
Title I Comprehensive Schoolwide Plan
IMAGINE SCHOOLS CHANCELLOR CAMPUS (3381)

ELA

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

1. List prioritized needs statements.

As evidenced on 2023 FAST state assessment PM 3, 40% of students demonstrated non-proficiency on the ELA assessment. As evidenced on 2023 Spring administration of STAR reading assessment, 57% of students are below the 50th percentile in reading.

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

Lack of foundational reading development in primary students. Lack of phonics, comprehension, and vocabulary development in students grades 3-8. Students are struggling with informational text. Needs for professional support to staff and more parent support from home.

3. Share possible solutions that address the root causes.

Providing students with targeted intervention (enrichment/remediation) instruction through Tier 2 and Tier 3 utilizing reading interventionists. Provide afterschool learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen reading skills. Provide instructional support to staff and training to families on how they can support students learning at home.

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

- **Parent Training**

We will train and provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop reading skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, food, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- **School**

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- **Students**

Imagine-Chancellor will actively engage in learning opportunities to develop their reading skills through various resources, programs, and after school opportunities.

- **Parents**

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and conduct other activities, such as parent and family resource centers, the school will conduct these activities to encourage and support parent and guardians participation in the education of their children; and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education.

- **Staff Training**

All staff will engage in professional learning opportunities to develop instructional skills when engaging in reading instruction to impact all students and families. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Math

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

1. List prioritized needs statements.

As evidenced on 2023 FAST state assessment PM 3, 41% of students demonstrated non-proficiency on the math assessment. As evidenced on 2023 Spring administration of STAR math assessment, 36% of students are below the 50th percentile in math.

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

Primary students are demonstrating lack of foundational math development in the area of number sense. Lack of number sense and operations with an emphasis on fluency is weak in students grades 3-8. Students are struggling with fact fluency. Needs for professional support to staff and more parent support from home.

3. Share possible solutions that address the root causes.

Providing students with targeted intervention (enrichment/remediation) instruction through Tier 2 and Tier 3 utilizing math interventionists and resources. Provide afterschool learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen math skills. Provide instructional support to staff and training to families on how they can support students learning at home.

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

- **Communication**

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated resources/information and flexible meetings time will be offered.

- **Parent Training**

We will train and provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop math skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, food, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- **School**

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- **Students**

Imagine-Chancellor will actively engage in learning opportunities to develop their reading skills through various resources, programs, and after school opportunities.

- Parents

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and conduct other activities, such as parent and family resource centers, the school will conduct these activities to encourage and support parent and guardians participation in the education of their children; and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education.

- Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in math instruction. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Science

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

1. List prioritized needs statements.

As evidenced on 2023 SSA state assessment, 45% of 5th & 8th grade students demonstrated non-proficiency on the science assessment.

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

Lack of science development and knowledge in primary students. Students struggling in reading have a difficult time comprehending informational text in the area of Science. Needs for professional support to staff and more parent support from home.

3. Share possible solutions that address the root causes.

Providing students with increased learning opportunities with a focus on Science. Mandatory STEM special in grades K-5 aligned with science standards to reinforce concepts. Provide science based electives in middle school to increase content knowledge. Provide after school learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen science skills.

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

- Parent Training

We will provide Chancellor Parent Universities to provide families with interactive resources to utilize at home to help develop science skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, food, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- **Students**

Imagine-Chancellor will actively engage in learning opportunities to develop their reading skills through various resources, programs, and after school opportunities.

- **Parents**

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and conduct other activities, such as parent and family resource centers, the school will conduct these activities to encourage and support parent and guardians participation in the education of their children; and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education.

- **Staff Training**

All staff will engage in professional learning opportunities to develop instructional skills when engaging in Science instruction. Strategies learned will be shared with families.

- **Accessibility**

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Social Studies

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

1. List prioritized needs statements.

As evidenced on 2023 FAST Civics EOC, 25% of 7th grade students demonstrated non-proficiency on the Civics assessment.

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

Lack of social studies knowledge development in primary students. Lack of comprehension skills with informational text in students grades 3-8. Students are struggling with informational text.

3. Share possible solutions that address the root causes.

Providing students with interactive learning opportunities with an emphasis on building social studies development through comprehending informational text. Provide afterschool learning opportunities for additional practice.

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk).

