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Procedural Compliance Coordinator
Special Programs

**Authorized Training
Center for:**

Adobe Systems Certification

American Association of
Medical Assistants

American Design Drafting
Association

Certified Pro AutoDesk
Certification

Florida State Board of Nursing

Microsoft Authorized
Training Program

National Association of
Health Unit Coordinators

National Healthcare
Association

National Registry of
Emergency
Medical Technicians

National Restaurant
Association

YAMAHA Marine University

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November 5, 2020

RE: Inlet Grove Comprehensive School-Wide Plan

Dear Parents,

In compliance with The Every Student Succeeds Act of 2015 (ESSA), please find time to review our Comprehensive School-Wide Plan (SWP).

Should you have any questions, please do not hesitate to contact us at 561-881-4601.

We appreciate your continued support in the safety and education of your children.

Sincerely,

Francisco Lopez, Principal

FL:lb

Title I Comprehensive Schoolwide Plan
Inlet Grove (1461)

Title I Comprehensive Schoolwide Plan - Inlet Grove (1461)

#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	41	45	47	46	51

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

According to the FSA ELA results, our priorities are to increase to 51% the percentage of students scoring a level 3 or higher in the FSA ELA. Additionally we would like to increase the percentage of learning gains to 50% and to increase the percentage of learning gains of the lowest 25% to 50%.

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

The majority of students enter our school reading below grade level. This year 52% of all 9th and 10th grade students were reading below grade level. Additionally, 86% of our student population qualifies for Free or Reduced Lunch. As a result many of our students lack the resources and support at home. 50% of the student population do not have access to internet at home. This digital divide also increases the achievement gap. 42% of our student population is bilingual or bi-cultural and 6% is ELL, as a result many of our teachers need to be train on English Language Learners Strategies. Furthermore, students are not reading at home and they are also struggle with attendance.

3. Share possible solutions that address the root causes.

The strategies that have been successful in improving student performance are: Achieve 3000, Independent self-selected reading, The School Wide Reading and Writing Initiative, extended learning opportunities such as tutorials and acquiring new technology such as Chromebooks for students and teachers.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

We will continue to call parents to keep them informed, we will email progress reports to parents more than once a term. We will have parent - teacher conferences as needed and we will meet with parents and grade level administrators once a

More information for parents about what is expected on FSA ELA
Communicating strategies that parents can use at home to prepare for the SAT and the FSA ELA.

Best Practices in parent and family engagement. How to engage in effective parent- teacher conferences.

We will work together with our ESE Department and ESOL Department to fulfill the needed accommodations for our parents with special needs.

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

School

Students

Parents

The school will monitor and promote the execution of the School-Parent Compact focusing on literacy.

Students will abide by the School-Parent Compact and review it with school staff and with their parents.

Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	47	46	52	54	65
Gains	48	47	52	50	62
Lowest 25% Gains	49	39	40	45	57

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

According to the Algebra 1 EOC and Geometry EOC results, our priorities are to increase to 65% the percentage of students scoring a level 3 or higher in the Algebra 1 and Geometry EOC. Additionally we would like to increase the percentage of learning gains to 62% and to increase the percentage of learning gains of the lowest 25% to 57%.

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

A large percentage of our freshmen and sophomore students have poor foundation skills like fractions, signed numbers, equations, functions, etc. 86% of our student population qualifies for Free or Reduced Lunch. As a result many of our students lack the resources and support at home. 50% of the student population do not have access to internet at home. This digital divide also increases the achievement gap. 42% of our student population is bilingual or bi-cultural and 6% is ELL, as a result many of our teachers need to be train on English Language Learners Strategies. Furthermore, students are not practicing and reinforcing what they learn in school at home and they are also struggle with attendance.

3. Share possible solutions that address the root causes.

The strategies that have been successful in improving student performance are: extended learning opportunities such as after school tutorials and Saturday tutorials. We also identified students who are struggling with mathematics and placed them in remediation courses such as Liberal Arts Math 1, Liberal Arts Math 2 and Informal Geometry. Access to online resources to use at home such as: Delta Math, KnowRe Math, Khan Academy and Algebra Nation.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

We will continue to call parents to keep them informed, we will email progress reports to parents more than once a term. We will have parent - teacher conferences as needed and we will meet with parents and grade level administrators once a

Mathematics Family Night. Teaching parents strategies and resources on how to support their children at home. Informing parents on what is expected in the Algebra 1 EOC and Geometry EOC.

Best Practices in parent and family engagement. How to engage in effective parent- teacher conferences.

We will work cooperatively with our ESE and ESOL department to make the necessary accommodations for parents with special needs.

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

School

Students

Parents

The school will monitor and promote the execution of the School-Parent Compact focusing on mathematics skills.

Students will abide by the School-Parent Compact and review it with school staff and with their parents.

Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	75	70	73	79	80

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

According to the results of the Biology EOC our priority is to increase to 80% the percentage of students scoring level 3 or above in the Biology EOC.

