
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 proficiency is currently at 52% according to 2022-2023 School Grade results. Our PM2 results indicated that we are at 43% Proficiency. Our goal for School Year 2024-25 is to maintain a proficiency of 59% and to increase learning gains to 57% and learning gains with the lowest 25% to 52%. Need to provide professional development on engaging research-based instructional strategies.

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 on engaging research-based instructional strategies 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?

• Communication

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 Family Night with SAT Preparation-(college prep and scholarship) as well as the Family Literacy Night.

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 device provided to them daily to complete ELA and or reading assignments.

- Parents

Attend parent teacher conferences, 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 by having access to the SIS parent Gateway and being active participants of the school community.

- Staff Training

Effective Parent-Teaching Conferences (Leading parent teacher conferences with data) and Best Practices for parent communication when dealing with Title I student population.

- 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.

According to the 2022-2023 Accountability report our math proficiency is at 53%. According to the 2023-2024 Winter testing results for Algebra 1 and Geometry, our proficiency is currently at 65%. Our goal for school year 2024-2025 is to maintain a 60% proficiency in mathematics, 60 % Learning gains and 50% learning gains with the lowest 25%.

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

Transition from FSA to B.E.S.T. standards, lack of foundational skills acquire in previous years. A great need for differentiated instruction in a smaller class setting. Professional development is needed in engaging research-based instructional strategies. Lack of closely monitoring diagnostic data in order to create effective intervention plans for individual students. There is a need for a consistent parent engagement on academics.

3. Share possible solutions that address the root causes.

Develop a diagnostic from the standards 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, engagement and relevance of the lesson. Specifically, ELL Strategies, UDL and Cooperative Learning. Tutoring for students during lunch and after school (Extended Day Learning opportunities) Increase parent support in academics- attendance in meeting through supplemental staff Resources to differentiate instruction- print and web based

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

• Communication

Improve communication with parents by utilizing: Remind, Parent Link, SIS emails, Google Classroom notifications, Translated letters, website, Parent Teacher Organization etc. 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**

Continue offering Math Family Night and the Financial Literacy Night.

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

- **School**

While attendance is a priority, school will continue to encourage practicing math daily. The school will provide information to the parents of the different platforms the school offered to practice math and help students reach proficiency such as IXL, Math Nation and Khan Academy. The School will monitor and promote the execution of the after school tutoring program in mathematics. 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 Math assignments utilizing the platforms provided such as IXL, Math Nation and Khan Academy.

- **Parents**

Attend parent-teacher conference, 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 by accessing the SIS Gateway regularly and contacting the school when necessary.

- **Staff Training**

Best Practices in Parent Communication when dealing with Title I student populations. Leading parent - teacher conference with data. (Effective parent-teacher conferences).

- Accessibility

Continue offering flexible ways to communicate with parents such as 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.

According to the 2022-2023 Accountability report our science proficiency is at 70%. According to the 2023-2024 Winter testing results for Biology, our proficiency is currently at 59%. Our goal for school year 2024-2025 is to reach a 75% proficiency in Biology. Need professional development on Engaging teaching strategies and differentiation.

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

Lost two of our best science instructors last year and this year we are offering support to our new instructors. Professional development is needed on differentiation and data driven interventions for science. Big classes and lack of focus and rigor. Lack of consistent attendance. A great need for hands-on resources and materials. Need to offer more extended learning opportunities.

3. Share possible solutions that address the root causes.

Increase school home partnership on attendance by reaching out to parents more consistently. Provide professional development on utilizing research-based instructional strategies such as cooperative learning, and Universal Design for Learning, the Go to Strategies for ELL and Penda. The use of standard-based instruction; utilizing PENDA consistently to practice EOC test questions 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 such as PENDA Learning Tutoring for students during lunch and after school with certified Biology Teacher (Extended Day Learning opportunities)

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

- **Communication**

Improve communication with parents by utilizing: Remind, Parent Link, SIS emails, Google Classroom notifications, Translated letters, website, Parent Teacher Organization etc. 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 continue to have our Family Science Night and collaborate with The Scripps Research 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. School will communicate by email consistently to parents and students. 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. Students will utilize the device provided to them by the school to complete science assignments and practice skills with Penda daily.

- **Parents**

Attend parent-teacher conferences, meetings and trainings; Parents should 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 by utilizing the SIS Parent Gateway and contacting the school as necessary.

- **Staff Training**

Best Practices in Parent Communication when dealing with Title I student populations. Leading parent - teacher conference with data. (Effective parent-teacher conferences).

