
Title I Comprehensive Schoolwide Plan
Inlet Grove (1461)

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#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	41	45	47	46	1
Gains	38	49	41	45	1
Lowest 25% Gains	31	53	37	42	1

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

The ELA gains currently is at 36%. Our ELA lowest 25% is at 26% respectively. Our focus is to increase the ELA proficiency to 50%. (FY22 Data)

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

Inconsistent implementation of the ELA program and Diagnostic testing due to Covid 19 Student attendance due anxiety/mental health and inconsistent parental support Needs for smaller class size and PD and modeling on ELA best practices

3. Share possible solutions that address the root causes.

Identify skippers and offer refresher/tutorial in the standards for both low and high performing students Provide SEL sessions and SAT and ACT tutoring for Juniors and Seniors Staff to provide rigorous instruction and utilizing Performance Matters to create standard based assessments in smaller class setting Provide instructional materials; continue using Achieve 3000, IXL , Actively Learn and No Red Ink to assess student reading levels and to monitor their progress over time. Utilizing SSF for more family support, on-going PD and school based teams (SBT) to address teachers' needs, individual student concerns and provide school-home support Tutoring for student during lunch and after school (Extended Day Learning opportunities)

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)

Title I information will be shared through parent link; a priority- will continue to inform parents of absences and tardiness ASAP. If contact with parents are not met we will have home visit as a follow-up procedure. Make sure to have a working email address in SIS for parents/guardians. Translated communication will be provided; Website and social media will be utilized

To continue with College Night with SAT Preparation-(college prep and scholarship) Literacy Parent Training Night-(graduation requirements)

Effective PTC sessions and BEST practices for parent communication

We will conduct in-person or virtual meetings for parents The parent liaison will make arrangements for transportation or deliver documents; partnership with district offices to address ELL, parent with disabilities, migrant and homeless needs

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

School

Students

Parents

While attendance is a priority, school will continue to encourage reading in all subject areas. The School will monitor and promote the execution of the School-Parent Compact focusing on literacy. We will implement school-wide reading and writing Initiative. We will communicate with parents in regards to grades and progress reports.

Students should check their email regularly. Students will abide by the School-Parent Compact and review it with school staff and their parents. Students will utilize their 1 to 1 Chromebook provided to them daily to complete ELA and or reading assignments.

Attend PTC meetings and trainings; Parents maintain proper contact information. Parents will enforce the School-Parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	47	46	52	54	1
Gains	48	47	52	50	1
Lowest 25% Gains	49	39	40	45	1

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

Math proficiency levels currently is at 39% Math learning gains is at 30% Math Lowest 25% is at 23% * FY22 Math- FSA, EOC and FSAA data)

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

Due to Covid-19 no prior FSA scores for incoming most students. Students are struggling to adapt back to in-person learning. A great need for differentiated instruction in smaller class setting

3. Share possible solutions that address the root causes.

Develop a diagnostic from Performance Matters in order to obtain data to inform students on FSA levels Certified staff will provide rigorous instruction for targeted students (in smaller class setting) and provide extended learning opportunities to practice and gain mastery Ongoing Professional Development to target rigor and relevance of the lesson Tutoring for students during lunch and after school (Extended Day Learning opportunities) Increase parent support in academics- attendance in meeting

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)

Remind Parent Link SIS emails Google Classroom notifications Translated letters, website, SAC

Math Night parent training Financial Literacy Night parent training

Best practices in parent communication and PTC

In person and virtual meetings, home visits by Parent Liaison and arrangement of parent transportation; partnership with district offices

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 Math Literacy. The school utilize technology to enhance student math literacy.

Students will abide by the School-Parent Compact and review it with school staff and with their parents. Students also be required to check their student email daily.

