Title I Comprehensive Schoolwide Plan

BEAR LAKES MIDDLE SCHOOL (1981)

ELA

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

1. List prioritized needs statements.

Data from PM1 and PM2 show that less than 30% across all grade levels are projected to be proficient in ELA. We will focus on ELL and ESE students to decrease the instructional gap.

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

Teachers struggle to implement effective strategies for differentiating instruction in reading and writing. Parents have limited resources for students to practice with outside the classroom. 4 out of the 6 ELA teachers have less than 3 years of experience, with 3 teachers having less than 1 year of experience and need focused support in understanding the ELA standards and effective instructional delivery. Parents requested support for them to work with their children. There has been high turnover in the ELA department this year, with 4 of the teachers being hired with no experience after December. ELA teachers observed that students lack the foundational skills (vocabulary, spelling) necessary to write an essay (grammar, spelling). Lack of reading comprehension and understanding what is read

3. Share possible solutions that address the root causes.

Teachers will be provided additional opportunities to develop capacity in providing differentiated instruction through the use support personnel, collaborative planning, etc. Develop and implement a Parent Academy to support our families and provide resources/materials to support learning at home. Providing support for students through the use of personnel (resource teachers, temp tutors, paras) in small groups, tutorial, materials and resources, technology to support learning at home. Provide extended learning opportunities through tutorial programs (morning, afterschool, Spring Break for ELA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady) Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (Benchmark Advance, etc.)

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

- Communication

We will continue utilizing Parent Link(Calls, Emails, Text), flyers and personal calls to communicate with parents. Continue using our methods of communication sharing student progress, curriculum expectations & proficiency levels, and opportunities to be part of decision-making and offering flexible meetings.

- Parent Training

Parent Trainings will be offered to support parents/families as they work with their students at home on foundational skills (vocabulary, comprehension)

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

- School

School will: Implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Provide strategies and resources for parents to support vocabulary and comprehension skills at home to increase student achievement.

- Students

Students will: Monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits. Students will use strategies to increase vocabulary and comprehension to increase student achievement.

- Parents

Parents will... Attend parent academies, SAC meetings, student conferences & data chats (progress monitoring). Support use of strategies at home to increase vocabulary and comprehension to increase student achievement.

- Staff Training

Provide staff trainings on various methods to support families (e.g., APTT Style trainings) on foundational skills (vocabulary and comprehension). Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA - vocabulary and comprehension).

- Accessibility

In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. Continue to provide support to all families (LEP, Disabled, Migrant, Homeless) to increase parent engagement in their child's education.

Math

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

1. List prioritized needs statements.

Data from PM 1 and PM 2 show that Math across all 3 grades is below 20% proficient. We will focus on ELL and ESE students to decrease the instructional gap.

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

Teachers struggle to implement effective strategies for differentiating instruction in Math. Parents have limited resources for students to practice with outside the classroom. Lack of time and personnel to provide additional interventions for students Teachers have observed that students lack fundamental math skills needed to be successful. Lack of foundational skills (computation)

3. Share possible solutions that address the root causes.

Teachers will be provided additional opportunities to develop capacity in providing differentiated instruction through the use support personnel, collaborative planning, etc. Develop and implement a Parent Academy to support our families and provide resources/materials to support learning at home. Providing support for students through the use of personnel in small groups, tutorial, materials and resources, technology to support learning at home. Providing support for students through the use of personnel (resource teachers, temp tutors, paras) in small groups, tutorial, materials and resources, technology to support learning at home. Provide extended learning opportunities through tutorial programs (morning, afterschool, Spring Break for math to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady) Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (manipulatives, etc.)

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

• Communication

We will continue utilizing Parent Link(Calls, Emails, Text), flyers and personal calls to communicate with parents. Continue using our methods of communication sharing student progress, curriculum expectations & proficiency levels, and opportunities to be part of decision-making and offering flexible meetings.

• Parent Training

Parent Trainings will be offered to support parents/families as they work with their students at home focused on basic math computational skills (computation).

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

• School

School will implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have conferences and data chats to discuss student grades and performance on assessments Provide strategies and resources for parents to support math computation skills at home to increase student achievement.

- Students

Students will monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits. Students will use strategies to increase math computation skills to increase student achievement.