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

86% of our student population qualifies for Free or Reduced Lunch. As a result many of our students lack the resources and support at home. 50% of the student population do not have access to internet at home. This digital divide also increases the achievement gap. 42% of our student population is bilingual or bi-cultural and 6% is ELL, as a result many of our teachers need to be train on English Language Learners Strategies. Furthermore, students are not practicing and reinforcing what they learn in school at home and they are also struggling with attendance. Additionally, there is not enough supplies such as chemicals, glassware, goggles to perform experiments.

3. Share possible solutions that address the root causes.

Utilizing research-based instructional strategies such as cooperative learning, and universal design for learning and the Go to Strategies for ELL have been successful in improving student performance. The focus of standard-based instruction and utilizing previous EOC test questions have been able to prepare students for the Biology EOC. We also need to acquire more supplies to have hands on activities and experiments.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

We will continue to call parents to keep them informed, we will email progress reports to parents more than once a term. Additionally we will utilize the Inlet Grove Mobile App, Remind 101, Student Information System (SIS), the Inlet Grove

Scripps Family Science Night to engage parents on different strategies and experiments they can do at home to support the science concepts learned at school.

Best Practices in parent and family engagement. How to engage in effective parent- teacher conferences.

We will work cooperatively with our ESE and ESOL department to make the necessary accommodations for parents with Special Needs.

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

School

Students

Parents

The school will monitor and promote the execution of the School-Parent Compact focusing on science.

Students will abide by the School-Parent Compact and review it with school staff and with their parents.

Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#SocialStudies	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	78	82	81	86	90

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

According to previous U.S. History EOC results, our priorities are to increase to 90% the percentage of students scoring a level 3 or higher in the U.S. History EOC.

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

What is impeding our progress is that the majority of students enter our school reading below grade level. This year 57 % of all 9th and 10th grade students were reading below grade level. Additionally, 86% of our student population qualifies for Free or Reduced Lunch. As a result many of our students lack the resources and support at home. 50% of the student population do not have access to internet at home. This digital divide also increases the achievement gap. 42% of our student population is bilingual or bi-cultural and 6% is ELL, as a result many of our teachers need to be train on English Language Learners Strategies. Furthermore, students are not reading at home and they are also struggle with attendance. As we make the necessary interventions to overcome these barriers we find difficult to reach 90% proficiency in the U.S. history EOC with our junior and senior students.

3. Share possible solutions that address the root causes.

Include more reading initiatives to increase student competency. Increase teacher capacity through PLC's and PD opportunities to support reading and writing initiatives, moving from assignment based teaching practices to standards-based instructional strategies and developing capacity for peer-reviewed and research based instructional strategies. Create a universal strategy and incorporate a weekly DBQ analysis.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

We will continue to call parents to keep them informed, we will email progress reports to parents more than once a term. We will have parent - teacher conferences as needed and we will meet with parents and grade level administrators once a

Workshops aimed at EOC and AP exam preparation.

Best Practices in parent and family engagement. How to engage in effective parent- teacher conferences.

We will work cooperatively with the ESE and ESOL department to make necessary accommodations for parents with Special Needs.

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

School

Students

Parents

The school will monitor and promote the execution of the School-Parent Compact focusing on literacy

Students will abide by the School-Parent Compact and review it with school staff and with their parents.

Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#Acceleration	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	86	86	95	N/A	99

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

According to the data acquire in the 2019 School Grade, our priority is to continue to be the leader in Palm Beach County in accelerated success 97%. Next year we would like to increase the percentage of accelerated success to 99%.

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

What is impeding progress are outdated resources, equipment, funding, absenteeism, lack of consistency and lack of parental involvement. 86% of our student population qualifies for Free or Reduced Lunch. As a result many of our students lack the resources and support at home. 50% of the student population do not have access to internet at home. This digital divide also increases the achievement gap. 42% of our student population is bilingual or bi-cultural and 6% is ELL, as a result many of our teachers need to be train on English Language Learners Strategies. Furthermore, students are not practicing and reinforcing what they learn in school at home and they are also struggle with attendance. Although we face many challenges with our student population, we are able to make sure that the majority of our students graduate with industry certifications, passing an AP Examination or received college credits via Dual Enrollment or Early Admission.

3. Share possible solutions that address the root causes.

We will review our strategies consistently and acquire more resources and technology to reduce the digital divide. We will seek partnerships with local businesses and industries to acquire more internships and job shadowing opportunities for our students. We will continue to reach out to parents to become involved in our school. One specific solution is to create certification lab(s) and establish a career budget to allow for purchase of needed items.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

We will continue to call parents to keep them informed, we will email progress reports to parents more than once a term. We will have parent - teacher conferences as needed and we will meet with parents and grade level administrators once a

A Career Night which will give more information to parents about what is expected on each career industry certification. Promoting Dual Enrollment and Dual Admission.

Best Practices in parent and family engagement. How to engage in effective parent- teacher conferences.

We will work cooperatively with our ESE and ESOL department to provide necessary accommodations for parents with Special Needs.

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

School

Students

Parents

The school will monitor and promote the execution of the School-Parent Compact focusing on literacy.

Students will abide by the School-Parent Compact and review it with school staff and with their parents.

Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#Graduation	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	92	97	97	96	99

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

According to the data from the 2019 four year graduation rate, our priority is to increase our graduation rate from 92% to 99%.