- Parent Training

We will provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop social studies skills with an emphasis on improving comprehending informational text. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, food, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- Students

Imagine-Chancellor will actively engage in learning opportunities to develop their reading and social studies skills through various resources, programs, and after school opportunities.

- Parents

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and conduct other activities, such as parent and family resource centers, the school will conduct these activities to encourage and support parent and guardians participation in the education of their children; and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education.

- Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in social studies instruction.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Acceleration Success

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

1. List prioritized needs statements.

As evidenced on 2023 FAST state assessment PM 3, 32% of students demonstrated above proficiency levels on the ELA assessment. As evidenced on 2023 FAST state assessment PM 3, 35% of students demonstrated above proficiency levels on the Math assessment. As evidenced on 2023 FAST state assessment, 25% of students demonstrated non-proficiency on the Geometry EOC. As evidenced on 2023 FAST state assessment, 15% of students demonstrated non-proficiency on the Algebra EOC.

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

Lack of enrichment opportunities Need for increased rigor in classroom lessons Lack of exposure to complex texts at home Lack of real world experiences to connect to learning Needs for professional support to staff and more parent support from home

3. Share possible solutions that address the root causes.

Increased participation in Advanced Reading Challenge or Accelerated Reader program Increase math acceleration courses in Math pathways Provide more rigor and complex tasks to accelerate students and advanced learners Provide additional professional learning opportunities for teachers and staff Align middle school electives with real world through opportunities to make connections to careers

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders via Parent Square and meetings/workshops. Opportunities for regular meetings to formulate suggestions (Coffee Talk).

- **Parent Training**

We will provide Chancellor Parent Universities to provide families with enrichment resources to utilize at home to help challenge and accelerate students' critical thinking skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, food, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- **School**

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- **Students**

Imagine-Chancellor will actively engage in learning opportunities to enrich their academic skills through various resources, programs, and after school opportunities.

- **Parents**

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and conduct other activities, such as parent and family resource centers, the school will conduct these activities to encourage and support parent and guardians participation in the education of their children; and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education.

- Staff Training

All staff will engage in professional learning opportunities to strengthen instructional practices aligned to enrich and accelerate curriculum for students. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Action Step: Classroom Instruction

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

Budget Total: \$319,541.00

Acct Description	Description				
Paraprofessional	The K-8 HQ Paraprofessional will support instructional needs of targeted students in reading and math through push-in model.				
Resource Teacher	The K-8 Reading Resource Teacher will support instructional needs of targeted students through pull-out model.				
Resource Teacher	The K-8 Reading Resource teacher to support instructional needs of students through pull-out model.				
Online subscription	Item	Quantity	Rate	Type	Total

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="489 168 1491 240">Item</th> <th data-bbox="1491 168 1635 240">Quantity</th> <th data-bbox="1635 168 1755 240">Rate</th> <th data-bbox="1755 168 1883 240">Type</th> <th data-bbox="1883 168 2003 240">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
Item	Quantity	Rate	Type	Total								
	IXL- for targeted math instruction and progress monitoring for students in 5th-8th grade (enrichment and remediation)											
Paraprofessional	The K-8 HQ Paraprofessional will support instructional needs of targeted students in reading and math through push-in model.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="489 496 1299 623">Item</th> <th data-bbox="1299 496 1444 623">Quantity</th> <th data-bbox="1444 496 1581 623">Rate</th> <th data-bbox="1581 496 1755 623">Supply Type</th> <th data-bbox="1755 496 1883 623">Type</th> <th data-bbox="1883 496 2003 623">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Pencils (dozen) for K-8 students to use in classrooms and weekend tutoring											
	Shipping to balance											
	Chart Paper for classrooms to produce instructional anchor charts for all subject areas											
	Poster Board Carton of 25 for classroom instructional resources											
	Card Stock for K-8 instructional resources for classroom to enhance reading, math, science, social studies											
	Copy paper for K-8 classrooms to provide instructional resources for all subject areas (reading, math, science, social studies)											

