Skills and Independent Living Skills as part of their regular school day in addition to the Access Points Curriculum. They participate in Social Emotional Learning classes weekly which also includes relaxation/meditation. Students are taught to recognize that they are capable of achieving goals, participate in character building exercises, and are encouraged to verbalize their feelings and work out conflicts with others. Our Virtual Lunch Bunch programs focus on SEL and Virtual Game Nights foster socialization. Despite moving everything to a Virtual Learning platform, students are still able to participate in non-academic skill building activities face-to-face with staff and peers. Best Buddies is also scheduled to begin their virtual program this school year. To document implementation, our school will collect SEL efficacy data as evidence.

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.

Staff meets at least bi-weekly to discuss student/parent issues and progress. Since SAIL is a small school, all staff serve as part of the SBT to help identify and support students' needs. All students already have IEP's and are identified as needing Access Points curriculum. Behavior plans are developed as needed for students and progress is tracked as IEP goal progress as well as on student tracking sheets when appropriate. To document implementation, sign in sheets and agendas are kept for team meetings. Since implementing Virtual Learning, staff has become closer to the families and they reach out as needed to help ensure students are able to have their needs met and have even scheduled extra one on one time with students who needed extra attention in academic areas.

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)].

SAIL students who are still working towards their academic credits enroll in the state required Access Points academic classes to ensure they are earning their Standard Diploma via Access Points. This includes physical education classes, online course requirement, volunteer hours, music clubs, art expression, as well as social skills, pre-employment skills, and access to internships as appropriate. Students who have already earned enough credits for graduation have the option to defer their diploma and continue working on pre-employment skills with a focus on job interview skills, filling out job applications, internships, job placement, job coaching, hygiene, social skills, and real-world exposure to job-related tasks. In addition, all students have the ability to participate in enrichment field trips including science, nature, and the arts. To document implementation, our school keeps records of field trips and enriching activities along with attendance sheets as evidence. As many of our students are participating via Virtual Learning, it's important to note that all programs other than internships (due to safety restraints) have continued 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.

The SAIL curriculum is based on Access Points and is geared towards students with significant cognitive disabilities. Therefore, traditional college and advanced coursework are not part of the plan for our students. However, since our focus is on independence, our curriculum intertwines job-readiness skills and independent living skills with all required academic classes. Our students are able to participate in internships when they have shown a level of readiness, they participate in Junior Achievement BizTown each year to practice having a job, and they can participate in our Employment Launch after school program to gain even more exposure to possible jobs. Parents and students are educated about resources such as VR, APD, Social Security, and Guardianship to help students as they transition out of school. To document implementation, our school creates goals within the IEP and notes goal progress quarterly as evidence. Since moving to a virtual learning platform, we have been able to continue all programs face-to-face online with students interacting with staff and peers. While limited in terms of internships closing during COVID-19, we are planning a Virtual Career Day and exploring opportunities for virtual internships.

Transition from Early Childhood Education Programs 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
- 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

- On - site school tours for new kindergarten families
- 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

N/A

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
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction

- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

As a Charter School, all SAIL teachers, paraprofessionals, and other staff are able and encouraged to participate in training provided by the Palm Beach County School District. Additionally, less experienced teachers are mentored by those trained to do so and staff receives training through webinars and in person events. Paraprofessionals are an integral part of the classroom, helping the teachers provide instruction daily, and are supported by the teachers they assist. To document implementation, our school keeps documentation of all professional development provided at the school level as well as additional training that staff attends independently. Since most professional development has historically been provided online, distance learning has not impacted this at all.

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

Teachers are recruited through word of mouth and ads posted on job sites. Retention efforts by lead teacher and principal include mentoring, team building, providing professional development, and involvement in decisions regarding curriculum and student issues as appropriate. We recognize teachers for specific achievements through mention at staff meetings. To document implementation, we note recognition on meeting agendas. As we are able to advertise virtually and have the ability to mentor, coach, and otherwise communicate through electronic means, this has been unaffected by virtual learning.