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

What is impeding our progress is that students are moving away to other parts of the country and reporting this change to our school. Students are being attached to our cohort who only showed up to school to register. More than 50% of our student population enter 9th grade not reading at grade level. 86% of our student population qualifies for Free or Reduced Lunch. As a result many of our students lack the resources and support at home. 50% of the student population do not have access to internet at home. This digital divide also increases the achievement gap. 42% of our student population is bilingual or bi-cultural and 6% is ELL, as a result many of our teachers need to be train on English Language Learners Strategies. Furthermore, students are not practicing and reinforcing what they learn in school at home and they are also struggling with attendance.

3. Share possible solutions that address the root causes.

The strategies that have been successful in improving student performance are: assigning an administrator for every graduation cohort that follows them for their 4 years of high school acting as their guidance counselor, mentor and graduation coach. Promoting dual enrollment and early admission. This creates an environment that promotes high performance and acceleration. 35% of the graduation class is dual enroll or early admission.

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

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
<p>We will continue to call parents to keep them informed, we will email progress reports to parents more than once a term. We will have parent - teacher conferences as needed and we will meet with parents and grade level administrators once a</p>	<p>College Family Night: Mandatory meeting to support student learning. This training will also focus on financial literacy and what to do for college readiness each school year.</p>	<p>Best Practices in parent and family engagement. How to engage in effective parent- teacher conferences.</p>	<p>We will work cooperatively with our ESE and ESOL department to fulfill the needed accommodations for parents with Special Needs.</p>

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

School	Students	Parents
<p>The school will monitor and promote the execution of the School-Parent Compact focusing on literacy.</p>	<p>Students will abide by the School-Parent Compact and review it with school staff and with their parents.</p>	<p>Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.</p>

Action Step	Inlet Grove High School will continue to provide innovative programs and consistently implement rigorous and differentiated instruction to meet the set academic goals of 51% proficiency in ELA, 65% proficiency in Algebra 1 and Geometry and sustain high percentage graduation rate.	Budget Total: \$244,638.94
Acct Description Description		
Classroom Teacher	Intensive Reading Instructor for grades 10th,11th, and 12th will provide remediation and enrichment to targeted students; Support class size reduction	
Classroom Teacher	Intensive Reading Instructor for grades 9th and 10th will provide remediation and enrichment to targeted students; Support class size reduction	
Classroom Teacher	Mathematics Instructor for grades 9th and 10th will provide remediation and enrichment for targeted students in Algebra II and Geometry to support class size reduction.	
Classroom Teacher	Mathematics Instructor for grades 10th - 12th will provide remediation and enrichment for Liberal Arts Math 2, Algebra 2 and Statistics to reduce class size.	
Tutorial	Extended Learning Opportunities (Certified Teacher-Tutoring): After school and Saturdays; Tentatively starting in September, 2020. Remediation and enrichment tutoring will be provided to targeted students (based on teacher recommendation and current grades and assessment data) in grades 9-12 for Algebra 1, Geometry, Statistics, Biology and SAT preparation; 4 tutors, 2 days per week, 1.5 hours per day, eight weeks	
Online subscription	Achieve 3000 (Bid Exempt Vendor): Online reading intervention platform (grades 9-12) that provide individualized instruction based on each student Lexile Level; 1 year contract period from 08/01/20-06/30/21. This expense will be split funded \$15,465.00/ \$10,082.50 (Title I cost); Achieve 3000 accelerates students' literacy growth throughout the school year. The product covers up to 250 student licenses and 2 PD for 10 Reading/English teachers	

Supplies	Materials to support reading by providing novel set for students and math workbooks for Algebra and Geometry - copy paper 19 cs @ \$31.03 per case = \$ 589.57; post-it notes 2 @ \$8.59 = \$17.18; Classroom novels sets 213 books x \$8.75 = \$1,863.75; Geometry workbooks 32 @ \$7.00 = \$224; Algebra workbooks 32 @ \$7.00 = \$224
Mobile devices	To support the use of available adaptive technologies in school, online lessons, conduct research, and SAT and ACT practice programs: 60 Chromebooks 11 3100 2-in-1@275.99=\$16,559.40 and 60 Chrome education @ \$24 = \$1,440.00 total \$17,999.40

Action Step	Increase parent engagement and communication by providing a one stop tool to share academic support and strategies with parents at home and parent training	Budget Total: \$3,442.08
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Acct Description Description	
Online subscription	Inlet Grove Mobile App (Tappit Technology): Provides a one stop communication with parents and students (approximate 900 users). (Attendance, behavior, emotional growth, testing information, SIS Portal, Student Handbook, Graduation Requirements, Google Classrooms, PTA Information, Title I information, Class information, push up notification and much more); This is an annual subscription from 07/01/20-06/30/21
Postage	Postage for - Parent & Family Engagement Plan Summaries Title I Parent Training Flyers Free & Reduced Lunch Information Assessments Information Parent Compact SAT and ACT information
Supplies	Parent Training: Food for parent meetings (\$3.00 per parent x 25 parents x 3 events = \$ 225.00); paper (2 cases @ \$31.03 = \$ 62.06); Pens (3 boxes @ \$2.21 = \$6.63); ink (2 @ \$55 = \$110.00), Pencils (8 boxes @ \$4.80 = \$38.40).

