Title I Comprehensive Schoolwide Plan

DR. JOAQUIN GARCIA HIGH (1561)

ELA

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

1. List prioritized needs statements.

According to PM1 and PM2 FAST data, our top priorities are to increase student achievement, student learning gains, and learning gains of the lowest 25%. Our students came to Dr. Joaquin Garcia High School at 58% proficient. According to FY24 PM1 and PM2 data our students are achieving at 33% proficient on PM1 and 37% proficient on PM2 for ELA 9th grade. The 10th grade is performing and 29% proficient on PM1 and 34% proficient on PM2. That is an average of a 20% decrease from previous year data.

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

Teachers are struggling to provide differentiated instruction that targets personalized instructional needs. Students are struggling in the areas of vocabulary development, fluency and comprehension. Parents are struggling with knowledge of graduation requirements and testing required for graduation.

3. Share possible solutions that address the root causes.

Work with teachers to fully implement State Standards and Scope & Sequence. Staff development is needed in order to facilitate the use of the rotational model, small group and one one one interventions & instruction. Use adaptive technology to support instruction (additional resources such as Upfront Magazine & Study Island). Targeted Professional Development & Learning Teams will continue to foster a common language of instruction on campus as new teachers are hired with the addition of a senior class. PD to include in-house support and state/national conferences. Provide hands-on practice and resources to support student learning (workbooks that focus on building vocabulary, Language dictionaries for ELL Students, etc.) Add additional staff to support ELA and reading teachers in the implementation of standards, differentiated instruction for student success. Provide extended opportunities through a tutorial program (after school, Saturdays, etc) to reinforce standards for ELA with Level 1 and level 2 students to increase achievement. Providing trainings for parents to share graduation requirements and resources to support student success at home.

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

- Communication

Dr. Joaquin Garcia will implement a Parent University that will be provided throughout the school year in English, Spanish and Creole. Parents will receive multilingual communications via the school newsletter, automated calls, emails, text messages, printed letters, and teachers & administration contact. We will continue to streamline our communication and make sure that it is meaningful and prompt. We will share curriculum expectations, student progress and opportunities for involvement through our monthly Parent University.

- Parent Training

Parent trainings that may be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post secondary success for college and careers. Train parents on how to access Parent Gateway to monitor student progress and communicate with teachers to increase school-home partnership.

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

- School

School will support teachers through continued professional development, professional learning communities (BCS), SEQ support, instructional support and resource support. Providing families with specific strategies and resources to support their child's success.

- Students

Students will come to school prepared to engage and learn. Students will access information and resources to ensure their academic success.

- Parents

Parents will monitor student progress and provide continued support. Parent will access information and resources to ensure their child's academic success. Parents will attend informational programs and engage with teachers.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (ELA).

- Accessibility

Language interpreters, interpretive listening devices, and sign language support for students and family with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students, including students with special and diverse needs. We will work with all families (LEP, Disabled, Migrant and homeless) as needed to increase their engagement in their child's academic success.

Math

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

1. List prioritized needs statements.

Based on mid year exam data are students are achieving at 8% proficient in Algebra One and 38% proficient in Geometry. Our current year math goal is that 46% of our students will be proficient.

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

Students continue to struggle with foundational skills. Coming from myriad schools, teachers need to continue to develop a common language of instruction that allows for the most effective school-wide planning by course for maximized differentiation. Student attendance/tardies issues are another challenge toward proficiency. Parents are struggling with knowledge of graduation requirements and testing required for graduation.

3. Share possible solutions that address the root causes.

Professional Development and support needed as teachers work through unpacking State Standards and Scope & Sequence. A math resource teacher/coach would assist with PLC and school-wide language of instruction, development of high yield strategies, and targeted instructional activities. Additional tutoring and/or pullouts/push-ins to support students (during the day and after school). Technology can be used to support live instruction and allows for ongoing support and monitoring. (online subscriptions, devices, etc.) Students need to be exposed to SLL (Skills for Life and Learning) in order to maximize their time and resources. Provide hands-on practice and resources to support student learning (calculators, manipulatives, workbooks, etc.) Add additional staff to support ELA and reading teachers in the implementation of standards, differentiated instruction for student success. Providing trainings for parents to share graduation requirements and resources to support student success at home.

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

• Communication

Dr. Joaquin Garcia will implement a Parent University that will be provided throughout the school year. Parents will receive multilingual communications via robocalls, emails, text messages, printed letters, teachers and administration contact. We will continue to streamline our communication and make sure that it is meaningful and prompt. We will share curriculum expectations, student progress and opportunities for involvement through our monthly Parent University.

• Parent Training

Trainings will be offered to support parents/families as they work with their students at home and provide valuable information regarding graduation and post-secondary success for college and careers. Train parents on how to access Parent Gateway to monitor student progress and communicate with teachers to increase school-home partnership.

