
Title I Comprehensive Schoolwide Plan
INLET GROVE COMMUNITY HIGH SCHOOL (1461)

ELA

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

1. List prioritized needs statements.

The ELA gains currently is at 52%. Our ELA lowest 25% is at 47% respectively. Our focus is to increase the ELA proficiency to 56%. (FY23 Data)

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

Transition Implementation from FSA Standards to B.E.S.T. Standards which requires increased professional development Student attendance due anxiety/mental health and inconsistent parental support Needs for smaller class size, more learning resources, and PD and modeling on ELA best practices

3. Share possible solutions that address the root causes.

Supplemental staff for a more manageable class size and on-going PD support (coaching- feedback model) and and modeling on ELA best practices Increased mental health services and resources on campus support to students to counter student attendance due anxiety/mental health and inconsistent parental support Extended learning opportunities and ELA/reading resources print and online

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

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. Every effort will be done to share information about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times

• Parent Training

To continue with College Night with SAT Preparation-(college prep and scholarship)

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

- School

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

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.

- Parents

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.

- Staff Training

Effective PTC sessions and BEST practices for parent communication

- Accessibility

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

Math

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

1. List prioritized needs statements.

Math proficiency levels currently is at 54% Math learning gains is at 60% Math Lowest 25% is at 47% * FY23 Math- FSA, EOC and FSAA data

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

Transition from FSA to B.E.S.T. standards Continuous summer learning slide students experience 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 progress monitoring 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 Resources to differentiate instruction- print and web based

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

- Communication

Remind Parent Link SIS emails, Google Classroom notifications, Translated letters, website, SAC. Every effort will be done to share information about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times.

- Parent Training

Math Night parent training Financial Literacy Night parent training

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

- School

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

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

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

- Staff Training

Best practices in parent communication and PTC

- Accessibility

In person and virtual meetings, home visits by Parent Liaison and arrangement of parent transportation; partnership with district offices. Accommodations will be provided to the following subgroups of families- Limited English Proficiency, with Disabilities, Migrants, and Homeless

Science

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

1. List prioritized needs statements.

To continue with last year's focus of increasing the EOC biology scores to 80% proficiency. * FY23 Science- (NGSSS, EOC, FSAA data)

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

Transition to B.E.S.T. standards Big classes and lack of focus and rigor 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 Science?

- Communication

Remind, Parent Link, SIS emails, Google, Classroom notifications. Every effort will be done to share information about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times

- Parent Training

We will have a Parent Training night and collaborate with Scripps Institute.

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

- School

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

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

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

- Staff Training

Best practices in parent communication and PTC

- Accessibility

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. Accommodations will be provided to the following subgroups of families- Limited English Proficiency, with Disabilities, Migrants, and Homeless

Social Studies

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

1. List prioritized needs statements.

Our focus is to increase the EOC Social studies scores to 80% proficiency. *FY23 Social Studies- EOC data

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

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 Big classes and lack differentiation of 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 Social Studies?

- Communication

Remind, Parent Link, SIS emails, Google, Classroom notifications and surveys. Every effort will be done to share information about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times

- Parent Training

Hands on Technology Trainings

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

- School

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

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

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.

- Staff Training

Hands on Best Practices/Technology Trainings

- Accessibility

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. Accommodations will be provided to the following subgroups of families- Limited English Proficiency, with Disabilities, Migrants, and Homeless

Acceleration Success

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

1. List prioritized needs 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 98% (Seniors) EMR (100% all cohorts) EKG (Dr. G 95% all cohorts) CMAA (90%) NCLEX (95%) MOS expert (97%) Photoshop & Illustrator / In Design (95%) (Pattaro) Premier Pro & After Effects (85%) (Goldstein) Dreamweaver & Animate (90%) (Martinez) Safe Serve (85%) (Hall) * FY23 data on HS AP, IB, AICE, Dual Enrollment and Industry Certification)

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

Minimal support from families: Parents are not returning communication with the teachers this may be a language barrier with ELL students. Summer Learning loss Lack of/ 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; Staff who will identify and support the ELL Students so that we can better serve them. Translation support for effective communication Opportunity to get students to focus virtually by creating review videos, bell ringers, exit tickets and more interaction to promote engagement Provide 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 Acceleration Success?

- **Communication**

Remind, Parent Link, SIS emails, Google, Classroom notifications to include Parent Trainings. Every effort will be done to share information about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times

- **Parent Training**

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

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

- **School**

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**

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

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.

- Staff Training

Best practices in parent communication

- Accessibility

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.

Graduation Rate

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

1. List prioritized needs statements.

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

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

Staffing for ESE (with certification)- teacher shortage Inconsistent attendance- lack of consistent family support Accountability/Supervision* (At home- parent engagement) 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) Supplemental resources both print and online

4. How will school strengthen the PFEF to support Graduation Rate?

- Communication

Website and App availability and Parent Link, emails, texts, Documentation, Remind, Parent Link, SIS emails, Google Classroom notifications. Every effort will be done to share information about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times

- Parent Training

SIS Trainings, (about the FSA test, it's laid out, what's expected.)

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

- School

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

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

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.