Action Step	To provide ongoing PD, support, and guidance to teachers on improving their teaching practices by utilizing research-based instructional strategies and ultimately impacting student achievement.	Budget Total: \$2,000.00
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Acct Description Description	
Online subscription	iObservation- Site License: Teacher Development Program by Robert Marzano. Program is linked to each teacher's (47 teachers; grades 9-12) Professional Growth Plan and gives feedback on best practices for educators. It also provides researched-based instructional practices to increase teacher capacity; 1 year subscription for the school center - 7/1/2020-6/30/2021

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement
Inlet Grove Community High School is dedicated to building strong parent-school relationships to ensure the success of all students. Parents, staff, and community members should work together to accomplish the mission to graduate students with the skills and knowledge to be lifelong learners and responsible citizens through a technology rich and innovative learning environment that integrates rigorous academic and career preparations and develops internationally minded students who make contributions to a better and more peaceful world. Students will be prepared to enter college and the workforce and will be able to successfully compete in today's global society upon graduation.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

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

Name	Title
Dr. Emma Banks	Founder/Director of Curriculum
Francisco Lopez	Principal
Monica Banks	Assistant Principal and Title I Contact
Tonja Lindsey Latson,	Procedural Compliance Coordinator
Dr. Barbara Shuler	Community Member
Dr. Charles W. Woodard	Community Member
Ma Lourdes Reyes	Teacher
Margaret Bell	Teacher
Crystal Atkinson	Parent
Gabriel Gerig	Student
Dennis Jackson	Parent
Ann Marie F. Mantrose	Parent
Chardly Zentrenne	Student
Alexcia Campbell	Student

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

All parents are invited to attend school sponsored meetings. Inlet Grove Community High School Governing Board has a Parent Liaison representative, Mrs. Crystal Atkinson, who is responsible of acquiring input from parents and other stakeholders in regards to the development of the Parent & Family Engagement Plan. The Parent Liaison forms a committee that represents all the stakeholders similar as a School Advisory Committee. Representatives are elected by their peers. Student representatives are the senior and junior class presidents and the senior class

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

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

A stakeholders input meeting was held in March 5, 2020 to ensure their input is recorded and analyzed. Afterwards, meetings will be held once a month on the third Thursday of the month at 6:00 PM virtually through Google Meet. This will hopefully afford every parent the time frame to be able to attend.

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

The monthly meetings minutes will be documented based on the agenda. Previous survey results will be provided as well. In addition, parents will be asked to complete a questionnaire (google doc), and their response will be discussed with the group. Note, all surveys and questionnaires will be maintained with the annual or monthly recorded goggle meets. Stakeholders feedback on best on how to spend Title I funding, the outcome will include This will include supplies utilized for Title I Parent Training's, supplemental reading and mathematics materials for parents and

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

Name	Title
Francisco Lopez	Principal
Monica Banks	Assistant Principal and Title I Contact
Tonja Latson	Procedural Compliance Coordinator
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

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

Brief Narrative

1. What is the actual date, time and location of the Annual Meeting?

October 1st, 6:00 pm, and via google meet link

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

Parents will be notified via Inlet Grove High School App, School Website, marquee, call-out, flyers, and e-mail. According to our survey results parents preferred these means of communication when sharing information.

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

Annual meeting agenda, Parent and Family Engagement Plan summary, Parent Compact, and Summary of the School Wide Plan all presented in google meet, sign-in sheets, evaluations to be completed as a google doc.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
IGCHS Best	Teachers will learn best practices on how to to utilize technology tools to facilitate parent family	Teachers will learn best practices on how to use Inlet Grove App and many	Daily lesson plans Recorded Google meet lessons	August	Ashley Goldstein

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Best Practices	Teachers will learn best practices on how to to utilize Google classroom and SIS to facilitate	Teachers and staff will share best practices in Google classroom and SIS	SIS reports weekly or quarterly emails	September	Peter Goldstein

Evaluation of Staff Training

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

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
IGCHS Best Practices for Family Engagement in	47	Teachers were able to utilize technology tools to facilitate parent family engagement and communication through Google Classroom and	<input type="radio"/> Yes <input type="radio"/> No How do you know? Daily use in Google classroom evident through google classroom walk- throughs	The process of Teachers practicing linking google	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Parent Trainings