- Parents

Parents will attend parent academies, SAC meetings and student conferences (progress monitoring). Support use of strategies at home to increase math computation skills to increase student achievement.

- Staff Training

Provide staff trainings on various methods to support families (e.g., APTT Style trainings) focused on basic math computational skills. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math - computational skills).

- Accessibility

In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. Continue to provide support to all families (LEP, Disabled, Migrant, Homeless) to increase parent engagement in their child's education.

Science

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

1. List prioritized needs statements.

Diagnostic data for science showed proficiency of 0%. We will focus on ELL and ESE students to decrease the instructional gap.

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

Teachers struggle to implement effective strategies for differentiating instruction in Science. Parents have limited resources for students to practice with outside the classroom. Lack of time and personnel to provide additional interventions for students. Lack of foundational skill (vocabulary, comprehension) Both 8th grade science teacher are new to the content and have less than 2 years of teaching experience.

3. Share possible solutions that address the root causes.

Teachers will be provided additional opportunities to develop capacity in providing differentiated instruction through the use support personnel, collaborative planning, etc. Develop and implement a Parent Academy to support our families and provide resources/materials to support learning at home. Providing support for students through the use of personnel in small groups, tutorial, materials and resources, technology to support learning at home. Providing support for students through the use of personnel (resource teachers, temp tutors, paras) in small groups, tutorial, materials and resources, technology to support learning at home. Provide extended learning opportunities through tutorial programs (morning, afterschool, Spring Break for science to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning) Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (manipulatives, materials for experiments, etc.)

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

- Communication

We will continue utilizing Parent Link(Calls, Emails, Text), flyers and personal calls to communicate with parents. Continue using our methods of communication sharing student progress, curriculum expectations & proficiency levels, and opportunities to be part of decision-making and offering flexible meetings.

- Parent Training

Parent Trainings will be offered to support parents/families as they work with their students at home on foundational skills (vocabulary, comprehension)

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

- School

> School will implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Provide strategies and resources for parents to support science skills/knowledge at home to increase student achievement.

- Students

> Students will monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits. Students will use strategies to increase science skills/knowledge to increase student achievement.

- Parents

> Parents will attend parent academies, SAC meetings, student conferences & data chats (progress monitoring). Support use of strategies at home to increase science skills/knowledge to increase student achievement.

- Staff Training

> Provide staff trainings on various methods to support families (e.g., APTT Style trainings). Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (science - vocabulary and comprehension).

- Accessibility

> In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. Continue to provide support to all families (LEP, Disabled, Migrant, Homeless) to increase parent engagement in their child's education.

Social Studies

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

1. List prioritized needs statements.

Diagnostic data for Civics showed 6% proficiency. We will focus on ELL and ESE students to decrease the instructional gap.

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

Teachers struggle to implement effective strategies for differentiating instruction in Civics. Parents have limited resources for students to practice with outside the classroom. Lack of time and personnel to provide additional interventions for students Both Civics teachers are new to the content. Lack of foundational skill (vocabulary and comprehension)

3. Share possible solutions that address the root causes.

Teachers will be provided additional opportunities to develop capacity in providing differentiated instruction through the use support personnel, collaborative planning, etc. Develop and implement a Parent Academy to support our families and provide resources/materials to support learning at home. Providing support for students through the use of personnel in small groups, tutorial, materials and resources, technology to support learning at home. Providing support for students through the use of personnel (resource teachers, temp tutors, paras) in small groups, tutorial, materials and resources, technology to support learning at home. Provide extended learning opportunities through tutorial programs (morning, afterschool, Spring Break for social studies to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 6-8 Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Study Island) Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (manipulatives, etc.)

4. How will school strengthen the PFEP to support Social Studies?

• Communication

We will continue utilizing Parent Link(Calls, Emails, Text), flyers and personal calls to communicate with parents. Continue using our methods of communication sharing student progress, curriculum expectations & proficiency levels, and opportunities to be part of decision-making and offering flexible meetings.

• Parent Training

Parent Trainings will be offered to support parents/families as they work with their students at home on foundational skills (vocabulary, comprehension)

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

• School

School will implement a parent night/parent academies that will provide them with academic strategies they can easily practice with students at home; have a data chat to discuss student grades and performance on assessments Provide strategies and resources for parents to support civics skills/knowledge at home to increase student achievement.