Acct Description	Description																																			
	<table border="1"> <thead> <tr> <th data-bbox="489 168 1297 282">Item</th> <th data-bbox="1297 168 1444 282">Quantity</th> <th data-bbox="1444 168 1579 282">Rate</th> <th data-bbox="1579 168 1749 282">Supply Type</th> <th data-bbox="1749 168 1879 282">Type</th> <th data-bbox="1879 168 2003 282">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total						<table border="1"> <tbody> <tr> <td data-bbox="489 282 1297 488">Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1297 282 1444 488">1</td> <td data-bbox="1444 282 1579 488">\$375.00</td> <td data-bbox="1579 282 1749 488">General Supplies</td> <td data-bbox="1749 282 1879 488">Original</td> <td data-bbox="1879 282 2003 488">\$375.00</td> </tr> </tbody> </table>	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	\$375.00	General Supplies	Original	\$375.00																	
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Resource Teacher	The K-8 Math Resource teacher will support the instructional needs of students through pull-out model.																																			
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Tutorial	<table border="1"> <thead> <tr> <th data-bbox="489 773 991 862">Item</th> <th data-bbox="991 773 1136 862">Quantity</th> <th data-bbox="1136 773 1260 862">Rate</th> <th data-bbox="1260 773 1356 862">Days</th> <th data-bbox="1356 773 1470 862">Hours</th> <th data-bbox="1470 773 1587 862">Weeks</th> <th data-bbox="1587 773 1736 862">Certified</th> <th data-bbox="1736 773 1864 862">Type</th> <th data-bbox="1864 773 2003 862">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									<table border="1"> <tbody> <tr> <td data-bbox="489 862 991 1188">Certified Teachers- Weekend Academic Saturday School to address the needs of K-8 students and remediate classroom concepts; Start Date: Fall 2024 and Spring 2025: All core content areas depending on data</td> <td data-bbox="991 862 1136 1188">24</td> <td data-bbox="1136 862 1260 1188">\$40.00</td> <td data-bbox="1260 862 1356 1188">1</td> <td data-bbox="1356 862 1470 1188">3.5</td> <td data-bbox="1470 862 1587 1188">9</td> <td data-bbox="1587 862 1736 1188">Certified</td> <td data-bbox="1736 862 1864 1188">Original</td> <td data-bbox="1864 862 2003 1188">\$30,240.00</td> </tr> </tbody> </table>	Certified Teachers- Weekend Academic Saturday School to address the needs of K-8 students and remediate classroom concepts; Start Date: Fall 2024 and Spring 2025: All core content areas depending on data	24	\$40.00	1	3.5	9	Certified	Original	\$30,240.00								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																												
Certified Teachers- Weekend Academic Saturday School to address the needs of K-8 students and remediate classroom concepts; Start Date: Fall 2024 and Spring 2025: All core content areas depending on data	24	\$40.00	1	3.5	9	Certified	Original	\$30,240.00																												

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$6,249.50

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Teacher support during parent trainings - Date TBD - Will be reflected in the Parent and Family Engagement Plan (PFEP); With 3 lead teachers for parent trainings	15	\$25.00	1	1.5	3	Certified	Original	\$1,688.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Glue Sticks for Family Trainings 36 pack	3	\$12.49	General Supplies	Original	\$37.47				
	Student Agenda - no customization in Title I	1075	\$2.49	General Supplies	Original	\$2,676.75				
	Chart Paper for Family Trainings	1	\$47.39	General Supplies	Original	\$47.39				
	Cardstock	2	\$19.59	General Supplies	Original	\$39.18				

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Markers for Family Trainings 36 ct	6	\$23.29	General Supplies	Original	\$139.74
	Copy paper for parent training and communication	3	\$46.49	General Supplies	Original	\$139.47
	Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	\$7.25	General Supplies	Original	\$7.25
Online subscription	Item	Quantity	Rate	Type	Total	
	Parent Square: Communication system with parents to communicate school wide information, parent trainings, meetings and direct contact between school and parents.	1	\$1,345.25	Original	\$1,345.25	

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$3,709.00

Acct Description	Description					
Webinar /PD with Purchase	Item	Quantity	Rate	Type	Total	
	IXL Professional Development Teacher to ensure teachers are equipped to	1	\$695.00	Original	\$695.00	

Acct Description	Description										
	Item						Quantity	Rate	Type	Total	
	deliver the online program, track progress, and assign items to 5th-8th students appropriately to meet their needs in the area of math; Target date: Fall 2024										
Teacher Collaboration	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-8 Teachers - Early pre-school- Lead teachers working on alignment of instruction; all core areas; Target date: July- August			14	\$40.00	1	5	1	Certified	Original	\$2,800.00

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

Imagine-Chancellor will establish, equip, engage, and support all families through authentic experiences and trainings that will support the development of their child(ren).