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

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
College Family & Literacy Night	To support learning at home the parents will be able to navigate the college application process and prepare for graduation. Family members will learn different strategies on how to support literacy at home. The training will	Parents and students will learn how to navigate the college application process and prepare for graduation. They will navigate via web sign up for FAFSA.	Parents will be able to navigate the college application process and to sign in for Financial Aid. They will be informed of the graduation requirements in order to attend college such as	10/15/2020	Rachel Day Ashley Goldstein	Present ation, invitatio n, flyers, compute rs, paper,	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Math Family Night	To support student learning at home, parents will be able to gain the knowledge of the different strategies to prepare students for the Algebra 1 and Geometry EOCs as well as the mathematics portion of the SAT and ACT.	Parents will learn to navigate via web Kahn academy, Algebra Nation and Delta Math	Parents will be able to navigate numerous web-based resources to assist in study strategies to prepare students for the Algebra 1 and Geometry EOCs as well as the mathematics portion of the SAT and ACT.	11/12/2020	Lourdes Reyes	Present ation, flyers, compute rs, paper, ink,	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Managing Credit & Financial Literacy Family Night	To support student learning at home, parents will be able to utilize this to gain fundamentals on how to manage credit and utilize best financial practices in order to pay for college and post secondary school.	Parents will learn to navigate numerous web-based resources to in order to gain fundamentals on how to manage credit and utilize best financial practices in order to	This training will provide fundamentals on how to manage credit and utilize best financial practices in order to pay for college and post secondary school.	12/9/2020	Lordes Reyes	Presentation, flyers, computers, paper, ink, pens, pencils and refreshments	

Evaluation of Parent Training

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

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
College Family & Literacy Night	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Mathematics Family Night	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Managing Credit & Financial Literacy Family Night	NA	NA	<p> <input type="radio"/> Yes <input checked="" type="radio"/> No </p> <p> How do you know? </p> <p> <input type="text" value="NA"/> </p>	NA	NA

Coordination and Integration

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

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Urban League	This agency provides mentor-ships, counseling and behavioral support for parents and students.. Support may be provided via goggle	Contact log, agenda meetings, handouts, behavioral contract and student counseling referrals	As needed

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Scripps Institute	Provide a capacity parent training to engaged family and students in the science activities to increase their interest and proficiency. Training	Agenda, evaluations, handouts and minutes, partnership agreement or thank you letters	One time

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
T.R.I.O. Educational Opportunities	Provide monthly training sessions on FAFSA and college applications to parents.. Training sessions may be held via goggle meet during Covid-19.	Agenda, signing sheets and handouts, partnerships agreement or thank you letters	Quarterly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>School website provides important information to parents and is updated frequently Frequently Parent Link - To inform parent, phone calls are made to every home prior to important meetings and school activities.</p>	<p>Agenda, sign in sheets, distribution reports, invitation, flyers, minutes, newsletters and Tappit usage reports, Google meet recordings from parent training, Remind 101- Text alert</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Report Cards and Progress Reports Letters Parent Capacity Trainings via Google meet or in person</p>	<p>Sign in sheets, distribution reports, usage reports, invitation, flyers, newsletters, minutes, letters and report cards. Google meet recordings from parent trainings.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Report Cards and Progress Reports Letters Parent Capacity Trainings via Google meet or in person</p>	<p>Sign in sheets, distribution reports, usage reports, invitation, flyers, newsletters, minutes, letters and report cards. Google meet recordings from parent trainings sample report cards, sample Parent Link note</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Inlet Grove Community High School is committed to maintain good communication with parents and making them part of the decision making process. We will widely announce opportunities for parent to provide input that will be advertised via email, Inlet Grove App, flyers, robo calls and text messages. We will encourage parents to</p>	<p>Parent Liaison Committee agenda and minutes, sign in sheets, usage reports and distribution reports, sample robo calls and text messages, Google meet recordings from parent training parent conference notes.</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We have quarterly parent capacity trainings in the evening and we are planning to have two Saturday Family Trainings. One of those Family trainings via google meet for in person will be in the fall and one in the Winter. We have two Open Houses via google meet or in person one in the fall and one in the winter. We provide classroom</p>	<p>Agenda, sign in sheets, invitation, flyer, newsletter, minutes, conference notes. Google meet recordings from parent training and training schedules</p>

Accessibility

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

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
Inlet Grove Community High School will provide relevant information to parents in the four languages spoken by the majority of our student population (English, Creole, Portuguese and Spanish). A Language Facilitator will be present in all the parent capacity trainings.	IGCHS Family Engagement Plan, School-Parent Compact, Title Schoolwide Plan, CLF log, sample translated letters	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
Inlet Grove Community High School will work cooperatively with the Palm Beach County School District Exceptional Student Education department to provide accommodations and services for families with disabilities. Parent and families with disabilities are encouraged to participate in their children's learning on both platforms	Sample communication with ESE dept., Home visits/conferences, sign language interpreters, ramps,	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
Inlet Grove Community High School will work cooperatively with the Palm Beach County School District department of Federal Programs under Migrant Education Program to provide services for those migrant students and their families. Our Administrators and our migrant contacts will develop a plan based on the needs of our	Sample communication with the district's Migrant Office, Family Engagement Night handouts	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
Inlet Grove Community High School will work cooperatively with the Palm Beach County School District department of Safe Schools under the McKinney Vento Program to provide services for those students and families experiencing homelessness. Parents and families experiencing homelessness are provided with	McKinney Vento information from the District office and sample communication with McKinney Vento specialist.	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
Family Tutorial Night	Teachers will train family members on the different strategies and resources that they can use to support students at home. They will be train on study strategies to prepare students for the Algebra 1 and

Activity #2

Name of Activity	Brief Description
Managing Credit & Financial Literacy Family Night	This training will provide fundamentals on how to manage credit and utilize best financial practices in order to pay for college and post secondary school.