- Staff Training

SBT, ESOL Endorsement, ESE, Reading Endorsement, Mental Health, Accommodations/Interventions, Ed Plan, SIS (icons, etc.)

- Accessibility

In person and virtual meetings, home visits by Parent Liaison and arrangement of parent transportation; partnership with district office. Accommodations will be provided to the following subgroups of families- Limited English Proficiency, with Disabilities, Migrants, and Homeless

Action Step: Classroom Instruction

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

Budget Total: \$323,373.50

Acct Description	Description	Item	Quantity	Rate	Supply Type	Type	Total
Classroom Teacher	Differentiated math instruction for grades 10 - 12 in smaller classes						
Social Service Facilitator	Provide academic and behavior support to grades 9-12 students through 1:1 and small group interactions						
Supplies		copy paper/case	129	\$34.20	General Supplies	Original	\$4,411.80

Acct Description	Supplies	Quantity	Rate	Supply Type	Original	Total
Classroom Teacher	Differentiated and intensive reading instruction for grades 10, 11 and 12 in smaller classes					
Classroom Teacher	Differentiated and intensive reading instruction for grades 9 and 10 in smaller classes					
Online subscription	Item	Quantity	Rate	Type	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	\$17,095.00	Original	\$17,095.00	
	Actively Learn - Online subscription for science and social studies remediation, grades 9-12	1	\$4,000.00	Original	\$4,000.00	
	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	\$1,700.00	Original	\$1,700.00	
	Reading IXL - Online Subscription for intensive reading	1	\$1,650.70	Original	\$1,650.70	
	Math XL - Site licenses for all math teachers to enrich math lessons/Instruction; Grades 11-12	1	\$4,000.00	Original	\$4,000.00	
Community Language Facilitator	Provide translation support to parents and grades 9-12 students who speak other languages and as well as to teachers during parent meetings and trainings					
Classroom Teacher	Differentiated math instruction for grades 9 and 10 in smaller classes					

Action Step: Parent/Family Engagement

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

Budget Total: \$45,221.00

Acct Description	Description	Item	Quantity	Rate	Type	Total
Online subscription	Final Site - Online Parent Communication System; Upgraded push out information with opportunity to receive two-way and live feedback from parents. Features:(1.) Mass parent two-way notification systems which will allow Inlet Grove to send emails, text messages, voice calls, and social media communication using one message platform. In addition, these communications are automatically translated into different languages. (2.) Two-Way school-student, parent-teacher, and school-community notification system which will allow the school to send relevant and real time updates in one collaborative platform to parents and community stakeholders. (3.) Final Site also will provide Inlet Grove with the opportunity to strengthen our on-line presence with parents and the community.	1	\$21,000.00	Original	\$21,000.00	
Community Language Facilitator	Provide translation support to parents and grades 9-12 students who speak other languages and as well as to teachers during parent meetings and trainings					

Action Step: Professional Development

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

Budget Total: \$3,200.00

Acct Description	Description	Item	Quantity	Rate	Type	Total
Online subscription		iObservation 1 Year Site License (Marzano) - iObservation 1 Year Site License; Teacher Development program by Robert Marzano PD Grades 9-12; Not a tool to evaluate (assign rating) to teachers; A guide for ongoing PD for teachers.	1	\$3,200.00	Original	\$3,200.00

Mission Statement

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

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

1. Mission Statement

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 the 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.)

Name	Title
Dr. Emma Banks	Founder/CEO/Director of Curriculum
Howard Brown	Interim Principal
Monica Banks	Mental Health Director and Title I Contact
Tonja Lindsey Latson	Compliance Coordinator
Dr. Charles W. Woodard	Chair Board Member
Debbie Riley	Teacher
Margaret Bell	Media Specialist
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 electing members.

All parents are invited to attend school sponsored meetings. Inlet Grove Community High School Governing Board has a Parent Liaison representative, Lisa 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 16th, 2023 to ensure their input is recorded in templates and analyzed. Academic priorities and programs have been decided by stakeholders in series of meetings and consultations. Afterwards, meetings will be held once a month in-person/or virtually through Google Meet - SAC like. This will hopefully afford every parent the time frame to be able to attend. See CNA evidence- steps 1, 2 and 3 that was submitted to Title I for more details.

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 form/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 salary of CLF and online subscriptions to increase parent engagement.

Name	Title
Howard Brown	Interim Principal
Monica Banks	Mental Health Director and Title I Contact
Tonja Lindsey-Latson	Compliance Coordinator
Dr. Emma Banks	CEO

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

Aug 31st, 2023, at 6:00 pm, and in-person (media center)/or google meet link (with recording)

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 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.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Best of Practices of Communication for Graduation Requirements

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

Staff to learn best practices in training parents how to teach their children to plan their task in order of importance and discipline to do the most important things first. Best communication by use of technology via parents link, email, use of SIS and planning/organization.

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

Parents will have a better understanding of their child to become academic success and career oriented.

- What will teachers submit as evidence of implementation?

Calendar invite, Agenda, Sign in, Evaluation

- Month of Training

September 2023

- Responsible Person(s)

Monica Banks, Debbie Riley and Margaret Bell

2. Reflection/Evaluation of Training #1

• Name and Brief Description

TBD

• Number of Participants

45

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

Able to see the impact on the students, because students will be more on target on graduation.