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
Stephanie Standley	Principal
Bianca Cruz	Assistant Principal
Henry Cook	Assistant Principal
Silka Cuba	Academic Coach
Stephanie Houston	Teacher
Alyssa Barratt	Social Worker
Jordan Mora	School Counselor
Kaleigh White	Teacher
Marcie Gahwiler	Parent
Shirkara Jackson	ESE Teacher
Adrienne Winston	Parent
Shannon Kane	Parent

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

Imagine Chancellor will ensure there is an open invitation for all stakeholders to attend meetings to seek input and guide the plan for the school year. Leadership team reflects the diverse population that Imagine-Chancellor serves and will be at all meetings. Invitations to all other stakeholders will be sent out via school communication avenues (i.e., newsletter, website, dates to remember, Parent Square). All families are welcome Imagine Chancellor.

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

The CNA stakeholder meeting took place in March 2024 in the cafeteria where we presented data and discussed: key findings, top priorities for the school, reflected on current practices, identified root causes. We also brainstormed solutions to reach our goals which assisted in the development of the CNA, SWP, and PFEP. All supporting documentation- steps 1, 2 and 3, were submitted to the district for review. Stakeholders will be jointly involved in developing the plan through monthly meetings. These meetings will be at the conclusion of our Monthly Coffee Talk/Title I sessions (9:00 am) with parents and stakeholders and/or at the conclusion of monthly PTSA meetings (6:00 pm). Both meetings will be held in the schools cafe.

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

Based on feedback, survey results, data and various perspectives, stakeholders were able to share their insights to establish and develop goals and allocate funding to meet the needs of the school. The need for additional interventionists (reading and math), paraprofessionals, afterschool/ weekend academies, academic resources, communication tools, and resources for parent trainings to provide additional support and address the identified needs of our students. Parent training supplies, parent square (online subscription) and parent support staff to help with parent trainings are funded by Title I this year.

Name	Title
Stephanie Standley	Principal
Bianca Cruz	Assistant Principal
Shirkara Jackson	Teacher
Marcie Gahwiler	Parent 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 Annual Meeting will take place on Monday, September 23rd @ 6:15 pm in the Cafe and on Zoom.

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

We will notify parents, teachers, and the community through our school newsletter, dates to remember, school website, Jupiter Ed, and Parent Square.

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

We will use Title I resources on Annual Meeting. Participants attending the annual meeting will receive a copy of the PFEP and Parent-Student Compact. There will be chart paper and post its for participants as well as a powerpoint presentation displayed on a large tv in the cafe.

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

ELA and Math Strategy Implementation training

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

Staff will learn various strategies to build skills that are embedded in the IXL, Lexia, UFLI, CRISS resources. Additionally, they will use these strategies as well as learn to access the various reports within the programs to share with families regarding their child's progress.

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

This training will provide teachers with the knowledge and resources to guide families in the support of their students in the areas of reading and math.

- What will teachers submit as evidence of implementation?

Teachers will submit reflection forms, sign-sheets, and student reports/class reports.

- Month of Training

August 2024

- Responsible Person(s)

Silka Cuba, Stephanie Houston

2. Reflection/Evaluation of Training #1

- Name and Brief Description

ELA and Math Strategy Implementation training

- 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

Trauma-Informed Classroom to Guide Stress-Free Parent/Teacher Conferences

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

Teachers and staff will gain knowledge and skills to implement a trauma-informed classroom to support the emotional and academic needs of our students. Additionally, this knowledge will help guide teachers as they engage in conferences with parents by focusing on the needs of the student in a positive manner. This will help to establish and maintain a nurturing, supportive learning environment for our students.

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

Teachers will be able to share knowledge and skills with families to support the needs of their students in a positive manner through conferences and communication. Families will be able to understand their child's areas of strength and areas for growth.

- What will teachers submit as evidence of implementation?

Behavior data, conference notes, resources, handouts

- Month of Training

September 2024

- Responsible Person(s)

Alyssa Barratt and Jordan Mora

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Trauma-Informed Classroom to Guide Stress-Free Parent/Teacher Conferences

- 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

Communication Resources

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

Families will receive training and hands-on practice on how to access and navigate all of the communication tools for the school to include the following: google classroom, FAST family portal, Jupiter Ed, Parent Square and our school's parent hub. Resources will be provided in different languages.