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

• School

School will support teachers through continued professional development, professional learning communities (BCS), SEQ support, instructional support and resource support. Providing families with specific strategies and resources to support their child's success.

- Students

> Students will come to school prepared to engage and learn. Students will access information and resources to ensure their academic success.

- Parents

> Parents will monitor student progress and provide continued support. Parents will attend informational programs and engage with teachers. Parent will access information and resources to ensure their child's academic success.

- Staff Training

> Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Staff trainings to improve instructional pedagogy and classroom relationships (Math).

- Accessibility

> Language interpreters, interpretive listening devices, and sign language support for students and families with needs. ESE and 504 support for families, trainings for staff, and tiered interventions for all students including students with special and diverse needs. We will work with all families (LEP, Disabled, Migrant and homeless) as needed to increase their engagement in their child's academic success.

Science

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 Science?

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

> 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 Science?

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

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

> 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.

Social Studies

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 Social Studies?

How will school strengthen the PFEP to support Social Studies?

• How will school strengthen the PFEP to support Social Studies?

> 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 Social Studies?

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

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

> 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.

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.

Graduation Rate

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 Graduation Rate?

How will school strengthen the PFEP to support Graduation Rate?

- How will school strengthen the PFEP to support Graduation Rate?

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 Graduation Rate?

How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

> 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: **$206,068.90**

Acct Description	Description
Extra Periods	Certified Teachers will provide additional support during the day for at risk/struggling students in grades 9-12 grade in the areas of ELA, Writing, Math, Science, and Social Studies to increase student achievement. Tentat start date is August 2024 (10 teachers, 2 days, 1 hours, 24 weeks, $37.00 an hour)
Resource Teacher	0.5 ELA Resource Teacher will provide support for students in Literacy across all content areas, based on nee in grades 9-12 through a push-in and/or pull-out model of support.
Supplies	*see table below*

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
CLT Prep Books (Study Guides) to support high school graduation	1	$2,000.00	Instructional Materials	Original	$2,000.0
Colorín Colorado Books and Student Workbooks to support ELL students	1	$2,000.00	Instructional Materials	Original	$2,000.0
Copy paper to support student learning and delivery of instruction	1	$855.90	General Supplies	Original	$855.90
Binders for students (ELA and Math - 9th grade)	750	$4.95	General Supplies	Original	$3,712.5
Vocabulary for HS class set workbooks to support ELA (9-12)	1	$5,600.00	Instructional Materials	Original	$5,600.0
Upfront Magazines to support for ELA 9-12	1	$5,000.00	Instructional Materials	Original	$5,000.0

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Dividers (5 tabs) 9th grade	750	$1.51	General Supplies	Original	$1,132.50
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	$500.00	General Supplies	Original	$500.00

Trans Compound; field trips	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	District Transportation- Latinos in Action students will visit Elementary schools weekly to support reading literacy projects for student success	1	$5,980.00	Original	$5,980.0

Online subscription	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Gale Petersons Test Prep to support student learning in all content areas (grades 9-12)	1	$2,000.00	Original	$2,000.0
	Gale Interactive- Science (interactive online labs) to support student learning in Science (grades 9-12)	1	$1,200.00	Original	$1,200.00
	Membean to support student learning ELA for all grade levels (grades 9-12)	1	$5,000.00	Original	$5,000.0
	Delta Math to support student learning in Math (grades 9-12)	1	$3,100.00	Original	$3,100.00
	Study Island to support student learning in all content areas (grades 9-12	1	$10,000.00	Original	$10,000.0

Acct Description	Description
Educational consultants	<table><tr><td>Item</td><td>Quantity</td><td>Rate</td><td>Type</td><td>Total</td></tr><tr><td>Latinos in Action for Dual language students grades 9-12 for about 120 students. They provide curriculum for students to prepare them for college and career for student success.</td><td>1</td><td>$2,500.00</td><td>Original</td><td>$2,500.0</td></tr></table>
Resource Teacher	0.5 Math Resource Teacher will provide support for students based on need in grades 9-12 in Math through a push-in and/or pull-out model of support.
Tutorial	(see table below)

Tutorial table:

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Certified Teachers will provide additional support after school for at risk/struggling students in grades 9-12 grade in the areas of ELA, Writing, Math, Science, and Social Studies to increase student achievement. Tentative start date is Fall 2024	10	$37.00	2	1.5	24	Certified	Original	$26,640.0
Certified Teachers will provide additional support during the summer for at risk/struggling students in grades 9-12 grade in the areas of ELA, Writing, Math, Science, and Social Studies to increase student achievement. Tentative start date is July2024	5	$37.00	4	4	3	Certified	Original	$8,880.00