• Students

Students will monitor their own academic progress with consistent data chats; attend tutorials and engage in small groups to target deficits. Students will use strategies to support civics skills/knowledge to increase student achievement.

• Parents

Parents will attend parent academies, SAC meetings, student conferences & data chats (progress monitoring). Support use of strategies at home to support civics skills/knowledge to increase student achievement.

• Staff Training

Provide staff trainings on various methods to support families (e.g., APTT Style trainings). Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (social studies - vocabulary and comprehension).

• Accessibility

In addition to making sure the school is ADA compliant, we will continue to support families with disabilities as needed. This may include ASL support and alternative settings for parents with mobility issues. Continue to provide support to all families (LEP, Disabled, Migrant, Homeless) to increase parent engagement in their child's education.

Acceleration Success

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

1. List prioritized needs statements.

> This school has chosen to be exempt from this area.

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

> This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

> This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

> This school has chosen to be exempt from this area.

• Communication

> This school has chosen to be exempt from this area.

• Parent Training

> This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

> This school has chosen to be exempt from this area.

- School

> This school has chosen to be exempt from this area.

- Students

> This school has chosen to be exempt from this area.

- Parents

> This school has chosen to be exempt from this area.

- Staff Training

> This school has chosen to be exempt from this area.

- Accessibility

> This school has chosen to be exempt from this area.

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: **$356,645.25**

Acct Description	Description					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	White copy paper for classroom and tutorial	65	$44.61	General Supplies	Original	$2,899.65
	PAPER EASEL PAD SCHOOLSMART 27X34 UNRULED 50SHTS PK OF 4 for classroom and tutorial	10	$45.00	General Supplies	Original	$450.00
	Sharpened pencils for classroom and tutorial	1	$120.85	General Supplies	Original	$120.85
	Shipping	1	$2.00	General Supplies	Original	$2.00
	Allocation differential per survey 3 data - school may reallocate funds	1	$84,951.75	General Supplies	Original	$84,951.75
	Amend 6- Reduced classroom supplies and reallocated the allocation differential to purchase a 0.5 resource and a 0.5 coach positions (BT 489212)	-1	$87,406.00	General Supplies	Amendment	-$87,406.0
Paraprofessional	Paraprofessional I to work with lowest 25% and/ or bubble students in grades 6-8 in the area of reading math, and science through a push-in small group model of support.					
Resource Teacher	0.5 ELA Resource Teacher will provide support for at risk students in grades 6-8 in ELA and Literacy through a push-in/pull-out model of support.					
Paraprofessional	6.0 Hrs Paraprofessional I to work with lowest 25% and/or bubble students in grades 6-8 in the area of reading and writing through a push-in small group model of support.					

Acct Description	Description
Paraprofessional	Paraprofessional I to work with lowest 25% and/or bubble students in grades 6-8 in the area of reading, math, and science through a push-in small group model of support.
Resource Teacher	1.0 Reading Resource Teacher will provide support for at risk students in grades 6-8 by integrating litera standards utilizing a push-in/pull-out model of support to increase student achievement.
Resource Teacher	0.5 Reading Resource Teacher will provide support for at risk students in grades 6-8 in ELA and Literacy through a push-in/pull-out model of support.
Resource Teacher	1.0 Resource Teacher will provide support for low 25% students in grades 6-8 by integrating literacy standards through all content areas utilizing a push-in/pull-out model of support to increase student achievement.
Resource Teacher	0.5 Resource Teacher will provide support to students in grades 6-8 in Writing strategies through all content utilizing a push-in/pull-out model of support to increase student achievement in FAST Writing.

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: **$144,099.00**

Acct Description	Description
Coach	0.5 Reading Coach will provide support for teachers in grade 6-8 to create and implement standards based lessons through PLC, PDDs, coaching and also will build teachers' capacity to deliver effective standards based instruction.

Acct Description	Description
Coach	0.5 Coach will provide support all teachers in grades 6-8 in Writing strategies to create and implement standards based lessons through PLC, PDDs, coaching and also will build teachers' capacity to deliver effective standards based instruction.
Coach	0.5 Coach will provide support for teachers in grade 6-8 by integrating Literacy into social studies content, creating and implementing standards based lessons, through PLC, PDDs, coaching and building teachers' capacity to deliver effective standards based instruction.

