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

ELA

1. List prioritized needs statements.

Increase reading proficiency to level 3 or above to meet our goal of 65% Based on PM 1 and PM 2 data, Grade 9 PM1 L1/L2 students increase to 66%, Grade 10 PM1 L1/L2 students to 57%, and Grade 10 PM2 L1/L2 students to 62%.

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

Continued issues with tardiness, absenteeism, computers being charged and students being prepared for class Pull-out support needed for lowest 25% and students on the cusp of L1/L2 and L2/L3; needs for smaller class size and resources to differentiate instruction and assessment Need for consistent PD support on data driven instruction and strategies Parent support for extra practice at home and attendance issues

3. Share possible solutions that address the root causes.

Pull-out instruction for lowest 25% and students on the cusp of L1/L2 and L2/L3; supplemental staff and print/online resources Improving tardiness and student attendance Mandatory tutoring/study hall for students involved in athletics and more parent/family support Supplemental PD staff to increase instructional delivery an literacy growth

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

• Communication

All parents are invited in school meetings (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) through emails, website, parent links Use of parent liaisons and language facilitators when needed

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Communication- weekly schoolwide robocall/texts with updates and reminders Parent/family nights to increase engagement

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

- **School**

School will... be consistent with communication: expectations, updates, events, etc.

- **Students**

Students will... arrive to school on time and consistently with the correct materials to be academically successful. They will also make use of tools such as IXL, Achieve 3000, Khan Academy, NoRedInk, College Board Blue Book, etc. to continue academic progress at home.

- **Parents**

Parents will... come to parent nights, be aware of upcoming testing, and be in contact with individual teachers to support student success.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)
Make sure all teachers are properly certified or working on necessary certification components Strategies for communication with parents

- **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

1. List prioritized needs statements.

Increase math proficiency to at least level 3 to meet our goal of 68%. Based upon PM1 and PM2 data, increase Proficiency to 68%, Learning Gains to 60%, and Lowest 25% to 60%

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

Need for smaller class size and resources to differentiate instruction and assessment to enhance the overall score by utilizing practice tests through Math Nation, CK-12, Get More Math, and IXL. Need for consistent PD in data driven instruction. Improve students' understanding by providing them with test and practice questions that trigger their problem-solving skills and critical thinking Attendance issues

3. Share possible solutions that address the root causes.

Implement incentives such as no-homework passes, increased parental involvement, and participation in math competitions. During lessons, provide student an example of how a math content might relate to their academy; for example, a quadratic regression analysis could be used by medical students to predict how many beds may be needed in a hospital during a virus outbreak like COVID Provide additional resources tailored to students' specific needs based on their individual situations within this population With the development of Artificial Intelligence, could the school consider offering a course that introduces STEM oriented students to programming languages like Python, JAVA. More parent support for math at home and attendance issues Supplemental PD staff to increase instructional delivery in math as well as print/online resources for practice and consistent professional development for staff

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

All parents are invited in school meetings (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) through emails, website, parent links Use of parent liaisons and language facilitators when needed

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Familiarize parents with different platforms such as IXL, Math Nation

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

- **School**

School will... Provide more professional development

- **Students**

Students will...be able to apply math to real life situation

- **Parents**

Parents will...understand the resources available

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math)
More professional development on effective communication

- **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

1. List prioritized needs statements.

Improve Biology EOC pass rate from 68 to 75%, Level 3 or higher. Improve AP Environmental Science pass rate from 45% to 70%. Create best possible environment for future success with AICE Biology.

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

Students are not properly placed in courses based on the prior achievement level in Science and Reading. Biology EOC- Issues: Student attendance, student reluctance or inability to study/review at home. Cell Phones continue to be a struggle, as well as students developing the habit of relying upon AI.

3. Share possible solutions that address the root causes.

AP students should primarily be those at a 4 or better on ELA achievement score, especially for grade 9. Take teacher recommendations strongly into account when scheduling students for advanced courses. Improve parent communication Increases in the use of direct instruction (additional staff) in many classes will better prepare students for this mode of learning, is needed for advanced courses.