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: $96,431.10

Acct Description	Description
Out-of-system PD Subs	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>PD Sub-Days for teachers to participate in half-day PD to support instructional delivery and student success around the standards reference in ELA, Mathematics, Science and Social Studies for students in grade levels 9-12- Tentative start date is October 2024</td><td>30</td><td>$16.00</td><td>1</td><td>7</td><td>1</td><td>Certified</td><td>Original</td><td>$3,360.0</td></tr></table>
Tch Res Staff Development	0.5 ELA PD Resource Teacher will provide support for teachers in grade 9-12 in literacy across all content areas to create and implement standards based lessons, PLC, PDDs, coaching and building teachers' capaci to deliver effective standards based instruction.
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Ink (all colors) to support PLCs, PD, collaborative planning (set of 5 colors)</td><td>6</td><td>$340.00</td><td>Technology</td><td>Original</td><td>$2,040.0</td></tr><tr><td>Copy paper to support PLCs, PD, collaborative planning</td><td>10</td><td>$44.61</td><td>General Supplies</td><td>Original</td><td>$446.10</td></tr></table>
Tch Res Staff Development	0.5 Math PD Resource Teacher will provide support for teachers in grade 9-12 to create and implement standards based lessons, PLC, PDDs, coaching and building teachers' capacity to deliver effective standards base instruction.

Acct Description	Description								
Teacher Collaboration	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Teachers in grades 9-12 will participate in Collegial Planning afterschool and during the summer to build consistent, rigorous instructional practices and increase teacher capacity in standards for Algebra, ELA/Reading, Science and Social Studies.	50	$25.00	1	1	4	Certified	Original	$5,000.0

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: **$8,772.50**

Acct Description	Description					
Overtime	Overtime for CLFs to support families during SAC and community meetings to increase parent engagement					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Copy paper (all colors) for shool-home communication and parent trainings/meetings	1	$750.00	General Supplies	Original	$750.00
	Chart paper markers for parent trainings/meetings	1	$250.00	General Supplies	Original	$250.00

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Refreshments for parent trainings (per PFEP)	3	$300.00	Program Supplies	Original	$900.00
Ink (various colors) to print reports and communication between school home, parent trainings/meetings	1	$2,000.00	Technology	Original	$2,000.0
Chart paper for parent trainings/meetings	1	$400.00	General Supplies	Original	$400.00
Highlighters for parent trainings/meetings	1	$95.00	General Supplies	Original	$95.00
Pens for parent trainings/meetings	1	$100.00	General Supplies	Original	$100.00
Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	$14.50	General Supplies	Original	$14.50

Parent Support by Comm Language Facilitator

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
CLFs to support parent trainings to increase parent engagement	2	$27.00	1	2	2	Non-Certified	Original	$212.0

Postage

Item	Quantity	Rate	Type	Total
Stamps to mail information for school-home communication (2400 × 2 mailings = 4,800)	4800	$0.68	Original	$3,264.0

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

> Dr. Joaquin Garcia High School will empower parents and families to support their children's academic and social growth by creating an inviting environment where parents can feel welcomed and involved in the decision-making process, and active participants in their children's academic future.

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
Liz Joslin	ESOL Coordinator
Mathew Merman	Choice Coordinator
Stacey Motter-Fay	ESE Coordinator
Matthew Starr	Assistant Principal
Jeanette Machado	Assistant Principal
Oscar Otero	Principal
Corey Clawson	Assistant Principal
Tempie Craven	Media Specialist
Thyme Salemme	Math Teacher
Meredith Caro	ELA Teacher
Denise Conway	Science Teacher
Bridget Mantooth-Urso	Counselor
Jennifer Kalogeropoulos	Testing Coordinator
Krystal Lamb	Social Science Teacher
Nicholas Hess	Reading Teacher
Allison Nygren	PE Teacher
Candice Guis	Parent

Name	Title
Aimee Croatti	Parent
Erin Heyward	Parent
Kirsten Conor Raban	Teacher
Tonya Thomas	Parent
Erica Gordon	Parent
Marlen Renard	Parent
Mavis Moreno	Parent
Valcena Makendy	Parent
Asmide Esta	Parent

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

We invited all stakeholder via callouts, fliers, and email to attend our Title One meeting that took place after our March SAC meeting. We also selected all of our Department Leaders to attend our Staff Meeting. They were also able to invite anyone in their departments to attend as well. Parents/Community members are selected and voted in during the first SAC meeting that represent the school population

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

Stakeholders (teachers, parents) were invited to be involved in the development of the FY25 SWP/CNA/PFEP and give their input in the meetings, presentations and evaluations given at the end of every meeting. All Stakeholders will be invited to be involved throughout the year (Title 1 Annual meetings, SAC, parent trainings, etc.) The Leadership Meeting took place on 3/12/24, the Staff Meeting took place on 3/13/24, and the Stakeholder Meeting took place 3/26/24. Stakeholder feedback was captured in Recording Template.