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

If they follow the procedure is implement we will see and increase in students in academic achievement and feedback parents

• What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Best Practices in Parents Involvement in their child's academic acceleration

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

The teachers will learn how to effectively discuss with the parents concerns about academic acceleration taking in consideration that every family is unique (to focus on their strengths, learning about their identity, heritage and delivering services that meet their distinct needs).

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

To create more awareness, the teachers will be given a pre and post test on understanding of different cultures and learning styles.

• What will teachers submit as evidence of implementation?

Calendar invite, Agenda, Sign in, pre test and post test, Evaluation

• Month of Training

January 2024

• Responsible Person(s)

Wiggins, and Dorvil

4. Reflection/Evaluation of Training #2

• Name and Brief Description

TBD

- Number of Participants

45

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

ELA & Mathematics Family Night

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

To support student learning at home, parents will be trained on 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.

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

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

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

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

- Date of Training

September 2023

- Responsible Person(s)

Bradley Doby and Katia Lorrissant

- Resources and Materials

Presentation, flyers, computers, paper, ink, pens, and refreshments

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$68.97

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

Parents will be equipped and have knowledge of what students are expected to do.

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

College Family Night

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

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.

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

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

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

Parents will gain knowledge of to navigate through the process of supporting and prepare their child for college.

• Date of Training

October 2024

• Responsible Person(s)

Rachel Day and Ashley Merola

• Resources and Materials

Presentation, flyers, computers, paper, ink, pens, and refreshments

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. \$10.00)

\$68.97

4. Reflection/Evaluation of Training #2

• Name of Training

N/A-High School

• Number of Participants

N/A-High School

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

N/A-High School

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A-High School

- What went well with the training?

N/A-High School

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

N/a-High School

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A-High School

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

N/A-High School

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

N/A=High School

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

N/A-High School

- Date of Training

N/A-High School

- Responsible Person(s)

N/A-High School

- Resources and Materials

N/A-High School

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/a-High School

6. Reflection/Evaluation of Training #3

• Name of Training

N/A-High School

• Number of Participants

N/A-High School

• What were parents able to do as a result of the training?

N/A-High School

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

N/A-High School

• What went well with the training?

N/A-High School

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

N/A-High School

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

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.

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

Flyer, and student housing questionnaires

- Frequency

As needed

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

- Name of Agency

Urban League

- Describe how agency/organization supports families.

Provide additional support to families and students who need mentoring supports improvement in mentees' academic performance by building mentees' internal and external skills and resources. Internal skills and resources include coping skills, help-seeking, growth mindset, and self-efficacy.

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

partnership agreement/email and student log.

- Frequency

As needed

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

- Name of Agency

T.R.I.O. Educational Opportunities Center at Palm Beach State College

- Describe how agency/organization supports families.

Provide monthly training sessions on FAFSA and college applications to parents. Training sessions may be face to face or via goggle meet .

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

Sign-in sheets and handouts, partnerships agreement

- Frequency

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.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

Screenshot of website pertaining to testing, invitation, sample report cards, sample Parent Link note

- Description

Proficiency level information will be provided through: Report Cards and Progress Reports Letters and Parent- Teacher Conferences Parent Capacity Trainings via Google meet or in person Phone calls via Parent Link

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

Sample report cards. Parent training agenda, sign in sheets. conference notes

- Description

Forms of academic assessment information will be provided through: Report Cards and Progress Reports Letters and Parent- Teacher Conferences
Parent Capacity Trainings via Google meet or in person Phone calls via Parent Link

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

Sample report card, sample of parent conference, agenda, sample Parent Link note.

- Description

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 parent training meetings, the annual stakeholders' meeting in person/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.

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

Parent Liaison and governing board agenda and minutes, sample parent conference note, sample parent link

- Description

We have quarterly parent capacity trainings in the evenings. One of those Family trainings in person/google meet 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.

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

Agenda, sign in sheets, and Screenshot of live banner of parent training schedules of Inlet Grove Community High School Website.

Accessibility

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

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

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.

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

IGCHS Family Engagement Plan, School-Parent Compact, CLF log, sample translated letters

- **Description**

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

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

Sample communication with ESE dept. and home visits/conferences notes.

- **Description**

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.

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

Flyers from the district in regards to migrant works/or any email from the district office

- **Description**

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.

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

McKinney Vento information from the District office and sample communication with McKinney Vento specialist.

Other Activities

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

1. Activity #1

- Name of Activity

Credit Financial Literacy Night

- Brief Description

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.

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

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.

1. SBT/MTSS Implementation

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 recommend 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 real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

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.

1. Post-Secondary Opportunities and Workforce Readiness

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 and post secondary applications. 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 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
 - Staggered start
 - Meet the teacher
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners

- Kindergarten Round-up
- Kindergarten for a day for pre-K students
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
 - Looping from Pre-K to K
 - Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

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. Administrators 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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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, Better teams, LinkedIn and Handshake as a useful recruitment tool especially for hard to fill 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.