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: **$6,658.50**

Acct Description	Description					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	PAPER CARDSTOCK ASTRO BRIGHTS 8.5X11 IN 65LB ASST BRIGHTS 250SHTS Cardstock for Welcome to Middle School and other parent information (950 students)	10	$15.83	General Supplies	Original	$158.30
	Chart paper for parent trainings/meetings	1	$350.00	General Supplies	Original	$350.00
	File Folder, Manila, Letter, 1/3Cut, 100/Box Supplied by Supply Warehouse	8	$5.25	General Supplies	Original	$42.00

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	MARKER CHART FLIP 8 COLOR SET Supplied by Office Depot Flip Chart markers (pack of 8 -assorted colors)	10	$6.00	General Supplies	Original	$60.00
	Color paper various colors for school home communication	15	$94.18	General Supplies	Original	$1,412.7
	PEN BALL PT FINE FLEXGRIPBLK Supplied by Office Depot Pens (pack of 12 - black)	1	$45.00	General Supplies	Original	$45.00
	Post it notes for parent trainings and meetings	15	$14.49	General Supplies	Original	$217.35
	Toner to print communication for families (parent newsletters, invitations, tips, etc.)	1	$1,000.00	Technology	Original	$1,000.(
	Film, Laminating - 25" Laminator, 1.5 Mil, 2-500 Rolls Supplied by Supply Warehouse Laminating Paper (pack of 2 rolls) for parent trainings	3	$40.00	General Supplies	Original	$120.00
	White copy paper for school home communication	15	$44.61	General Supplies	Original	$669.15
Postage	**Item**	**Quantity**	**Rate**	**Type**	**Total**	
	Postage for parent communications: Student progress, parent events, welcome to Middle School information. (4 mailings at 950 = 3800)	3800	$0.68	Original	$2,584.(	

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

> Bear Lakes Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training.

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
Lathan Hytower	Assistant Principal
Michelle Marks	Assistant Principal
Kirk Howell	Principal
Laurenzo Haynes	SAC Chair
Rachelle Smith	Parent
Marc Joseph	Math Teacher
Dr. Townsend-Forrester	Community Member
Jennifer English	Reading Coach
Sparkle Williams	Resource Teacher
Carline Tabuteau	Guidance Counselor
Betty Wells	Math Teacher
Angela Higgs	Language Arts Teacher
Marie Elyse	Electives Chair
Celeste Lemon	ELL Coordinator
Jennifer Crespo	SLP
Josephite Bautista	ESE Coordinator
Kashamba Miller-Anderson	Assistant Principal

Name	Title
Lily Crespo	Parent

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

All stakeholders are invited to the meeting through ParentLink and e-mail invitations. At the first SAC meetings parents are provided the information and encouraged to join. There is a vote at the SAC meeting on members after reviewing description of each role. To ensure proper representation of different parent groups, some parents may receive a personal invitation from the SAC chair or administration to become involved. SAC members are selected to reflect the diverse community that Bear Lakes serves.

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

Stakeholders will meet on various dates to create the School wide Plan through the CNA process. Stakeholder involvement will be facilitated through SWP planning meetings to develop a schoolwide plan (CNA/SWP/PFEP) scheduled for February 12 at 8:30 a.m. The first meeting starts with our leadership team (2/28/24), next with our staff (2/10/25), and lastly with the parents/community (2/25/25) to seek input on creating our plans. Stakeholders will have opportunities to share feedback/input with discussion being captured through the Recording Template.

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

Stakeholders provided input during the Stakeholder Meeting on how to spend Parent and Family Engagement funding. It was decided that it would be spent on supplies for parent trainings and postage.

Name	Title
Lathan Hytower	Assistant Principal
Michelle Marks	Assistant Principal
Dr. Kirk Howell	Principal
Laurenzo Haynes	SAC Chair
Dr. Townsend-Forrester	Community
Edward Collins	Teacher
Jennifer English	Education Support
Lily Crespo	Parent
Martha Rivera Guzman	Education Support
Rachelle Smith	Parent
Tennesa Bartley	Learning Team Facilitator

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?

October 17, 2024 at 8:30 a.m. in the SAC room.