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

Computers will be on hand for parents to use at the training in real-time to access all of the communication tools.

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

Parents will receive information to access communication tools available to our families in order to receive important school information. Additionally, they will learn how to access google classroom, FAST family portal, Jupiter Ed, Parent Square and our school's parent hub.

- Date of Training

August 2024

- Responsible Person(s)

Bianca Cruz, Stephanie Standley, Henry Cook

- Resources and Materials

Chart paper, handouts, post-its, powerpoint

- Amount (e.g. \$10.00)

\$0

3. Parent and Family Capacity Building Training #2

- Name of Training

ELA and Math Academic Games

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

Families will learn how to reinforce strategies and skills by learning how to incorporate academic games at home with their child in the areas of reading and math.

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

Families will travel to different stations setup in the cafe to make academic games they can take home and use with their child.

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

Students will be able to practice strategies and skills at home to build academic knowledge in the areas of reading and math.

- Date of Training

October 2024

- Responsible Person(s)

Silka Cuba, Stephanie Houston, Sherry Zollinger

- Resources and Materials

Materials for academic games, bags, handouts, card stock, post its.

- Amount (e.g. \$10.00)

tbd

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Hands-On Workshop

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

Families will engage in activities that they can do at home with their children to develop science skills. Families will receive resources and information to develop scientific thinking with their children and make connections from school to home to reinforce science concepts.

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

Families will engage in hands-on science experiments as well as make and take bags with experiments and resources to implement at home by traveling to different stations throughout the cafe.

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

By engaging in science experiments and learning the scientific process will help support science development in our students. They will receive school to home connections through opportunities to engage in science activities at home to enhance their science knowledge.

- Date of Training

January 2025

- Responsible Person(s)

Kathryn Simonelli, Tiffany Sanchez

- Resources and Materials

Experiment materials, bags to take home, science question cards

- Amount (e.g. \$10.00)

\$0

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 Vinto

- Describe how agency/organization supports families.

Provides support and resources to families who are dealing with homelessness.

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

Student Housing Questionnaire, Flyers from McKinney Vinto highlighting resources, school website.

- Frequency

Annually

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

- Name of Agency

Literacy Coalition of Palm Beach County

- Describe how agency/organization supports families.

The Literacy Coalition provides families with free tutoring opportunities afterschool and over the summer. They provide in-person and virtual opportunities for our students. They come to back to school nights and share resources with our families.

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

Flyers, emails and other information will be shared with families provided by Literacy Coalition.

- Frequency

Ongoing throughout the year

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

- Name of Agency

Boynton Beach Police Department

- Describe how agency/organization supports families.

BBPD supports families each year by donating backpacks and supplies, Thanksgiving food baskets, and toys around the holidays.

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

Pictures, emails, and flyers

- Frequency

Annually

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

Parents will receive information via flyers (translated in different languages) and messages through: school newsletter, school website, Parent Square, Jupiter Ed, Dates to Remember.

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

Flyers, Parent Square and Jupiter Ed messages, screenshots of school website, and school newsletter.

- Description

Parent Trainings, Open House (In-person and online), Conferences (in-person and online), school newsletters, Coffee Talk and Student/Parent Handbook.

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

Agendas, Copy of Student/Parent Handbook, handouts, conference notes

- Description

Parent Trainings, Open House (In-person and online), Conferences (in-person and online), school newsletters, Coffee Talk and Student/Parent Handbook.

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

Agendas, handouts, conference notes, newsletter, sign-in sheets

- Description

Parent Trainings, School Newsletters, Surveys, Monthly Coffee Talk, PTSA meetings, Governing Board Meetings

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

Agendas, Minutes, Sign-in sheets, survey results, newsletter

- Description

We will provide various times am/pm as well as offer in-person or virtual option for trainings and activities. We will also provide a video recording available for parents to access at any time of trainings and informative sessions that take place.

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

Video links, agendas, sign-in sheets, handouts

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

The school will provide translation of information for our Spanish and Creole speaking families. Additionally, we will have staff available to interpret and answer any questions for our limited English proficient families. The school will ensure these families have equitable opportunities to actively participate in their child's education.