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

> In the 3 step process Mr. Starr presented the needs of the student and teams brainstormed ideas. Title 1 funds for parent engagement will be used for supplies, parent night trainings, postage, and staff support parent trainings.

Name	Title
Oscar Otero	Principal
Matthew Starr	Assistant Principal
Mathew Merman	Choice Coordinator
Liz Joslin	ESOL Coordinator
Stacey Motter-Fay	ESE Coordinator
Jamie Campbell	Counselor Coordinator

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?

> The Title I Annual Meeting will take place Thursday, October 3, 2024 at 6:00pm in the Bulldog Commons

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

> Stakeholders will be notified about the Annual Meeting through our newsletter, marquee, call-out, email and flyer invitations.

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

> Resources that will be prepared are invitations, agenda, powerpoint presentation and evaluations. PFEP Summary and Parent Compact. We will also provide a light snack and refreshments.

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 SIS Gateway and Parent Communication

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

Teachers will receive a refresher on how to use SIS Gateway to communicate with families. They will also be given strategies and resources in order to help families better access pertinent information and communicate via the Parent SIS Gateway

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

This training will impact parent/teacher/student communication by streamlining the communication tool and understanding of the Parent SIS Gateway.

- What will teachers submit as evidence of implementation?

Teachers will provide evidence of communication via the Parent SIS Gateway and sharing strategies and resources with families.

- Month of Training

August

- Responsible Person(s)

Matthew Starr, Bridget Mantooth Urso, Mathew Merman

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

How to conduct Parent/Teacher Conferences

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

Teacher will be trained in the process and procedure in conducting parent teacher conferences and developing a partnership with families for student success. They will know how and when to schedule, availability of CLF's and Administration. They will also be trained on the delivery of information to the parents and requirements of documentation of the conference.

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

Through the process the relationship and rapport being built between the families and educators will strengthen the team in order to help students achieve academic and social success.

- What will teachers submit as evidence of implementation?

Teachers will provide documented notes and a reflection of at least one parent conference sharing student progress, resources for parents, and building a partnership with families.

- Month of Training

September

- Responsible Person(s)

School Counselors

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

> TBD

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

> TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

> Parent Access to the SIS Gateway and Upcoming Assessments

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

> Parents will learn how to access the SIS Gateway in order to track their student progress academically and communicate with teachers. Parents will also be trained in all the different assessments that their children with take whether district assessments or state assessments.

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

> Parents will have access to a computer to learn how to long in to SIS Parent Gateway. They will also be taught how to navigate to view student information.

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

> Parents will be able to be informed in a timely manner of their student progress and track their students achievements.

- **Date of Training**

> September 18, 2024

- **Responsible Person(s)**

> Matthew Starr, Bridget Urso, Stacey Motter-Fay, Liz Joslin, Jamie Campbell

- **Resources and Materials**

> SIS Parent Gateway one pager, District and State Assessment Dates, Assessment One Pager outlining the different assessments and dates taken.

- **Amount (e.g. $10.00)**

> 100.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

> FAST Testing review of PM1 and PM2

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

> Parents will receive a comprehensive training on the state FAST testing and upcoming EOC's.

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

Parents will be introduced to the FAST testing portal for students and families. Parents will also be introduced to KHAN Academy with special attention to the practice and remediation items linked to PSAT results and all other topics available. Parents will also have an in depth presentation of the Khanmigo platform with an opportunity to interact with the AI assistance that students are able to access in class and at home. This will tie into the district wide expectation of Khanmigo usage. This resource is for all academic areas of the SIP. Parents will have an opportunity to access the FAST testing portal and KHAN Academy site during the training and learn how to navigate both platform to access resources to support learning at home.

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

Parents will be informed on the impact of the educational opportunities state testing has. They will also be informed on best practices for testing.

- Date of Training

12/11/2024

- Responsible Person(s)

Matthew Starr, Jamie Campbell, Bridget Mantooth Urso, Stacey Motter Fay, Mathew Merman, Liz Joslin

- Resources and Materials

Powerpoint presentation, FAST Testing one page

- Amount (e.g. $10.00)

100.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Student Graduation Requirements

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

Parents will be given resources and information in order to strengthen their children's opportunities for post secondary education. Parents will learn about FASFA, college application process and deadlines, vocational programs and scholarships.

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

Parents will have access to a computer to navigate the FASFA online platform and research local, state and federal scholarship opportunities.

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

Students will be motivated to access and receive post secondary educational opportunties.