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

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	75	70	73	79	1

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

To continue with last year's focus of increasing the EOC biology scores to 80% proficiency. * FY22 Science- (NGSSS, EOC, FSAA data)

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

Many students have not mastered the content/material due to truancy and adaptation after Covid. The need for differentiated instruction and smaller class size; increase focus A great need for hands-on resources and materials

3. Share possible solutions that address the root causes.

Increase school home partnership on attendance Utilizing research-based instructional strategies such as cooperative learning, and universal design for learning The utilization of the Go to Strategies for ELL has been successful in improving student performance. The use of standard-based instruction; utilizing previous EOC test questions has assisted students in the preparation for Biology EOC. Certified staff for targeted students ...high level 1's and 2's on previous FSA Science Supplemental science resources for classroom Tutoring for students during lunch and after school (Extended Day Learning opportunities)

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>
Remind, Parent Link, SIS emails, Google Classroom notifications	We will have a Parent Training night and collaborate with Scripps Institute.	Best practices in parent communication.	Virtual meetings to provide flexibility for parents who can not attend meetings in person. Home visits by Parent Liaison and arrangement of parent transportation; partnership with district offices

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 Literacy. The school will utilize technology to enhance student Science literacy.	Students will abide by the School-Parent Compact and review it with school staff and with their parents. Students should check their email regularly.	Parents will enforce the school parent Compact at home and will work as a partner with our school to monitor its effective implementation.

#SocialStudies	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	78	82	81	86	1

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

Our focus is to increase the EOC Social studies scores to 67% proficiency. *FY22 Social Studies- EOC data

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

Social Studies sees on average 25% students absences on a weekly basis (usually the same students) due to transition back to live sessions. Students are lacking academic integrity by turning in work that is copy/pasted- due to self concept and doubt Difficulty in contacting parents- inaccurate contact information Differentiate instruction and resources in classroom

3. Share possible solutions that address the root causes.

Use of Performance Matters to assess standards Implementing Reading and Writing initiatives with validity. PLC - to engage in lesson plan development; Building scales/rubrics where students have the complete understanding of what they are expected to know and do according to state standards Targeting students who are falling behind early (documenting and utilizing different strategies to engage students) Calling parents early when students are falling behind Personalized emails and progress reports Notifying administration of student concerns Certified staff for targeted students and tutorials Tutoring for student during lunch and after school (Extended Day Learning opportunities)

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)

Remind, Parent Link, SIS emails, Google Classroom notifications and surveys

Hands on Technology Trainings

Hands on Best Practices/Technology Trainings

We will conduct virtual meetings for parents who can attend in person. The parent Liaison will make arrangements for transportation or deliver documents; partnership with district offices

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. The school utilize technology to enhance student achievement. School will communicate by email consistently to parents and students.

Students will abide by the School-Parent Compact and review it with school staff and with their parents. Students will check emails regularly to communicate with school

Parents will enforce the school parent Compact at home and will work as a partner with our school to monitor its effective implementation. Parents will check emails regularly to communicate with school.

#Acceleration	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	86	86	95	N/A	1

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

Just like the previous years, to promote Effective Parental / Student communication by 100% Continued 100% pass rate on the AP Spanish Exam 95% of Seniors will have an industry certification by graduation. Our focus is to increase proficiency in the following industry certification areas: Yamaha 100% (Seniors) EMR (95% all cohorts) EKG (Dr. G 90% all cohorts) EKG (Nurse Graham 98% all cohorts) CMAA (85%) NCLEX (90%) MOS expert (95%) Photoshop & Illustrator / In Design (90%) (Pattaro) Premier Pro & After Effects (80%) (Goldstein) Dreamweaver & Animate (85%) (Martinez) Safe Serve (80%) (Hall) * FY22 data on HS AP, IB, AICE, Dual Enrollment and Industry Certification)

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

Parents are not returning communication with the teachers this may be a language barrier with ELL students. Learning loss during absences and Covid-19 Availability for resources- books, technology and internet

3. Share possible solutions that address the root causes.

Establish the primary language of the parent at the beginning of the semester Mr. Dorvil identify the ELL Students so that we can better serve them. Parent link communication with translations Get students to focus virtually by creating review videos, bell ringers, exit tickets and more interaction to promote engagement Make the Industry Certification examination an expectation as opposed to an option Assign final exam as a certification exam and let students focus more on certification exam. Tutoring for student during lunch and after school (Extended Day Learning opportunities)

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)

Remind, Parent Link, SIS emails, Google Classroom notifications to include Parent Trainings.