Activity #3

Name of Activity	Brief Description
Career Family Night & Licensed Practical Nursing Info Night	This training will give information to parents of the different career paths offered at Inlet Grove Community High School as well as the different industry certification that they could acquired. Parents and students will

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

Inlet Grove Community High School (IGCHS) promotes positive school engagement through its positioning of guidance counseling and mentoring by members of the school community with advanced knowledge of how to support students' academic performance and emotional well-being. IGCHS counseling/administrative organization is designed in order to have the counselor/administrator follow their students for four years, rotating from the senior class back down to the freshmen class. This provides support and continuity for our students. IGCHS partners with community organizations such as the Urban League, Children Home Society and Legacy Behavior Health to supplement guidance and counseling services that support our students both inside the school environment and in their homes. Covid-19 district safety guidance will be strictly followed in implementing all the non-academic programs with the students. IGCHS has an early warning system that is utilized by all our instructional staff. When a student attending Inlet Grove Community High School has accumulated at least three absences, the student's teacher will contact the student's parent as well as report it to the appropriate administrator. Interventions such as classroom verbal counseling, parent contact, parent conferencing, referrals to formal counseling are implemented as preventative measures. Teachers may also utilize data chats and other direct communication with students and parents that provide individual support and direction. To lower our suspension rate we are utilizing the Alternative to Suspension program and Restorative Justice. Students are sent before a sitting Juvenile Judge as preventive measure. This program was developed along the same line as the national program "Scared Straight". The school's Student Government Association (SGA) provides students the opportunity to relate issues of concern, strategic input, developing citizenship skills, and affecting the overall improvement of the school culture. SGA directly impacts all student organizations and creates an environment where student desires can be channeled through existing or new organizations based on the needs of students. SGA is designed to increase school connectivity and a sense of belonging among our students. IGCHS' sponsorship of social and academic clubs and after school activities also helps to promote social and emotional well-being. IGCHS is a career academy supporting thirteen areas of career interests: medical, nursing, biotechnology, law, journalism, digital design, web design, computer science, television production, marine technology, culinary, engineering and architecture. These programs allow our students to connect their career interests to the academic core. Every career has a focus of professionalism, soft skills and entrepreneurship. These non academic skills help our students build a strong character, develop conflict resolution skills, problem solving, and communication skills that build strong "team player" capabilities. To document implementation, IGCHS will collect agendas, signing sheets, conference notes and pictures.

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.

The School Based Team (SBT) is an early warning prevention system that utilizes a team of professionals to provide research-based intervention strategies to target academic and behavioral issues. The SBT implements the Multi Tiered System of Support/RTI, Response to Intervention system. This model uses proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. The process emphasizes creating systems that support the adoption and implementation of evidence-based practices and procedures, and fits within ongoing school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in School-Wide Positive Behavioral Support (SWPBS): 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. This model helps to minimize distractions and keep students engaged in instruction through its multi-tiered system of supports and intervention aimed at creating a safe and effective school. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. This school wide behavioral system helps to keep the focus on academic achievement and emphasizes positive relationships among students and staff. Teachers are given training on how to facilitate SWPBS by establishing clear classroom rules, showing consistency, and by using referral protocols for disciplinary incidents. The SWPBS team, which consists of school administrators and teachers, meet regularly to monitor the progress of the model's implementation and to make decisions on further actions. In the development of our School Wide Plan- SWP, the performance objectives and strategies have been delineated for all students across the curriculum. These strategies are formalized in our School Wide Performance Monitoring Plan, PMP. These Tier 1 strategies are implemented by all teachers for all students. As students are identified by their teachers as not meeting standards, they are referred to the SBT where documentation is retrieved and an analysis is done to determine if the student requires Tier 2 interventions. The determination has to be first made that the student is not being successful with Tier 1 strategies. If it is determined the student requires Tier 2 interventions, then SBT works on an individual plan for the student. After students are referred, the objective of the SBT is to investigate for underlying deficits in all areas within the educational environment. Which includes academic, behavior, social, and emotional support that may be contributing to the academic or behavioral progress of the student. Students recommended for Tier 2 supplemental support are provided with an effective research based intervention strategy that has proven to be successful within the learning environment. Tier 2 Intervention that are used are check in/check out, academic and behavioral contracts, daily classroom checklists, differentiated classroom behavioral/academic plans, self-monitoring and self evaluation, Achieve 3000 (Online Reading Platform) with small group instruction. Students are progress monitored during the intervention phase for approximately 6 to 8 weeks. Data is collected during the 6 to 8 week intervention phase to evaluate the effectiveness of the intervention plan by the use of a Curriculum Based Measures (CBMs). For student who need emotional support they are referred to an approved SBT community organization that will provide individualized counseling services for students. In those cases where students are still not successful utilizing Tier 2 strategies the SBT considers more intensive instructional strategies to develop specific skills and targeted support. Students recommended for Tier 3 are provided with an intensified intervention plan to enhance the effectiveness of the implemented research based intervention strategies during the Tier 2 phase. Also may require a referral for an evaluation for special education services. Intensive intervention strategies for Tier 3 include individualized or small group instruction, increased duration and frequency of the intervention, daily progress monitoring, specialized assessments, individualized anger management plan with de-escalation, time-out and counseling. Monitoring the fidelity of the RTI process is vital to ensuring the success of all students who are referred to the SBT and will further ensure that students are provided with positive effective support within their educational environment. To document implementation, IGHS will collect agendas, signing sheets, conference notes and a copy of the School-wide Progress Monitoring Plan.