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 invited to the Annual Title I meeting through Parent-Link call and E-mail, and flyer invitation.

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

The school's Title I Schoolwide Plan; FY25 Parent and Family Engagement Plan, including the School-Parent Compact; Title I Annual Meeting PowerPoint, Agenda, Invitation, evaluation, and staff needed for the Title I Annual Meeting

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

Parent Link and Other Platforms to support School-Home Communication for Student Success

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

  Staff will learn to maintain communication with parents about their children's progress and upcoming events, topics and important class information using ParentLink. Departments will create newsletters that will be sent home.

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

  This training will allow parents to be regularly updated on what their children are doing in school and what their children should be working on throughout the school year.

- **What will teachers submit as evidence of implementation?**

  Scheduled ParentLink emails. Sample newsletters.

- **Month of Training**

  August 2024

- **Responsible Person(s)**

  Academic Coaches and Department Chairs

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

  TBA

- **Number of Participants**

  TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Strategies for Working with ELL Families

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

Teachers will learn how to use culturally relevant methods to engage with ELL families. This includes understanding cultural norms, values, and communication styles to build trust and rapport. Strategies include using visual aids, translation services, and bilingual materials to ensure clear and effective communication.

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

This training is expected to improve family engagement and, in so doing, improve the overall performance of our ELL students.

- **What will teachers submit as evidence of implementation?**

Samples of communication and artifacts created to support ELL students and their parents at home (ELA Take-Home Task: Exploring Central Ideas (CLIL Aligned)), ParentLink communication samples in different languages. Teachers will submit a sample of how they communicated ELL strategies with parents for them to support their child's learning at home.

- **Month of Training**

September 2024

- **Responsible Person(s)**

ELL Coordinator, CLFs, Academic Coaches

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

TBA

- **Number of Participants**

TBA

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

TBA

- **How do you know?**

TBA

- What went well with the training

> TBA

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

> TBA

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

> SIS Gateway Training

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

> To support student learning at home, parents will be able to access student grades, attendance, test scores, and communicate directly with teachers through SIS Gateway.

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

> Parents will use their smartphones or laptops to connect to SIS Gateway and practice navigating it and using it to communicate with their child's teachers.

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

Parents will now be able to directly monitor their students' progress in each class and email the teachers directly if they have questions.

- Date of Training

August 10, 2024

- Responsible Person(s)

Jennifer English, Carline Tabuteau

- Resources and Materials

Presentation, devices, handouts, QR codes for parents to get links

- Amount (e.g. $10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Schoolwide Literacy Strategies

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

To support student learning at home, parents will be able to familiarize themselves with the questions styles and format for the BEST standards assessments.

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

Parents will be able to practice with question styles based on the resources that are made available over the summer. During the training, parents will practice using question stems with the passages provided. They will be given some passages and a set of question stems to take home. We will use ParentLink to periodically send additional passages home for practice.

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

This will help parents support their child's learning at home and will help students increase confidence and competence on the state writing assessment.

- Date of Training

September 2024

- Responsible Person(s)

Academic Coaches and Resource Teachers

- Resources and Materials

Passages, question stems, chart paper, handouts, markers, question stems

- Amount (e.g. $10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- 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

McKenny Vento

• Describe how agency/organization supports families.

Provide collaboration, communication and ongoing support to families by providing housing support, meal support, bus passes, clothing, supplies, and counseling.

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

Log of families who receive supplies/clothing, Documentation in SIS, Parent communication logs., Flyer of services, emails.

• Frequency

As needed

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

• Name of Agency

Drug Alcohol Treatment Association (DATA)

• Describe how agency/organization supports families.

Provide drug abuse community resources and educational resources for families. They also provide continuous screening, collaboration and support for alcohol and drug abuse.

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

> Parent informational flyers, info sheets, and Parent communication logs

- Frequency

> Quarterly

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

- Name of Agency

> Multicultural

- Describe how agency/organization supports families.

> Provide support, trainings and translation services to families who speak little or no English. Works with families to complete applications and facilitates access to community multicultural resources.

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

> Multicultural flyers, Translated information, Sign Ins from meetings where translation services were provided.

- 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

Bear Lakes middle 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. This communication will be routinely sent through: ParentLink, letters, flyers.

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

Flyers, ParentLink Screenshots, newsletters.