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

All handouts, handbooks, flyers, and resources translated in different languages for our ELL families.

- Description

The school will ensure parents with disabilities can equitably participate in their child's education by removing any barriers that would restrict them. The school will provide handicap access to all activities and events as well as provide any accommodations needed for families with disabilities to participate. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Pictures of accessibility, conference notes, and Zoom invites

- Description

The school will provide translation of information for our migrant families. Additionally, we will have staff available to interpret and answer any questions for our these families. The school will ensure these families have equitable opportunities to actively participate in their child's education. Provide childcare for families at night activities/trainings to enable them to attend. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Handouts, translated information, agendas, Zoom invites, newsletter

- Description

The school will provide various community resources for our families experiencing homelessness through Parent Nights and Trainings. Additionally, we will have staff available to support these families. The school will ensure these families have equitable opportunities to actively participate in their child's education. We will provide childcare for families at night activities/trainings to enable them to attend. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Agendas, handouts, newsletters, Zoom invites

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

- Name of Activity

Fall Festival

- Brief Description

Families will be invited to participate in Fall Festival where students will be able to participate in games, trunk or treat, and various contests. Community agencies will be invited to setup informative tables for families.

2. Activity #2

- Name of Activity

Meet and Greet

- Brief Description

Parents will be able to come to school to meet their child's teacher and gain necessary information for the upcoming school year. Various community agencies will be there in the cafe with info as well as bus transportation, food services, Before/After Care, Boy Scouts/Girl Scouts, and PTSA.

3. Activity #3

- Name of Activity

Coffee Talk

- Brief Description

Parents are invited monthly to the school to meet with Admin to discuss upcoming school events and share pertinent information about school happenings. Additionally, parents are treated to coffee and a light breakfast where they feel comfortable to interact with one another and ask questions to admin/support staff. Families in need of language translated are provided interpreters.

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

At Imagine-Chancellor students are encouraged to build character along with academics. Our school's core values of Always Being a Charger are reinforced every day. Students learn the importance of being a Charger (Caring, Honest, Accountable, Respectful, Grateful, Empathetic, Responsible) throughout the campus. Additionally, we reinforce the Florida Resiliency Initiative through the Positivity Project in which students engage in lessons daily focusing on character strengths. Also, our school counselors provide support to our students by engaging in small groups on various topics to enhance their needs. They focus on restorative practices and engage students in conflict resolution. All students engage in service learning opportunities to develop a sense of service for others. Additionally, healthy habits are reinforced within our core values.

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

SBT/MTSS students are identified and the following steps are implemented for them to receive appropriate support: Groups are established based on data collection, baselines, grade level, and focus of remediation. They are fluid, based on student progress and incoming data. The Decision Making Tree is used to determine if a student moves within the Tiers. Skills/Subjects Being Taught: Reading Phonological Awareness Phonics Text Processing Comprehension Math Computation Fluency Concepts & Applications Tier 2 (Supplemental) Occurs 5 days a week for 30 minutes a day Outside of the math/reading block (Charge Time) Need 16 weeks of data Progress monitor every other week- 8 data points during 16 weeks of interventions Tier 3 (Intensive) Occurs 5 days a week for 15-30 minutes a day Outside of the math/reading block Need 16 weeks of data unless parent request for evaluation If a student is receiving intensive interventions, they will still be receiving supplemental interventions in the classroom outside of the math/reading block, but the Intensive interventionist is progress monitoring Intensive (Tier 3) serviced by Reading or Math Interventionists

Provision of a Well-Rounded Education

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

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language*

arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

Providing all students with a well-rounded education, including enrichment opportunities, requires a multifaceted approach. The process for determining core instructional needs is rooted in data-driven decision-making: Assessment Data, Data Meetings, Classroom observations, Feedback Instructional alignment to standards is ensured through: Curriculum Mapping, Professional Development, Pacing Guide, Assessment Alignment Courses and electives that fall outside the traditional core-content areas (e.g., math, science, English, social studies) include: Courses in music, visual arts, theater Physical Education: PE classes that promote physical fitness and wellness. World Languages: Courses in languages other than English. Technology and Media: Courses in digital literacy, coding, and media production. Electives that focus on job skills often include: Business and Entrepreneurship: Courses that teach financial literacy Extending learning time is achieved through: Extended-Day School: Additional instructional time added to the school day for targeted support. Saturday Schools: Weekend programs that offer extra help or specialized courses. To make learning relevant and enrich the students' education, we: Project-Based Learning: Engage students in projects that solve real-world problems or simulate real-life situations. Guest Speakers and Industry Partnerships: Bring in professionals from various fields to share their experiences and knowledge. Field Trips: Organize trips to local businesses, museums, or community organizations to connect classroom content to the outside world. Service Learning: Incorporate community service projects that allow students to apply academic skills in a practical context.