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 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)].*

IGCHS provides a well rounded education by providing instructional programs and strategies that are aligned to the Florida State Standards. The school follows the Marzano Instructional Teacher Evaluation Model to ensure the alignment to Florida State Standards and preparation for the Florida Standards Assessments (FSA). Instructors are required to post FSA aligned learning goals in highly visible areas in the classrooms and research-based instructional strategies must be implemented to help the students achieve the learning goals. FSA/EOC- standards-based lesson plans are also due weekly. Instructional programs and strategies such as the Universal Design for Learning (UDL) and Creating Independence through Student owned Strategies (CRISS) are also utilized school wide. Teachers ensure that effective instructional adjustments are also given to accommodate differences in culture and language without diluting or deferring academic enrichment and achievement. The administration team also conducts regular formal and informal observations, provides teacher feedback, and makes recommendations for professional development if needed. Teachers are provided opportunities to unpack Florida Standards and problem solve and collaborate on our reading and writing initiative. These discussions allow instructors to grow in their professional practice and improve instruction across the curriculum. Administrators provide teachers and students with the most recent assessment data from diagnostic or state assessments. IGCHS has a 4 X 4 schedule, which provides us with EOC/FSA data in December and at the end of the school year. This allows us to make adjustments mid-year and at the end of the year based on the current data. The teachers are also able to pull data from the Educational Data Warehouse (EDW) and Performance Matters and use the information to differentiate instruction to meet the diverse needs of students. Teachers will utilize standard-based instruction emphasizing effective research-based strategies. A variety of differentiating strategies such as flexible grouping, flexible timing, the use of graphic organizers, and alternate forms of assessment are a few examples of how instruction is modified to assist students who have difficulty attaining proficiency or advanced levels on state assessments. The 4 X 4 also provides students with 90-minute uninterrupted daily instruction. In order to increase the amount and quality of learning time and accelerate the curriculum IGCHS utilizes an Extended School Day with 13,200 minutes a year due to our 4x4 Block schedule. The extended number of minutes gives students 32 possible credits for the four years to meet the 24 credit graduation requirement. Additionally, teachers provide students with opportunities for tutoring during lunch time, before and after school. IGCHS is a career academy where all students are required to be a part one of the twelve academies that we offer. The eight elective requirements for graduation are met by those career courses, AP and Dual Enro Our career academies include Pre Medical, LPN, Biotechnology, Web Design, Digital Design, Pre Architecture, Pre Engineering, Pre Law, Culinary, Marine Technologies, Journalism and TV Production. Our students have the opportunity to earn industry certifications, which are real world applications to their chosen career path. IGCHS is one of the only charters that offer a well rounded athletic program and clubs. We offer boys and girls sports, such as football, soccer, cheerleading, basketball, track and field, cross country, and flag football. Additionally, IGCHS offers a plethora of clubs and extracurricular, such as First Priority, Key Club, Robotics, Drone Club, Drama Club, School Improvement Club, Student Government, National Honor Society, Rho Kappa, Drumline and a Dance Team. All these opportunities create an environment that is conducive for the development of well rounded citizens. Our career courses include: Draft 1, Draft 2, Draft 3, Draft 4,Arch DRAFT 5,Arch DRAFT 6,STRUCT DRAFT5, STRUCT DRAFT5 6, Indus Ed Direct Study,Culinary Arts 1,Culinary Arts 2,Culinary Arts 3,Culinary Arts 4,Cul & Hosp Spec 1,Cul & Hosp Spec 2,Hosp & Tour Direct Study,TV Production 1,TV Production 2,TV Production 3,TV Production 4,TV Production 5,TV Production 6,TV Production 7,TV Production 8,Foundations of Web,User Interface Dsn,Web Script Fund,Media Integrat Ess,E-Comm & Mkt Ess,Interactivity Essentials, Digi Design 1,Digi Design 2,Digi Design 3,Digi Design 4,Digi Design 5,Digi Design 6.Journalism 1,Journalism 2, Journalism 3, Journalism 4. Industrial Comms, Allied Hlth Assist 3, Electrocardio Tech 3, Emerg Med Resp 3, Prac Nurse Found 1A,Prac Nurse Found 2B Med Surg Nurse 1A,Practical Nurse 9,Health Science A&P,Health Science Found,HSE Direct Study,Med Skls Serv,Info Tech Marine Service 1, Marine Service 2, Marine Service 3, Marine Service 4,Outboard Marine 1,Outboard Marine 2,Outboard Marine 3,Outboard Marine 4

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.