- Accessibility

Continue offering flexible ways to communicate with parents such as 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

Social Studies

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

1. List prioritized needs statements.

According to the 2022-2023 Accountability report our social studies proficiency is at 87%. According to the 2023-2024 Winter testing results for U.S. History, our proficiency is currently at 88%. Our goal for school year 2024-2025 is to reach a 88% proficiency in U.S. History EOC. Need professional development on Engaging teaching strategies and differentiation.

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**

Improve communication with parents by utilizing: 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**

Partner with ELA and offering a parent training on Literacy concentrating on informational text.

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 focusing on Social Studies Literacy. School will communicate by email consistently to parents and students. The school will utilize technology to enhance student Social Studies literacy.

- **Students**

Students will abide by the School-Parent Compact and review it with school staff and with their parents. Students will complete assignments to review the standards taught by instructors daily. 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 by acquiring the SIS parent gateway. Parents will check emails regularly to communicate with school

- **Staff Training**

Best Practices in Parent Communication when dealing with Title I student populations. Leading parent - teacher conference with data. (Effective parent-teacher conferences).

- Accessibility

Continue offering flexible ways to communicate with parents such as 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

Acceleration Success

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

1. List prioritized needs statements.

According to the 2022-2023 School Grade, our Acceleration Success is at 72%, which was the Acceleration Success rate for Class of 2022. Class of 2022 is predicted to have an Acceleration Success Rate of 90%. Our goal for school year 2023-2024 is to reach 95%. We are striving to reach another 95% Acceleration Success Rate for the school year 2024-2025 by making sure 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) EKG (Nurse Graham 99% 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)

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 Provide alternative class offerings such as AICE courses for AP classes that historically have low passing rates. Provide professional development on research-based engagement strategies for AP and AICE. 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**

Improve parent communication by utilizing 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, AICE 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 and data to enhance student Acceleration success rate.

- **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 by acquiring the SIS parent gateway. Parents will check emails regularly to communicate with school

- **Staff Training**

Provide professional development on research based-instructional strategies and engagement strategies on AP and AICE.

- Accessibility

Continue offering 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

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, 100% FRL, 100% At Risk 100% Males 100% Females. Also, exceed the projected graduation rate of 99.5%. (respectively)

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

Staffing for ESE (with certification)- teacher shortage. Staffing to support ELL students is a barrier due to teacher shortage with ESOL endorsement; More personalized academic support to students Inconsistent attendance- lack of consistent family support Accountability/Supervision* (At home-parent engagement) Student Motivation and SEL/ Mental Health Consistent PD and support to teachers and staff

3. Share possible solutions that address the root causes.

Improving home learning environment & Parental Contact Smaller class size and certified and experienced core teachers Certified staff for ESE and ELL 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 PFEP to support Graduation Rate?

- **Communication**

Continue improving our communication with family members by utilizing the following: the school website, Parent Link, emails, texts, flyers, Remind 101, Google Classroom notifications, etc. 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**

Continue offering the College Family Night and the Family Literacy Night to inform parents of the different opportunities available at our school to support their students on their academic journey.

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

- **School**

Consistent attendance is a priority, school will continue to encourage parents to communicate with school regarding their student academic progress towards graduation. The School will monitor and promote the execution of the School-Parent Compact focusing on meeting graduation requirements. We will communicate with parents yearly in regards to not only academics but attendance and behavior focusing on developing an individual academic plan for graduation.

- **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, be present in Student Data Chats, review Weekly progress reports, and communicate with academic advisor regularly utilizing Remind 101 or any other form of communication.

- **Parents**

Parents will enforce the school parent Compact at home and will work as a partner with our school to monitor its effective implementation by having access to the SIS Parent Gateway, review Weekly progress reports/ Email, Updated parent contact information in SIS, be present for Parent phone/video Conferences.

- **Staff Training**

Staff will receive training on the SBT referral process, ESOL Endorsement, ESE, Reading Endorsement, Mental Health, Accommodations/Interventions, Ed Plan, SIS (icons, etc.)

- **Accessibility**

Continue offering 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: \$379,684.75

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 Math Teacher for grades 9, 10 and 11 will provide differentiated instruction in smaller classes.
Classroom Teacher	The Math Teacher for grades 9, 10 and 11 will provide differentiated instruction in smaller classes.