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

Building students' awareness of and readiness for post-secondary opportunities and the workforce is essential for their future success. Below are strategies and examples of how this can be effectively done, including the integration of specific programs such as service learning, guest speakers, leadership classes, and financial literacy:

- 1. Service Learning** Service learning combines community service with academic learning and reflection, helping students develop a sense of social responsibility and practical skills:
 - Real-World Experience:** Students participate in community projects that align with their academic studies, allowing them to apply classroom knowledge in real-world settings.
 - Career Exploration:** Through service learning, students can explore careers in fields like social work, healthcare, education, and public service by working on relevant community projects.
 - Skill Development:** Students develop soft skills like teamwork, problem-solving, communication, and leadership, which are crucial for the workforce.
- 2. Community Workforce Guest Speakers** Inviting professionals from various industries to speak to students exposes them to different career paths and post-secondary opportunities:
 - Career Awareness:** Guest speakers provide insights into their professions, including the education and skills required, day-to-day responsibilities, and the challenges they face.
 - Networking Opportunities:** Students can engage with professionals, ask questions, and even build connections that may lead to mentorship or internships.
 - Motivation and Inspiration:** Hearing success stories and advice from professionals can motivate students to set goals and pursue their aspirations with a clearer understanding of what it takes to succeed.
- 3. Leadership Classes** Leadership development is key to preparing students for both post-secondary education and the workforce:
 - Building Confidence:** Leadership classes help students develop self-confidence, public speaking skills, and the ability to take initiative.
 - Team Collaboration:** Students learn how to work effectively in teams, and lead peers.
 - Ethical Decision-Making:** Leadership courses often focus on ethics and responsibility, teaching students how to make informed decisions that consider the well-being of others.
- 4. Financial Literacy** Financial literacy is crucial for students' success in life beyond high school:
 - Personal Finance Management:** Courses on budgeting, saving, investing, and credit management prepare students to handle their finances responsibly.
 - Career and Salary Planning:** Financial literacy classes can include lessons on understanding job offers, benefits, taxes, and the cost of living, helping students make informed career choices.
- 5. Career and Technical Education (CTE)** CTE programs offer students the chance to gain hands-on experience and industry certifications in specific fields:
 - Skill-Building:** CTE courses focus on developing job-specific skills in areas like healthcare, and IT.

Transition From Early Childhood to Elementary School

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

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

- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergartners
- 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

Imagine-Chancellor implements various strategies to transition from early childhood education to elementary school through the following: - Kindergarten Round-up/Kickoff - School Tours for prospective families - Attend information nights at local pre-school programs - School Tours for students who get in after school lottery - Meet the teacher -Parent training

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
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Staff at Imagine-Chancellor are afforded numerous professional learning opportunities throughout the course of the year to include: - Regional support from Imagine School Group Academic Director and National Team - Support from Academic Coach at the school - Professional learning opportunity days with other Imagine Schools - Support from District Academic Coaches - Ability to attend professional learning opportunities provided by the district - Participate in professional learning on campus throughout the year during planning days and planning period - Staff participates in book studies focusing on needs identified throughout the schools

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Imagine Chancellor collaborates with Imagine Schools to post job openings on recruitment websites. Additionally, we attend job fairs locally and throughout the country to hire certified teachers. We "Grow our Own" by hiring substitutes as classroom teachers as well as former students. To retain staff, we strive on maintaining a positive and nurturing culture where teachers feel comfortable sharing their ideas and ensuring their voices are heard. We have numerous initiatives to promote morale and celebrate staff. Admin always maintains an open door policy and believes in shared leadership approach. Grade levels and middle school departments have common planning times to meet with their team/dept leader and the academic coach or admin. We believe in a very supportive culture to ensure our staff is equipped with everything they need to be successful.