Host parent trainings and meetings for parents and students to discuss AP rigor and course requirements

Best practices in parent communication

Translations into native language when needed; translation for documents and interpreter for meetings when needed via video or in person. Home visits by Parent Liaison and arrangement of parent transportation.

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 Acceleration success rate. The school utilize technology to enhance student Acceleration success rate. School will maintain non participation logs and a quarterly D/F list to track student progress. Collaborate with SBT to identify students who need additional support.

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

Parents will enforce the school parent Compact at home and will work as a partner with our school to monitor its effective implementation. Parents will communicate with the teachers and administration at all times, not just when a problem arises.

#Graduation	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	92	97	97	96	1

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

Maintain graduation rate for special categories: 100% ESE, 100% ELL, 97% FRL, 97% At Risk. Also, exceed the projected graduation rate of 95%. (respectively)

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

Staffing for ESE (with certification)- teacher shortage Inconsistent attendance- lack of consistent family support Accountability/Supervision* (At home) Student Motivation and SEL/ Mental Health

3. Share possible solutions that address the root causes.

Improving home learning environment & Parental Contact Certified staff for ESE students Daily/Weekly Check Ins with designated staff for mental health students Recognition for earning community service hours Tutoring for students during lunch and after school (Extended Day Learning opportunities)

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>
Website and App availability and Parent Link, emails, texts, Documentation, Remind, Parent Link, SIS emails, Google Classroom notifications	SIS Trainings, (about the FSA test, it's laid out, what's expected.)	SBT, ESOL Endorsement, ESE, Reading Endorsement, Mental Health, Accommodations/Interventions, Ed Plan, SIS (icons, etc.)	In person and virtual meetings, home visits by Parent Liaison and arrangement of parent transportation; partnership with district office

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 Graduation Rate.. The school utilize technology to enhance student Graduation Rate. Remind teachers to send home progress reports and contact parents when students are either not attending class, failing, or both.	Students will abide by the School-Parent Compact and review it with school staff and with their parents. Students should check their email regularly. Student Data Chats, Weekly progress reports, Remind	Parents will enforce the school parent Compact at home and will work as a partner with our school to monitor its effective implementation. Weekly progress reports/ Email, Updated parent contact information in SIS, Parent phone/video Conferences.

Action Step	Professional Development		Budget Total: \$7,500.00			
Acct Description	Description					
Consultants	{ "type": "1", "data": [] }					
Online subscription	Item			Quantity	Cost	Total
	iObservation 1 Year Site License; Teacher Development program by Robert Marzano PD Grades 6-12.			1	\$2,000.00	\$2,000.00

Action Step	Parent Engagement		Budget Total: \$39,287.11		
Acct Description	Description				

Community Language Facilitator	Community Language Facilitator will provide translation support to parents and students speaking French and Creole. The CLF will also provide translation assistance/support for teachers supporting creole speaking students and parents.			
Online subscription	Item	Quantity	Cost	Total
	Inlet Grove App: Provide a one stop communication with parents and students; Increase school-home communication for grades 9-12; 1 year contract	1	\$3,000.00	\$3,000.00
Postage	Item	Quantity	Cost	Total
	Postage for mailing meetings, PFEP, Compacts, Report Cards, Parent Communications, stakeholders input	1	\$700.00	\$700.00
Supplies	Item	Quantity	Cost	Total
	Student Agendas/Planners: Students agendas will be used both by students and families in all academic subjects thus enhance school -home partnerships on academics	800	\$3.5	\$2,800.00
	5 Boxes of Copy Paper	5	\$30.44	\$152.2
	Food for (2) Parent Meetings; \$3 per parent at \$68.97	2	\$68.97	\$137.94
	Shipping to balance	1	\$4.72	\$4.72

Action Step	Classroom Instruction	Budget Total: \$372,754.64
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Acct Description	Description
Classroom Teacher	The reading teacher for grades 10th, 11th, and 12th will provide differentiated instruction in small class setting.
Classroom Teacher	The reading teacher for grades 9th and 10th will provide differentiated instruction in small class setting.
Classroom Teacher	The math instructor for grades 9th and 10th will provide differentiated instruction in small class setting.
Classroom Teacher	The math instructor for grades grades 10th - 12th will provide differentiated instruction in small class setting.
Classroom Teacher	The ELA/Reading instructor for grades grades 9th - 12th will provide differentiated instruction in small class setting.
Social Service Facilitator	Social Service Facilitator will provide academic and behavior support services to students as need through 1:1 and small group interactions, assist teachers with students displaying academic, behavioral, and/or attendance concerns.