Acct Description	Description											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="466 167 1339 248">Item</th> <th data-bbox="1339 167 1493 248">Quantity</th> <th data-bbox="1493 167 1675 248">Rate</th> <th data-bbox="1675 167 1871 248">Type</th> <th data-bbox="1871 167 2022 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	McGraw-Hill Study Sync - Enrichment - ELA & Reading 9-12	850	\$36.09	Original	\$30,676.50							
	Penda Learning - Remediation - Science 9-12	1	\$5,500.00	Original	\$5,500.00							
	Actively Learn - Enrichment - ELA & Social Studies 9-12	1	\$9,000.00	Original	\$9,000.00							
	Delta Math: Site Licenses - Remediation - Math 9-12	1	\$1,720.00	Original	\$1,720.00							
	IXL Reading and Math - Enrichment - Math & ELA 9-12	1	\$8,608.00	Original	\$8,608.00							
	Achieve 3000 - Remediation - Reading & ELA 9-12	1	\$16,166.00	Original	\$16,166.00							
Amend 13- Removed McGraw, Penda Learning, and Delta Math	-1	\$37,896.50	Amendment	-\$37,896.50								
Classroom Teacher	The Reading Teacher for grades 10th, 11th, and 12th will provide differentiated instruction in small class setting.											
Classroom Teacher	The Math Teacher for grades 9, 10 and 11 will provide differentiated instruction in smaller classes.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="466 1049 1287 1166">Item</th> <th data-bbox="1287 1049 1434 1166">Quantity</th> <th data-bbox="1434 1049 1570 1166">Rate</th> <th data-bbox="1570 1049 1745 1166">Supply Type</th> <th data-bbox="1745 1049 1934 1166">Type</th> <th data-bbox="1934 1049 2022 1166">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$577.25	General Supplies	Original	\$577.25						
Amend 13- Copy Paper	1	\$407.50	General Supplies	Amendment	\$407.50							

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: \$5,058.40

Acct Description	Description					
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Color printer for parent engagement use (parent communication: meetings, trainings, data/graduation req chats, invitation and printed resources)	1	\$975.00	Original	\$975.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	12	\$34.20	General Supplies	Original	\$410.40
	Student Agendas with the Student Handbook - No customization	800	\$3.50	General Supplies	Original	\$2,800.00
	Refreshments/Food for two PFEP parent trainings - \$3 per parent in attendance	2	\$69.00	Program Supplies	Original	\$138.00
	Ink for parent training and communication - color	1	\$735.00	Technology	Original	\$735.00

Action Step: Professional Development

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

Budget Total: \$16,445.60

Acct Description	Description				
Consultants	Item	Quantity	Rate	Type	Total
	Achieve 3000 on site professional development; Target Date - August 2024 and January 2025	2	\$3,500.00	Original	\$7,000.00
	Math Nation on site professional development; Target Date: September 2024	1	\$6,745.00	Original	\$6,745.00
Online subscription	Item	Quantity	Rate	Type	Total
	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	\$2,700.00	Original	\$2,700.00

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
Francisco Ortiz-Lopez	Principal
Monica Banks	Assistant Principal
Thomas Grajek	Magnet Programs Coordinator
Dr. Charles W. Woodard	Chair Board Member
Sati Charan	Teacher
Margaret Bell	Media Specialist
Vanessa Rivera-Nylander	Parent
Jordan Ormsby	Parent
Donnecia Burns	Student
Ernesto Nylander	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 for acquiring input from parents and other stakeholders regarding the development of the Parent & Family Engagement Plan. The Parent Liaison forms a committee that represents all the stakeholders similar to 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 28th, 2024 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 parent training supplies and printer for parent engagement use/to increase parent engagement.

Name	Title
Francisco Lopez Ortiz	Principal
Thomas Grajek	Magnet Program Coordinator
Monica Banks	Assistant Principal
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?

Title I Annual Meeting is on August 29, 2024 at 5:30 P.M. in the Theater

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 Community High 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 Practices in Parent Involvement of Culturally Diverse Learners

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

Staff are equipped with strategies for engaging culturally diverse families in meaningful ways, such as incorporating culturally relevant materials and resources into parent workshops and events, providing interpretation and translation services as needed, and creating welcoming and inclusive environments that celebrate diversity.

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

Staff learn how to bridge language and cultural barriers, facilitate open and respectful dialogue, and build meaningful partnerships with families to support student success. This fosters collaborative relationships between families and schools, leading to increased parent involvement and engagement in their children's education.

- **What will teachers submit as evidence of implementation?**

Pre and Post Test (strategies for engaging culturally diverse families) and sample parent teacher conference notes

- **Month of Training**

Early September

- **Responsible Person(s)**

Francisco Lopez , Thomas Grajek and Aluis Dorvil

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Best Practices in Parent Involvement of Culturally Diverse Learners

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engaging parents to understand student achievement data

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

Staff learn techniques for engaging families in discussions about assessment results, encouraging questions, and addressing concerns related to testing and evaluation. They emphasize the collaborative role of families in supporting student achievement through informed understanding of assessment data.