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

All parents are invited in school meetings (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) through emails, website, parent links Provide parent assemblies , text communication and email notifications.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Continue to provide robust College and Career Day.

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

School will...hold more afterschool events and parent trainings.

- Students

Students will...invite parents and pass information on for community service.

- Parents

Parents will...reinforce study habits and voice concerns with teachers and administrators to support the needs of their student.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Train teachers and parents to use Google Classroom and support them with software to assist parents.

- 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

1. List prioritized needs statements.

Keep U.S. History pass rate above 80% to stay above state average. Bring up bottom 25% of students in U.S. History so that half of bottom 25% are passing EOC. Achieve 80% pass rate for AP World History and AP Human Geography.

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

Connection between U.S. History EOC and AP World History exam scores and Inlet Grove's A-rating. Inlet's need to retain all students including those who are academically behind and improve their success.

3. Share possible solutions that address the root causes.

Parent-teacher contact to promote more success for bottom 25% in U.S. History. More collaboration between social studies teachers to share resources and best practices.

4. How will school strengthen the PFEP to support Social Studies?

- Communication

All parents are invited in school meetings (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) through emails, website, parent links Parents required to sign off on key trainings.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) How to ask questions about their students' performance.

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

- School

School will...Conduct parent-teacher meetings and provide progress reports bi-monthly to keep parents updated on progress.

- Students

Students will...Fill out electronic parent contact forms to ensure accurate contact information. Students will...receive the same communications as their parents.

- Parents

Parents will...Give feedback via email to demonstrate that they understand students' progress.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) How to engage stakeholders for meaningful conversations to improve student performance.

- **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

1. List prioritized needs statements.

Encourage more students to focus on AP, Dual enrollment, and Industry certification to 90% SAT and ACT prep classes for students to move into Dual Enrollment or Early Admin Digital Design Students (Photoshop) are not passing at 90% Digital Design Students (Illustrator) are not passing at 50% Pre Medical Students (Allied Health Course/CCMA) are not passing at 50% Pre Medical Students (Behavioral Health Tech/ CEHR/BHT) are not passing at 50% Pre Medical Students (Health Unit Coord./ PCT) maintain a passing score of 50%. Marine Tech Students passing rate should be 50%

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

Proper training on certification courses, especially new ones (BHT), to educate students and parents on certification requirements. Students do not always have access to clinical observation. Students are not passing at 50% on the first attempt. Students are not passing the Adobe test at 50% (1st attempt) 90% by 3rd attempt. Speed and reading of the test was also an issue. New Industry Certification: Students and parents will be educated on the requirements. Students will be responsible for tracking their progress in Google Classroom using the matrix assessment, and the Yamaha Maintenance Training Course Rubric.

3. Share possible solutions that address the root causes.

More resources, marketing to potential clinical sites. Using more local resources like marketing and local representatives to support what we do here at Inlet. (Adobe) 1 test open answer questions each week. (Adobe) 1 test with multiple choice answers each week. To assist students with reading the questions and processing answers with focus on the content they will see on the test. Increase exposure in the clinical environment. Students will take a pre-test to establish foundation knowledge, then proceed to practice tests with remediation throughout the course. Students will demonstrate proficiency on the practice final exam. Based on Score report data theory part of test was identified as needing support. BoomLearning.com (Resource) Brisk Schoolwide GC Extension (Resource) Hall Pass Tracking software? (Resource)

4. How will school strengthen the PFEP to support Acceleration Success?

- Communication

All parents are invited in school meetings (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) through emails, website, parent links Robo calls, mass text, emails, and parent assemblies. Resources for homeless and Migrant students

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) Continue to provide robust college and career day

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

- School

School will... Hold more afterschool events and parent trainings

- Students

Students will... Invite parents and pass on knowledge for community service

- **Parents**

Parents will... Reinforce study habits and voice concerns with teachers and administrators, to support their needs of their child

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Acceleration) PLC, Train teachers and parent to use google classroom and support them with software to assist parent engagement.