Inlet Grove Community High School has established a Career Advisory Board to keep us aware of current trends and changes in business and technology. Career instructors stress the importance of obtaining industry certifications while in high school, as this can translate into college credit in many cases. We offer college tours and on site information sessions from post secondary institutions. Title I holds parents trainings to help parents and students be aware of college readiness requirements and post secondary application process. Individual meetings are conducted with the students and parents of the Junior and Senior Classes. Inlet Grove is a career academy which offers students to receive career certifications in the following career paths: TV Production - Adobe Premier Pro, Adobe After effects, Apples Final Cut X, Motion, and Logic certifications Commercial Arts - Adobe PhotoShop, Illustrator, and InDesign certifications Pre-Law- students must participate in all law offerings, debate, and AP courses; Web Design - Adobe Flash, Dreamweaver, and CIW certifications Journalism - Adobe Photoshop and InDesign certifications; Culinary Arts - ProStart and Servsafe Certifications; Pre-Architecture and Engineering - AutoCad, ADDA certifications; Pre-Medical/Practical Nursing - CMAA, CNA, EKG, NCLEX-LPN, EMR IGHS also requires all students to be associated with one of our academies. Course requirements and certification examinations close the reality gap between academic course work and the careers they are training for. Additionally we highly recommend that our students challenge themselves by taking either Advanced Placement Courses or enroll in local universities as dual enrollment and early admission students to better prepare them for the future. Instruction is aligned with the Florida standards which require the critical thinking skill development necessary for post-secondary readiness. The SBT reviews and provides assistance to students who are referred to the team for more academic support. Preparation for ACT and SAT and PERT is integrated in the course curriculum across the content areas. Students are given the PERT assessment twice during their high school years. All juniors and seniors are strongly encouraged to take the ACT or SAT and are required to present at least two letters of acceptance to colleges or universities. To document implementation IGHS will collect agendas, signing sheets, sample post secondary acceptance letters and industry certification reports.

Transition from Early Childhood Education Programs to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Not Applicable

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 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

Even with pandemic, Inlet Grove provides all new teachers with a teacher/administrator mentor which is part of the school's Educator Support Program. The rationale for pairing teachers is based on the skills of the mentor and the content area curriculum support the instructor would require. Our ESP program helps to ensure that all the beginning teachers have opportunities to learn the Marzano Teacher Development System enabling them to strengthen instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. New teachers to IGCHS may be paired with an administrator if the needs are only to help the teacher transition to IGCHS. Assistant Principals provide ways for teachers to collaborate with one another through classroom observations and feedback outside of formal observations. The teachers come together during their planning periods (if possible) or during Learning Team Meetings to explore various instructional approaches and to plan to integrate collaborative learning across the content areas in a way that aligns with student learning goals. The teacher collaboration and professional development is a mechanism for teachers to improve instruction and build expertise. When necessary the school administrators provide coverage for teachers while they learn from one another. Inlet Grove Community High School Charter decided to be a part of the Palm Beach County School District's professional development system. All teachers are required to take courses utilizing the E-learning Platform from the school district to keep abreast of the new trends in instructional practices. Additionally, all instructional staff meets once a month to receive Professional Development and to share best practices. All departments participate in pre-school professional development offered by the district and each department attends the district pertinent trainings for their classroom assignments throughout the school year. The most important professional development tool that IGCHS utilizes is the individual growth plan that is part of the Marzano Teacher Development System. Every staff member is required to identify three elements relevant to their current job position. They conduct individual self-assessments, research and personal reflection to stimulate professional growth. Additionally, all instructors and administrators analyze data periodically throughout the year, during pre-school and other PD days or faculty meetings. Data driven instruction is the primary focus of the bi-weekly/weekly department meetings, where the Instructors meet with administrators to analyze data to drive instruction and professional development. To document implementation IGHS will collect agendas, signing sheets, Professional Growth Plan samples and Professional Development tracking worksheet.

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

IGCHS is always looking to recruit and retain certified-in-field and effective teachers. We have developed special recruitment efforts at local colleges and universities. We ask the recruitment specialists at the colleges and universities to post positions that we have available at our school. We attend Job fairs that are sponsored by Palm Beach District Schools. During Covid-19, we interview instructors via goggle meet and are able to offer contracts to quality applicants. We also utilize Indeed.com as a useful recruitment tool especially for hard to fill positions. Teachers-teachers.com is a service designed to help educators find new and exciting teaching jobs, administrative jobs and other related service positions. Additionally, at the beginning of each school year, we ask all staff members to inform us if they are interested in leadership roles. We provide training opportunities and allow them to perform administrative duties with guidance and support. We also promote from within whenever there is a supervisory position available. This gives our employees a clear path to advancement. We hired a Human Resource professional who handles personnel decisions, including hiring, position assignment, training, benefits, and compensation. Further, We created an open communication between employees and administration. Staff can come in and express their feelings, concerns and needs about education. In order to provide incentives for teachers to be more involved in our education community we offer collaborative planning, department chairs, and mentorship. We also offer opportunities for part-time pay such as tutoring, club sponsors, athletic coaching and enrichment programs. We also: clarify our mission to staff, communicate positive feelings toward our staff, cultivate a feeling of family, are fair and honest with all our staff, promote integrity, do not tolerate sub-par performance, insist on workplace safety, and maintain a positive work environment. To document implementation IGHS will collect agendas, signing sheets Job Fair flyers, report on bonuses and pay performance.