Online subscription	Item	Quantity	Cost	Total
	Achieve 3000: Online reading intervention platform that provide individualized instruction based on each student reading Lexile; For reading/ELA enrichment; Grades 9-12; 800 licenses	1	\$15,115.64	\$15,115.64
	Delta Math: Site licenses for all math teachers to create online math lessons and assessments in all math content courses.; Math enrichment; Grades 9-10; 400 licenses	1	\$1,600.00	\$1,600.00

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
Guarn Sims	Principal
Monica Banks	Mental Health Director and Title I Contact
Tonja Lindsey Latson	Manager of Special Projects
Dr. Charles W. Woodard	Community Member
Katia Lorrissant	Teacher
Margaret Bell	Teacher
Ann Marie F. Mantrose	Parent
Requeal Mcelliot	Parent
Marie St-Leger	Parent
Brooklyn Rolle	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, Dr. Ira Johnson, 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 secretary. Parents volunteered to be part of this committee and community members that are part of our Career Advisory Board are selected to be part of the committee. Parents and community members are asked to become members to have direct input on how we develop our School Wide Plan, our School-Parent Compact, our Parent and Family Involvement Plan, as well as how we spend our Title I funds.

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 February 3, 2022 to ensure their input is recorded and analyzed. Afterwards, meetings will be held once a month in-person/or virtually through Google Meet. This will hopefully afford every parent the time frame to be able to attend. CNA evidence was submitted to Title I.

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

The monthly meeting 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 responses will be discussed with the group. Note, all surveys and questionnaires will be maintained with the annual or monthly recorded goggle meet. Stakeholders' feedback on the best how to spend Title I funding, the outcome will include supplies utilized for Title I Parent Training, supplemental reading and mathematics materials for parents and students, supplemental teachers for class size reduction, and for the cost of mass communication with parents such as Inlet Grove App.

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

Name	Title
Guarn A. Sims	Principal
Monica Banks	Mental Health Director and Title I Contact
Tonja Lindsey-Latson	Manager Of Special Projects
Dr. Emma Banks	CEO
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 6th at 6:00 pm, and in-person (media center)/or 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, 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, School-Parent Compact, and Summary of the School Wide Plan all presented in-person/or 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)
Best Practices in Parent Communication	Teachers will learn best practices on how to facilitate meaningful parent family engagement communication and meetings	Teachers and staff will share best practices in Google classroom and SIS and learn how to navigate various technology tools in order to better communicate (SIS, Google voice, email). As a result of this training, teachers will be better equip to handle challenging communicative issues with families, ultimately increasing school-home rapport thus making good decision for student achievement.	SIS reports weekly or quarterly emails, Parent-Teacher Conference notes	October 3, 2022	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)
B.E.S.T Standards	Teachers will learn assessments based on standards, assessments to student, School District Diagnostics Assessments and grade assessments and share them with families.	Teachers will be able to teach parent how read and understand the state assessment results, ultimately increasing school-home partnership and student achievement.	Lesson Plans Teacher created assessments EDW reports FSQ & USA Data Agenda of parent-teacher training sign Teacher conference notes	November 2022	Tonja Lindsey-Latson

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 checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="68.97"/>
ELA & Mathematics 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, Geometry EOCs and ELA as well as the mathematics portion of the SAT and ACT.	Parents will learn to navigate via web Khan Academy, Algebra Nation and Delta Math and Achieve 3000 and practice math strategies in problem solving and use reading comprehension strategies in answering sample reading/language SAT and ACT questions	Parents will be able to navigate numerous web-based resources to assist in study strategies to prepare thus becoming more equip in mentoring and motivating their children.	November 17, 2022	Bradley Doby	Presentation, flyers, computers, paper, ink, pens, pencils and refreshments	