- Date of Training

February 12, 2025

- Responsible Person(s)

Matthew Starr, Bridget Mantooth Urso, Liz Joslin

- Resources and Materials

FASFA applications, Scholarship one pages, college list and application deadlines and requirements.

- Amount (e.g. $10.00)

100.00

Coordination and Integration

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

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

• Name of Agency

McKinney Vento

• Describe how agency/organization supports families.

McKinney Vento will help our students and families that are experiencing homelessness. It will provide local resources to help parents with housing, clothing and other necessities.

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

We will provide opportunities for the different resources to come to our campus to support our families in need.

• Frequency

Quarterly

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

• Name of Agency

Department of Safe Schools

- Describe how agency/organization supports families.

> The PBCSD department of Safe School will help with student absenteeism. The department will conduct home visits in order to help families overcome barriers that keep their child from attending school and becoming chronically absent and/or truant.

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

> Home visit logs

- Frequency

> Monthly

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

- Name of Agency

> PBCSD Multicultural Department

- Describe how agency/organization supports families.

> Multicultural Education serves to meet the language and academic needs of a diverse student population of English Language Learners. -Support services in schools to comply with District, State, and Federal requirements. -Professional learning opportunities to offer instructional strategies and support aligned the unique needs of ELLs in English for Speakers of Other Languages (ESOL) and Dual Language programs. -Bilingual/bicultural counseling and social services to meet the social, emotional, and academic needs of English Language Learners. -Providing language related instructional resources aligned to the standards and designed to meet the needs of English Language Learners.

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

> We will showcase this partnership through translated documents being sent home, counseling services provided through home language, and educational resources utilized by both the students and families.

- Frequency

Monthly

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

Dr. Joaquin Garcia High School will provide families with timely information about Title 1 programs through out Annual Title 1 Meeting, student announcements, monthly SAC meetings, website, newletters sent via US Mail, parent link callouts, parent trainings, and parent conferences. Teachers will aslo display a flyer showing the dates and time of our tutorials and meetings.

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

Flyers, email, SAC Meeting minutes, parent link calls, sign in sheets

- Description

Dr. Joaquin Garcia High School will inform parents about the curriculum expectations for each grade level and content area, use of SIS Gateway, report cards, progress reports, ,SAC meetings, parent conferences, tutorials, and parent trainings through an Open House Curriculum Night and conferences. Throughout the school year, these various methods will ensure that families are aware of the expectations their students must meet and resources available in order to graduate from high school and be successful.

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

Parent Link Calls, SIS Gateway reports, Open House Flyer and call outs, SAC meeting minutes, parent conference calendars, tutorial flyers.

- Description

Dr. Joaquin Garcia High School will inform parents about forms of academic assessment used to measure student progress and achievement levels of State academic standards through the use of progress reports, SAC meetings, and SIS Gateway Gradebook utilizing district benchmark assessments. Throughout the school year, various methods will ensure that families are aware of the expectations their students must meet in order to graduate from high school. Detailed reports for student assessments such as EOCs are sent home with students

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

Parent Link, Website postings, SAC meeting minutes, midterm reports, report cards, academic assessment results

- Description

We will announce opportunities for parents to participate in decision-making related to the education of their children by means of the marquee, parent link call out, the school website, flyers, and invitations. At the Title 1 Parent Meeting we will explain the purpose of SAC and invite stakeholder to assist in the decision making towards are school goals and CNA meeting in Spring. We will encourage attendance at parent conferences, annual stakeholder meeting, and our Parent Input Meeting

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

marquee, parent link call out, the school website, flyers, and invitations

- Description

> We will offer our meetings and trainings in the evening in order to support our working families. We will also offer CLF services for our meetings, trainings, and activities in order to ensure there is not a language barrier. Teachers conduct parent-teacher conference at a time that is convenient to families. Meetings may be recorded as well.

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

> parent link call out, the school website, flyers, links to virtual meeting, conference notes, and invitations and recordings of the meetings

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

> We will have staff members present that are fluent in students' native language to assist with translation. Materials and resources will be translated in students' native language

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

Translated materials: fliers, letters, parent link, PFEP Summary, Compact,

- Description

We will have sign language interpreters to provide support for those parents and students who need this service. We provide specified handicapped parking spaces for accessibility. Our two story buildings include elevator support for accessing both floors. Outer room signs include braille. Will contact the District if additional support for families is needed.

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

Emails, sign-in sheets, photos of ADA compliant building (parking spaces, ramps, handicap restrooms

- Description

Handouts will be located in the guidance office and can be mailed out to families who can not attend events. Survey families to determine need and provide support as available. Contact the Migrant Dept. to support families. Provide resources to families as able (supplies, clothing, etc.) Meetings will be posted to website for those that can not attend.