• Description

Information will be disseminated to parents about curriculum and proficiency levels through ParentLink, Conferences and SIS Gateway. The school will inform parents about the curriculum and proficiency levels students are expected to meet through flexibly scheduled conferences either virtually or in person at the best time convenient for them. Bear Lakes Middle School has an open door policy and allows for parents to come in without appointments to meet with administration or guidance to discuss their child's progress. Information will be translated for parents who need it. Also, during our Curriculum Night, parents will learn about the grade level expectations for each core content area.

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

> Conference notes, newsletters, SIS Gateway reports test scores, and Curriculum Night. Best standards for ELA and Math distributed to parents at meetings.

- Description

> Information will be disseminated to parents about forms of academic assessments through ParentLink, Parent Trainings, Conferences, SIS Gateway and will be translated as needed.

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

> Screenshots, conference notes, report cards, and progress reports.

- Description

> Information will be disseminated to parents about opportunities to participate in decision-making related to the education of their children through SAC, CNA meeting, ParentLink and Conferences.

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

> Screenshots, flyers, agendas, parent conferences, LEP/ESE meetings, virtual meetings, and ParentLink.

- Description

> The school will allow for flexible scheduling of trainings and will offer additional or personalized trainings as the need arises. Virtual meetings will be scheduled for parents who request them if they are unable to attend meetings, LEP/ESE meetings, conferences.

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

> Screenshots, flyers with link to virtual meetings, invitations, and conference notes

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

CLFs will be present at all SAC meetings and trainings and any conferences that require ELL support. Flyers, School Compact and school-home communication will be translated into multiple languages. ParentLink messages will be sent in multiple languages. Translation support will be provided for parents as needed.

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

Screenshots of ParentLink communications in multiple languages, PFEP summaries in all languages, Copies of flyers and the school compact in multiple languages. Sign in sheets from meetings.

- Description

Transcripts can be provided upon request. School buildings are ADA compliant - elevator, disabled parking available and audio enhancement in classrooms. If additional support for parents is needed, we will contact the district.

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

> Photos of ADA compliant areas and audio enhancement, emails.

- Description

> CLFs will be present at all SAC meetings and trainings and any conferences that require ELL support. Flyers and the School Compact will be translated into multiple languages. ParentLink messages will be sent in multiple languages. The ELL coordinator will connect migrant families with support and resources available from Multicultural Department. Free school supplies and school appropriate clothing will be provided as needed.

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

> ESOL Log, Translated documents, Sign in sheets, home visit notes, emails, distribution of resources log in SIS, Migrant brochure about resources, as applicable.

- Description

> Families will be connected with the McKinney-Vento for support for meals, housing, free clothing, free school supplies and counseling services. Home visits, as needed. School staff will connect families with support and resources available from McKinney-Vento. Free school supplies and school appropriate clothing will be provided as needed.

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

> SIS entry log of students who receive supplies and clothing, Emails, Log of any home visits made and Student housing questionnaire, emails

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

Bear Lakes Middle integrates Single School Culture by sharing our Universal Guidelines for success following our Behavioral Matrix. There is a universal attention signal all teachers and staff use that focuses the attention of students. We also have a universal recognition program - "Shout outs". Every day at the end of the day, administration shares "Shout outs" through the PA system for behavior and academics. Students pick up a treat from the front office when their name is called. These universal strategies to maintain a Single School Culture helps teachers, students, and all staff members work together in making sure we meet our vision of implementing a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy. This has created a clear behavioral expectation to ensure a system of fairness that is consistently enforced schoolwide. We also have a School Wide Positive Behavior Support Plan (SWPBS), which is instrumental in maintaining a positive culture. All staff and students know of the school-wide rules, interventions, consequences, rewards, and expectations for success. Administration provides tools for teachers to be able to support positive behavior and staff meets once a month to discuss strategies on how to improve. The SWPBs systems promotes a successful, respectful and safe environment. School Guidance Counselors meet with every student throughout the year to make sure they are on target for promotion and to discuss grade level requirements. Students are able to schedule an appointment with school counselors as needed throughout the year. School Counselors meet with certain students in small groups based on need (anger management, divorce care, bereavement, etc.). Counselors also present Civics and Career Placement curriculum to 8th grade students every year to expose them to various career choices. Bear Lakes Middle provides Mental Health support with a Mental Health Counselor. School Guidance Counselors teach Peer Counseling classes to help students develop organizational skills, build strong study habits and fosters a growth mindset. Our school also participates in the Character Counts program which helps develop a sense of service for others.