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 checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="68.97"/>

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 checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="68.97"/>
College Family Night	To support learning at home the parents will be able to navigate the college application process and prepare for graduation. Family members will also learn different strategies on how to support literacy at home. The training will concentrate on the Reading comprehension skills and writing skills necessary to be prepared for the FSA ELA, the SAT, and ACT.	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. Practice the use of reading strategies Parents will learn to navigate numerous web-based resources to assist in study strategies to prepare students for the Algebra 1 and Geometry EOCs, FSA ELA, SAT and ACT	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 SAT, ACT, GPA, College Essay and community service. This will create a college bound culture because students will be supported to fulfill graduation requirements at home. Upon learning reading families can help students at home thus help in student achievement by increasing our proficiency in English Language Arts. As result, these will have a great impact on student achievement and increasing our graduation rate.	February 16, 2023	Rachel Day Ashley Goldstein	Presentation, flyers, computers, paper, ink, pens, pencils and refreshments	

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 checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="68.97"/>

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 pay for college and post secondary school.	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.	March 16, 2023	Bradley Doby	Presentation, flyers, computers, paper, ink, pens, pencils and refreshments
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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
McKinney Vento	This agency provides support to families of identified students eligible in the program. The district will work with IGHS in providing assistance to homeless students and to ensure that barriers in attending school are removed, to reduce stress of such circumstances leads to absenteeism which affects a student's academic performance and future success.	Flyer, and student housing questionnaires	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 capacity parent training to engage family and students in the science activities to increase their interest and proficiency. Training may also, be held via goggle meet during the Covid-19 spike.	Agenda, presentation, evaluations, partnership agreement email.	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 Center at Palm Beach State College	Provide monthly training sessions on FAFSA and college applications to parents. Training sessions may be face to face or via goggle meet .	Sign-in sheets and handouts, partnerships agreement	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 Parent Link - To inform parent, phone calls are made to every home prior to important meetings and school activities. Remind 101-Text alert to inform parents of relevant and important information Inlet Grove High School App-Direct notifications</p>	<p>Sign in sheets, invitation, sample report cards, sample Parent Link note</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 and Parent- Teacher Conferences Parent Capacity Trainings via Google meet or in person Phone calls via Parent Link</p>	<p>Sample report cards. Parent training agenda, sign in sheets. conference notes</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 and Parent- Teacher Conferences Parent Capacity Trainings via Google meet or in person Phone calls via Parent Link</p>	<p>Google meet recordings from parent trainings, agenda, 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 participate in SAC meetings, the annual stakeholders' meeting via google meet to solicit their input in decision making. Conduct a yearly parent conferences with the parents off all students, specially the parents of juniors and seniors.</p>	<p>Parent Liaison and governing board agenda and minutes, sample parent conference note, sample parent link</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 evenings. One of those Family trainings via google meet for in person will be in the fall and one in the Winter. We have one Open House via google meet or in person one in the fall. We provide classroom coverage so parents who are not able to attend conferences before or after school can attend during school hours. Home visits are scheduled for parents who are home-bound.</p>	<p>Agenda, sign in sheets, and parent 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, and Spanish). A Language Facilitator will be present in all the parent capacity training.	IGCHS Family Engagement Plan, School-Parent Compact, 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 remotely or in person. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families	Sample communication with ESE dept. and home visits/conferences notes.	
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 migrant students and their families to ensure access to parental programs and meetings.	Sample communication with the district's Migrant Office, Flyers	
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 resources to aid with the children's academic progress. Transportation is provided so parents can participate in school activities. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified.	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
Career Family 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. Parent and students will receive training on different strategies for job applications and resume building as well as job searching resources.

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

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 B.E.S.T. Standards. The school follows the Marzano Instructional Teacher Evaluation Model to ensure the alignment to B.E.S.T. Standards and preparation for the Florida Assessment, of Student Thinking. Instructors are required to post FAST 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. FAST/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/FAST 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 Enroll. 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

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:

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

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

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. We continue to 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.

