

If the ECHS has identified and implemented structures that address the challenges of staff turnover, please describe those structures here.

Transmountain ECHS works diligently to create longevity with faculty and staff. Structures have been created to support teachers and decrease staff turnover, and fall into three categories: campus culture, building capacity, and life-long learning. Campus Culture: Creating a strong sense of community is key in maintaining an environment in which the faculty/staff of Transmountain ECHS establish relationships, which minimize the potential of turnover. One aspect of this community building is the monthly lunch-time potluck that all team members are invited to and participate in. This activity is supported and documented in the Campus Improvement Plan, as well as on the campus calendar. The monthly potluck creates a sense of belonging; faculty and staff come together into one common space to mingle, share and communicate as they enjoy the variety of foods contributed by everyone. This helps to ensure that each team member feels valued and appreciated. Birthdays, personal/professional accomplishments, and school achievements are recognized and celebrated at the monthly potlucks. Building Capacity: Teachers that are new to Transmountain ECHS are assigned a teacher mentor. Mentors help align new instructors to campus goals and objectives. The mentor is available to the new staff to assist with questions, to include instruction, curriculum, methodology, strategies, resources and pedagogy. Mentor teachers support new teachers as they assimilate into the campus community. Each mentoring staff member collaborates with the Active Learning Leader (a master mentor teaching position on campus) to receive support during the year. This mentoring support includes training at both the district and school level, specifically with regard to "best" teaching practices to ensure active learning strategies and blended learning techniques are incorporated into every classroom. Finally, TMECHS leadership validates all staff members by maintaining an open-door policy for members to express any school-related concerns/issues they may have, and so that those concerns may be addressed and resolved in a collaborative manner. Life-long Learning: On-campus professional development and training is provided to all new and veteran instructors on a continual basis throughout the school year. These trainings offer support to teachers for the purpose of increasing awareness and knowledge of new initiatives, enhancing teaching skill sets, and supporting the implementation (and continuous use) of educational technology, software, on-line subscriptions, and other programs. PLC timeframes are dedicated monthly to technology-based training, which is provided to teachers by a district Instructional Technology Specialist. Additional teacher training provided by the Active Learning Leader occurs during PLC timeframes, as well as at campus-wide staff development days. Finally, staff are encouraged and supported in attending both local and state ECHS and STEM conferences. To further encourage technology use, all classrooms have state-of-the-art Promethean Interactive Panels installed (with program-usage applications) that enhance instructional efficiency and positive learning outcomes. All students are provided with one-to-one technology as well. TMECHS leadership is diligent in working towards developing the "whole" teacher, as we firmly believe that in doing so, we will continue to maintain a staff that is highly effective and happy, transferring to successful student learning outcomes.