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

School Based Leadership Team (SBLT) will schedule and facilitate regular School Based Team Meetings/Response to Intervention (RtI) meetings, ensure attendance of team members, take measures to follow up of action steps, allocate resources. Tier 1 Implementation: All students participate in Reading Plus and Small Group Differentiated Instruction. In conjunction with Tier 1 problem solving, the Leadership Team members will meet weekly to monitor and review infrastructure and implementation of building level MTSS. Teachers develop effective multidisciplinary teams in place to problem solve and create action plans for all students. The Multi-Tier Support System (MTSS) Leadership Team sets Tier 1 goals, monitor academic and behavioral data and to evaluate progress towards goals at least three times per year by: 1. Holding regular team meetings where problem solving is the sole focus. 2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. 3. Team will determine the evidence that will demonstrate if progress was made towards proficiency. 4. Team will respond when grades, subject areas, classes, or individual students have not shown a positive response (reteach/reassessment component will be implemented across all disciplines). 5. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each Ongoing Progress Monitoring (OPM). Tier 2 implementation: The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to: 1. Review Ongoing Progress Monitoring (OPM) data for intervention groups to evaluate group and individual student response. 2. Support intervention where there is not an overall positive group response. 3. Select students for Tier 3 intervention. The School Improvement Plan (SIP) summarizes Bear Lakes Middle's academic and behavioral goals for the year and describes the school's plan to meet the specific, identified goals. Interventions used for Tier 2 students are to scheduled students for an Intensive Reading or math support class. Student progress is monitored every week. The Tier 3 Implementation; Tier 3 interventions are planned for the students who continue to struggle. The School-based Leadership Team (SBLT), the instructional faculty and the parents/guardians is a critical part of the Multi-Tier Support System (MTSS) program. Interventions in the school, home and community are all geared to assist and correct or modify academic and behavioral issues before they interact or combine to interfere with the instructional delivery of content. Interventions include: • Behavior Contract • Behavior Intervention Plan (BIP) • Check In • Functional Behavior Assessment (FBA) • Mentoring At-Risk Students • Support Facilitation personnel pull individual students to provide intensive remediation and reassess students as needed. Lesson is based on the teacher's lesson plan and the individual need of the student. Student progress on Tier 3 intervention is monitored daily for behavior and academics every 4-6 weeks.

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).

- Opportunities to extend learning time.

- 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.
- 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

Students are immersed in rigorous tasks encompassing the full intent of the standards. • Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. • Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. Khan Academy is used as a tool to allow students to remediate and reinforce concepts outside of the classroom. Intensive Reading Bear Lakes ensures that students below satisfactory level on FSA will receive additional reading and math support for remediation in the critical areas of the reading/math process are served. Delivery of instruction is framed around the district adopted instructional materials that are aligned to the Florida State Standards and complex texts, tasks, and talks. The reading/math classes are designed for differentiated instruction and learning utilizing a Rotational Instructional Model (RIM). Data is used from Diagnostic, Common Assessment, FSQs and USA Grade level assessments to determine instructional needs and to monitor student progress in reading, math, science, and civics. Florida State Assessment (FSA) scores and teacher recommendations are used to help place students in high school credit classes and advanced classes. During Common Planning, Weekly Leadership Meetings and Faculty Meetings, teachers, administrators and Instructional Coaches analyze and discuss data in order to create Focus Calendars and to address item specifications which align with District and State Curriculum. Ongoing Progress Monitoring and Professional Performance Assessments provide a sketch of the effectiveness of the instruction based upon data outcomes. Elective classes support the reading program by providing reading warm-up and time for students to use Reading Plus during class. Khan Academy and Google classroom are used by all students to remediate particular skills based on data during instructional time. Elective classes include Band, Fundamentals of the Web, Fundamentals of Networking, Computer Applications, Introduction to Business, PE, Medical Skills, Critical Thinking. Most elective classes focus on foundational skills/knowledge of future careers and support for literacy. Tutoring is available after school through the After School Program for students who need additional support. Team sports like Baseball, Softball, Volleyball, Basketball, and Science, Engineering, Communication, Mathematics, and Enrichment (SECME) help enrich student education are extracurricular opportunities that we offer for our students. The participation in team sports build characters, cooperation, relationship building, and build future interests in science and team sports.