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

Log or photo of resources provided, emails, sample of brochure with services provided by Migrant dept.,

- Description

Social Services facilitator will be present daily at school site to assist with parents and families experiencing homelessness. Calls may be made to notify families of meeting times and meetings will be posted to website for those that can not attend. Contact the Migrant Dept. to support families. Provide resources to families as able (supplies, clothing, etc.)

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

> Log or photo of resources provided, emails, sample of fliers with services provided by McKinney-Vento dept., Student Housing Questionnaire,

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 positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At Dr. Joaquín García High School, we are dedicated to nurturing well-rounded individuals by focusing on the development of essential non-academic skills. We build coping skills by providing students with strategies to manage stress and navigate challenges effectively. Addressing Skills for Learning and Life (SLL) needs is a priority, as we create a supportive environment where students feel safe to express their feelings and seek help when needed. We foster a growth mindset by encouraging students to embrace challenges, learn from feedback, and view effort as a path to mastery. Teaching resilience and persistence is integral to our approach, helping students to bounce back from setbacks and stay committed to their goals. Promoting healthy habits is another cornerstone of our program, as we educate students on the importance of physical activity, nutrition, and mental well-being. We also emphasize positive behavior through character education, instilling values such as respect, responsibility, and empathy. Developing organizational skills and strong study habits is crucial for academic success and beyond. We provide tools and techniques to help students manage their time, set priorities, and stay focused. Building character is at the heart of our mission, as we guide students to develop integrity, honesty, and a sense of responsibility. Finally, we cultivate a sense of service for others by encouraging students to engage in community service and understand the impact of their actions on the world around them. Through these efforts, we aim to prepare our students not just for academic success, but for a fulfilling and meaningful life.

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

At Dr. Joaquín García High School, we have implemented a comprehensive tiered model of support (SBT/MTSS) to ensure that all students receive the appropriate level of assistance tailored to their individual needs. Our process begins with the identification of students who may benefit from additional support. This is achieved through a combination of academic performance data, teacher observations, and behavioral assessments. The School Based Team (SBT) meets once a week to review and discuss student data as it relates to students' academic progress or behavioral patterns. Discussion includes mandatory referrals such as homelessness, disciplinary actions, mental health services and parental support. The School Based Team is comprised of the Parent Liaison/Social Services Facilitators, Administrators, Teachers, Guidance Counselors, School Psychologists, Parents and Students. Examples of the data reviewed to determine student needs are: state assessments, district assessments, teacher grades, attendance patterns, and suspension rates. Based on this information, the team identifies the professional development activities needed to create effective learning environments that would define Tier 1 of instruction for all students a tiered model of support. We monitor the students that may have one or more of these indicators and place a referral to school based team. All students receive Tier 1 support from teachers as core instruction. We then make some modifications / supports to assist with the process (small group / mentoring / after school tutorial). Once students are identified as in need of additional support, we determine the specific supports they require. Our dedicated team ensures that the interventions are carried out consistently and effectively. This may include one-on-one sessions, small group activities, or classroom modifications designed to enhance learning and engagement. This involves a collaborative approach where teachers, counselors, and specialists come together to develop a personalized plan. The supports can range from academic interventions, such as tutoring and specialized instruction, to behavioral strategies and social-emotional learning programs. Then depending on the indicator, we discuss appropriate interventions and put this in place for the student. We then monitor the situation, with the interventions we hope that the situation improves. We monitor 2 times per month and provide updates. If the situation does not improve, we would then try another intervention. We will monitor between 4 - 8 weeks. Tier 2 instruction may include pull-outs for small group instruction by select teachers during electives, additional tutorial support after school, and use of online subscriptions. We track the progress of each student to evaluate the effectiveness of the interventions. Regular monitoring and assessments allow us to make data-driven decisions and adjust the support plans as needed. This continuous cycle of assessment, intervention, and evaluation helps us to provide a dynamic and responsive support system that fosters student success. If the situation does not improve, then we will move the student to Tier 3 which may include alternative education sites and possible referrals for 504 and ESE services.