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

By understanding the importance of assessments, families feel empowered to advocate for their children's educational needs. They can use assessment data to support academic planning at home, reinforce learning concepts, and seek additional resources or support as necessary to help their children succeed

- **What will teachers submit as evidence of implementation?**

Teachers can provide evidence of communication with families regarding assessment results. This may include copies of emails, or conference notes sent home explaining assessment outcomes, discussing areas of strength and growth, and providing suggestions for supporting student progress at home.

- **Month of Training**

October 2024

- **Responsible Person(s)**

Francisco Lopez, Thomas Grajek and Gregory Vailliere

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

Engaging parents to understand student achievement data

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

ELA & Mathematics Family Night

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

We will provide activities to assist parents in understanding the state curriculum and assessments and learn learning strategies to help parents improve their children's academic achievement at home.

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

Demonstrate to parents on how to utilize educational technology tools such, IXL, StudySync and delta math software, or online interactive simulations. Participants explore ELA and mathematical concepts in a dynamic and visual way, enhancing their understanding and engagement with the material.

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

By engaging parents and students in interactive activities that reinforce key concepts in ELA and Mathematics, the training can lead to improved academic performance. When parents are equipped with strategies to support their children's learning at home, students are more likely to succeed in their studies.

- Date of Training

9-19-24

- Responsible Person(s)

Francisco Lopez and Thomas Grajek

- Resources and Materials

Agenda, PowerPoint, Sign in Sheet, and evaluation

- Amount (e.g. \$10.00)

\$69

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?

Parents can participate in a workshop that guides them through the college application process. This workshop covers topics such as researching colleges, understanding application requirements, completing the Common Application or other college-specific applications, and navigating financial aid options.

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

Host a college exploration fair where representatives from various colleges and universities set up booths to provide information about their institutions. Parents and students can interact with college representatives, ask questions about admissions requirements, academic programs, campus life, and financial aid options. This fair encourages families to explore a wide range of college options and facilitates meaningful conversations about post-secondary education goals.

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

By providing parents and students with information, resources, and support related to college preparation, College Family Night can increase students' readiness for post-secondary education. Families gain insights into the college application process, financial aid options, and academic expectations, empowering students to make informed decisions about their educational pathways

- Date of Training

10-24-24

- Responsible Person(s)

Francisco Lopez and Thomas Grajek

- Resources and Materials

Agenda, PowerPoint, Sign in Sheet, and evaluation

- Amount (e.g. \$10.00)

\$69

5. Parent and Family Capacity Building Training #3

- Name of Training

Credit and Financial Literacy Night

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

Parents learn practical skills such as how to involve their children in budgeting discussions, help them prioritize expenses, and encourage responsible spending habits. This practical skill will provide students and parents with strategies for maximizing financial aid opportunities.

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

A financial goal setting workshop helps participants identify their financial goals and develop actionable plans to achieve them. Participants are guided through the process of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) financial goals and creating step-by-step action plans to reach them. This interactive workshop encourages participants to prioritize their financial objectives, track their progress, and make adjustments as needed to stay on course

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

Credit and Financial Literacy Night prepares students for success beyond high school by equipping them with the financial knowledge and skills they need to navigate the transition to college or the workforce. Students learn about the financial aspects of pursuing higher education, such as applying for financial aid, managing student loans, and budgeting for college expenses. They also gain insights into the financial realities of adulthood, including managing income, expenses, and savings goals.

- Date of Training

1-23-25

- Responsible Person(s)

Francisco Lopez and Thomas Grajek

- Resources and Materials

Agenda, PowerPoint, Sign in Sheet, and evaluation

- Amount (e.g. \$10.00)

\$0

Coordination and Integration

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

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

- Name of Agency

McKinney 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 During parent training and parent teacher conferences

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

Screenshot of website pertaining to testing, sample report cards, sample Parent Link note, sample parent teacher conference notes

- **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 Data Chats

- **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, 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 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

STEM Family Night

- Brief Description

Provide engaging and educational event designed to involve families in hands-on STEM activities and promote interest in STEM fields

2. Activity #2

- Name of Activity

Career Showcase Family Night

- Brief Description

Teachers, acting as enthusiastic guides, lead informative sessions on the diverse opportunities within each academy. Students will showcase projects they have completed for each of their respective career academies. The Career Showcase Family Night is more than just an event; it's a bridge. It connects students with their futures, parents with their children's aspirations, and businesses with a pool of motivated talent. It's a night that ignites curiosity, fosters understanding, and paves the way for more fulfilling future for everyone involved.

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

1. Building Students' Non-Academic Skills

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

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

1. Well-Rounded Education

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 SIS and other instructional platforms such as Achieve 3000 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 SkIs 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 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 CLT is integrated in the course curriculum across the content areas. Students are given the CLT 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

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

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

1. Transition to Elementary School

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 IGCHS 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)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- 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.