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

We build students' pathways and ensure they are ready for high school by providing students with Algebra 1 Honors, Algebra 2 Honors, Geometry Honors, Physical Science Honors, Sociology, Fundamentals of Technology, Emerging Technology in Business. Many of these courses allow students to earn high school credit and ensure students are ready for postsecondary opportunities. The purpose is to give students an opportunity to enter the dual enrollment program in high school. The students will learn research methods, communication skills (speaking, listening, writing, and telecommunication, multimedia presentation skills) and other areas affecting the business environment. Furthermore, after taking the Emerging Technology in Business class students will receive Industrial Certification and it will make them marketable to receive Information Technology (IT) jobs. We offer the Preliminary Scholastic Aptitude Test (PSAT) to all of our 8th grade students every year. The PSAT is a prep for the Scholastic Aptitude Test (SAT), which is usually taken in high school, and our students take this test at the beginning of the year without preparation in order to get a true depiction of where they are in Math and Reading. PSAT scores are used to identify National Merit Scholars and award merit scholarships. The PSAT measures college and career readiness and gives students tools for planning their future. Also, in the 8th grade, US History and Career Placement class, students are exposed to career options unit presented by Guidance Counselors. 8th grade students participate in a High School Fair. These schools talk about career choice options they offer students.

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
- 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

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

1. Transition to Elementary School

> This school has chosen to be exempt from this area.

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)

- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Professional development is provided through daily departmental common planning meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Adjustments have been made to provide professional development opportunities to allow for more impactful teaching during distance learning. Topics for professional development opportunities through common planning meetings are: * Data Analysis - to drive the instruction and to monitor student progress * Marzano - Best practices for instruction * BEST/FAST Standards - Unpack standards to understand the depth of instruction and develop lesson collaboratively * Best strategies/practices - model strategy or practice *Supporting ESE students *Supporting ELL students Education Support Program (ESP) provides support for beginning teachers or teachers new to the District. New teachers are paired with a mentor teacher to help build their capacity. We provide time for them to observe other classrooms (behavior and academics) to build their capacity. Teachers will meet monthly with the ESP Coordinator and Voluntary Lead Mentor to discuss: * Classroom management * Knowledge of content related curriculum * Learn culture of school (who to go to for help/support) for procedures Teachers also receive professional development and support by participating in team common planning. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences and written & oral feedback. • Collaboratively schedule periodic visits to mentee's classroom. • Mentors will meet with mentees weekly to discuss instructional improvement and concerns. • Mentors will model lessons for mentees and share best practices. • Mentors will conduct monthly meetings to review school-wide evaluation feedback. • Providing training to understand the new Marzano Evaluation tool alignment to the Florida Educators Accomplished Practices. • Attend Professional Learning Communities and Monthly ESP meetings. Teachers that are a part of the ESP program are monitored for up to 3 years before completion. The goal is to help groom teachers to become masters of their subject area and effective educators.

Recruitment and Retention of Effective Educators

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

Recruitment:

Retention:

- 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

- 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

Recruitment: Administration attends job fairs as needed and we collaborate with HR and Region office to recruit teachers. Strong, effective substitute teachers are encouraged to get certified. Once they become eligible we hire them as teachers. Retention: We are able to retain our teachers by setting up a good mentoring program. Education Support Program (ESP) provides support for beginning teachers or teachers new to District. New teachers are paired with a veteran teacher to help build their capacity. We provide time for them to observe other classrooms (behavior and academics) to build their capacity. Best practices are shared and modeled with coaching support. Teachers will meet monthly with administration to discuss: * Classroom management * Knowledge of content related curriculum * Learn culture of the school (who to go to for help/support) New teachers also receive professional development and support by participating in team common planning. We provide them with leadership opportunities, collaborative planning, we provide coaching support on a regular basis. We also have a open door policy to see any administrator to discuss concerns. Finally, we give our teachers opportunities to make extra part time pay by participating in club sponsors, sport team coaching, and tutoring.