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.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- 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

At Dr. Joaquín García High School, we are committed to providing a well-rounded education that includes a variety of enrichment opportunities for all students. Our approach is multifaceted and data-driven, ensuring that every student receives a comprehensive and engaging educational experience. To determine core instructional needs, we utilize a comprehensive data analysis process. This includes standardized test scores, formative assessments, and feedback from teachers, students, and parents. By analyzing this data, we identify areas where students excel and where they need additional support, allowing us to tailor our instructional strategies to meet their needs effectively. Furthermore, this data-driven approach informs our strategic planning, guiding the development and implementation of targeted tutorial programs and pullout sessions. These initiatives are designed to provide focused, individualized support to students who need it most, ensuring that all learners have the opportunity to achieve their full potential. By continuously monitoring and evaluating the impact of these interventions, we can make data-informed adjustments to optimize their effectiveness and better serve our student population. We ensure that our instruction is aligned with state and national standards by regularly reviewing and updating our curriculum. Teachers participate in professional development sessions focused on best practices and standards alignment, as well as professional learning communities and coaching. Beyond core content, we offer a wide range of courses and electives that cater to diverse interests and career aspirations. These include art, music, drama, and physical education, which are essential for fostering creativity and physical well-being. We also provide job skills-focused electives such as computer science, business education, and vocational training programs, such as Army JROTC. These courses equip students with practical skills that are directly applicable to the workforce. To extend learning time, we offer after-school tutoring, summer enrichment assignments, and after school community events. These opportunities allow students to delve deeper into subjects of interest, receive additional academic support, and engage in hands-on learning experiences. Connecting classroom learning to real-world applications is a cornerstone of our educational philosophy. We partner with local businesses and community organizations to provide applicable on the job learning activities and service-learning projects. These experiences help students understand the relevance of their education and develop essential life skills. Extracurricular activities play a vital role in enriching our students' education. We offer a variety of clubs, sports teams, and performing arts groups that encourage students to explore their passions, develop leadership skills, and build lasting friendships. Participation in these activities fosters a sense of community and belonging, which is crucial for student well-being and success. In summary, Dr. Joaquín García High School is dedicated to ensuring that all students receive a well-rounded education through a combination of data-driven instruction, standards alignment, diverse course offerings, extended learning opportunities, real-world connections, and enriching extracurricular activities.

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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);

- Dual enrollment opportunities;

- Career and technical courses;

- 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

At Dr. Dr. Joaquín García High School, we are committed to equipping our students with the knowledge and skills necessary for success in post-secondary education and the workforce. Our comprehensive approach includes a variety of programs and initiatives designed to build awareness and readiness for future opportunities. We offer college awareness and readiness curricula that guide students through the complexities of higher education, including application processes, financial aid, and campus life. To ensure students are academically prepared, we provide pathways to rigorous coursework through accelerated programs AP and AICE, These programs challenge students and prepare them for the demands of college-level studies. Dual enrollment opportunities allow students to earn college credits while still in high school, giving them a head start on their post-secondary education. Additionally, our career and technical courses provide hands-on experience in various fields, helping students develop practical skills that are highly valued in the workforce. To support students in their college entrance exams, we offer comprehensive ACT and SAT prep programs. Our project-based learning opportunities foster critical thinking, collaboration, and problem-solving skills, which are essential for both academic and career success. These projects are apart of the curriculum that fosters our leadership courses, such as SGA, Latinos in Action and Black Student Union. We also emphasize job skills development through various initiatives, including ROTC programs that instill discipline and leadership qualities. Career Days and guest speaker events expose students to a wide range of professions and industries, broadening their understanding of potential career paths. These events are scheduled throughout the year to allow the students ongoing opportunities to broaden their understanding of career paths available to them. Through our career academies students get exposed to field experiences, and clinicals that provide them with real-world insights and practical experience in their areas of interest. These opportunities not only enhance their resumes but also help them make informed decisions about their future careers. At Dr. Dr. Joaquín García High School, we are dedicated to preparing our students for the challenges and opportunities that lie ahead, ensuring they are ready to thrive in both their academic and professional endeavors.

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)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants

- Multicultural and ESE trainings

1. Professional Development

At Dr. Joaquín García High School, a variety of professional development opportunities are available to enhance the instructional skills of teachers, tutors, paraprofessionals, and instructional coaches. These opportunities include: Regional Support: Educators can access regional training sessions and workshops that focus on best practices and innovative teaching strategies. District Curriculum Support: The district provides curriculum specialists who offer guidance and resources to help educators align their instruction with state standards and district goals. Conferences: Attendance at conferences such as AP and AICE in content-specific gatherings allows educators to stay current with the latest educational trends and methodologies within these college ready pathways. Peer Observation Program: Utilizing the Palm Beach Model of Instruction, this program encourages teachers to observe and learn from their colleagues, promoting a culture of continuous improvement. These opprtunities are scheduled through the PLC process where teachers can cordinate within their subject areas times to observe one another and learn from their colleagues. Mentoring: New and experienced teachers alike benefit from mentoring relationships that provide guidance, support, and professional growth opportunities. At Garcia High new teachers participate in the ESP program that partners them with mentors that meet with them regualry. Online Workshops: A range of online professional development workshops are available, offering flexibility and convenience for educators to enhance their skills. Teachers are encouraged to seek out professional development opportunties online and are also guided by our instructional coaches to attend. Multicultural and ESE Trainings: These trainings ensure that educators are equipped to meet the diverse needs of their students, including those with exceptionalities and from various cultural backgrounds. These comprehensive professional development opportunities are designed to improve the delivery of instruction and the use of data to support instructional decisions, ultimately enhancing student outcomes. Throughout the year teachers will learn a variety of strategies to support English language learners (ELL) and students with disabilities. These strategies include differentiated instruction techniques to cater to diverse learning needs, the use of visual aids and technology to enhance comprehension, and methods for creating an inclusive classroom environment. Additionally, teachers will be trained in scaffolding techniques to build on students' existing knowledge, implementing individualized education plans (IEPs) effectively, and employing culturally responsive teaching practices to respect and integrate students' backgrounds into the learning process. These trainings take place in house with our coordinators.

Recruitment and Retention of Effective Educators

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

Recruitment:
- Job Fairs

Retention:
- Orientation

- 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

- 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

At Dr. Joaquín García High School, recruiting and retaining effective teachers, especially in high-need subjects, is a multifaceted approach that involves strategic initiatives and supportive practices. Recruitment: Job Fairs: We actively participate in local and regional job fairs to connect with potential candidates. Collaboration with HR and Region Office: Close collaboration with our HR department and regional office ensures we identify and attract top talent. Grow Your Own Programs: We invest in intern teachers, interim teachers, substitutes, and academic tutors, providing a pathway for them to become full-time educators. Word of Mouth: Leveraging our current staff to spread the word about openings and the positive work environment at our school. Retention: Orientation: Comprehensive orientation programs help new teachers acclimate to our school culture and expectations. Before the school year begins, new teachers participate in orientation sessions. Throughout the year, ongoing meetings are scheduled to offer additional support. Mentoring/Peer Teacher: Implementing a mentoring or peer teacher program involves pairing new teachers with experienced mentors who can offer guidance, support, and practical advice. This relationship helps new teachers navigate the challenges of their early career stages, fosters professional growth, and enhances their teaching skills. By providing a reliable source of support, mentoring programs at our school significantly improve teacher retention rates, as new educators feel more confident and connected within their school community. Teaching Teams with Team Leaders: Team leads are chosen by their department chairs to foster a sense of accountability and shared leadership. This approach is crucial for ensuring that all team members feel invested in the collective goals and outcomes of their department. By distributing leadership responsibilities, it encourages a culture of collaboration and mutual support, which can significantly enhance team morale and productivity. Shared leadership also allows for diverse perspectives in decision-making processes, leading to more innovative solutions and a stronger, more cohesive team dynamic. This inclusive strategy not only empowers individual team members but also builds a more resilient and adaptable organization. Collaborative Planning: At Garcia High we encourage collaborative planning sessions to share best practices and resources. Establishing these professional learning communities (PLCs) led by experienced team leaders helps foster a supportive environment. These PLCs meet regularly(bi-weekly)and are attended by all teachers, coaches, and appropriate support staff to ensure continuous collaboration, shared learning, and collective problem-solving. Department Chairs: Department Chairs are meticulously chosen by our administration team based on their expertise and leadership qualities. These leaders are required to participate in monthly department lead meetings, which include all support staff. The primary objective of these meetings is to ensure that all school-wide initiatives are effectively implemented and consistently upheld within their respective departments. This collaborative approach fosters a unified effort towards achieving our educational goals and maintaining a cohesive school environment. Coaching Support: Providing ongoing coaching in language arts and math is essential for helping teachers refine their instructional skills and effectively address classroom challenges. Effective coaching strategies that are modeled at Garcia High include: Personalized Feedback: Offering tailored feedback based on classroom observations to help teachers understand their strengths and areas for improvement. Modeling Best Practices: Demonstrating effective teaching techniques and strategies in real-time, allowing teachers to see these methods in action. Collaborative Planning: Working with teachers to co-create lesson plans that incorporate innovative and evidence-based instructional strategies. Data-Driven Instruction: Assisting teachers in analyzing student performance data to inform instructional decisions and target areas needing improvement. Reflective Practice: Encouraging teachers to engage in self-reflection and peer discussions to continuously improve their teaching practices. School/Employee Morale: Creating a positive school culture involves several key initiatives that can significantly boost morale and job satisfaction among staff. These initiatives include: Recognition and Rewards Programs, Collaborative Environment, Supportive Leadership, Work-Life Balance, Inclusive and Respectful Atmosphere, and Community Engagement. Open Door Policy: At Garcia High School, we pride ourselves on

maintaining an open-door policy to ensure teachers feel heard and supported. Opportunities for Part-Time Pay: Offering additional part-time pay opportunities, such as tutoring, to supplement teachers' incomes.