- **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

1. List prioritized needs statements.

Increase our Graduation to 95%, which currently sits at 92.4%

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

Lack of parent involvement & support at home to graduate Students lack of attention to detail on academics since Covid 19 Acceptance of students who were not grade level or testing ready

3. Share possible solutions that address the root causes.

Partner with organizations to assist with academics outside of the school such as Boys & Girls club and Urban League of WPB. Provide Tutoring help earlier in the school year to assist with summer break academic drop off Work more as a leadership group to vet through new applicant enrollment Consistent professional development for staff

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

School will... Host events to incorporate students/parental needs such as: Title meetings, Open house meet the teacher

- Students

Students will... Acknowledge the need to be motivated and participate in events such as tutoring and continue their school spirit

- Parents

Parents will... Support their students, give valuable feedback and input and work together with school and staff

- Staff Training

Staff will receive training on effective communication with families and share graduation and scholarship information to families.

- 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: \$136,795.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper	2	\$30.00	General Supplies	Original	\$60.00
	Whiteboard markers and erasers	1	\$65.00	General Supplies	Original	\$65.00
	Post It Notes	1	\$9.00	General Supplies	Original	\$9.00
	Adjustment - benefits credit and final allocation	1	\$1,560.00	General Supplies	Other	\$1,560.00
	copy paper	100	\$34.08	General Supplies	Amendment	\$3,408.00
Classroom Teacher	The Biology Teacher (grades 9-12) will foster hands-on learning, critical thinking and academic growth in an engaging classroom environment and small class setting.					

Acct Description	Description
Classroom Teacher	The Math Teacher (grades 9-12) will build foundational skills, problem solving abilities and confidence through rigorous instruction in Algebra in a small class setting.

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: **\$4,458.75**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	1	\$30.00	General Supplies	Original	\$30.00
	Refreshments/Food for PFEP parent trainings	3	\$69.00	Program Supplies	Original	\$207.00
	Student Agendas with Student Handbook - No customization	1200	\$3.50	General Supplies	Original	\$4,200.00
	Adjustment - benefits credit and final allocation	1	\$21.75	General Supplies	Other	\$21.75

Action Step: Professional Learning

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

Budget Total: \$183,005.00

Acct Description	Description
Coach	The Math Coach (grades 9-12) will empower 6th -12th staff through strategic instruction and data driven support.
Coach	The Reading Coach (grades 9-12) will foster literacy growth through identified strategies, data analysis, and instructional support for teachers from 6th -12th grade.

Mission Statement

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

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
Ralph Metayer	Parent
Arlang Adolphe	Student
Lilly Pinhasov	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
Dr. Emma Banks	CEO
Francisco Lopez Ortiz	Principal
Monica Banks	Assistant Principal
Thomas Grajek	Magnet Program Coordinator

Annual Parent Meeting

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

Title I Annual Meeting is on August 27, 2025 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

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

September 2025

- Responsible Person(s)

Francisco Lopez , Thomas Grajek and Aluis Dorvil

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 2025

- Responsible Person(s)

Francisco Lopez, Thomas Grajek and Gregory Valliere

Parent Trainings

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

September 18, 2025

- Responsible Person(s)

Francisco Lopez, Thomas Grajek, Bradley Doby, Katia Lorrissant, and _____.

- Resources and Materials

Agenda, PowerPoint, Sign in Sheet, and evaluation

- Amount (e.g. \$10.00)

\$69- parent training refreshment

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**

10-23-2025

- **Responsible Person(s)**

Francisco Lopez, Scott McDermott, and Thomas Grajek

- **Resources and Materials**

Agenda, PowerPoint, Sign in Sheet, and evaluation

- **Amount (e.g. \$10.00)**

\$69- parent training refreshment

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

1-22-2026

- Responsible Person(s)

Francisco Lopez and Thomas Grajek

- Resources and Materials

Agenda, PowerPoint, Sign in Sheet, and evaluation

- Amount (e.g. \$10.00)

\$69 - parent training refreshment

Coordination and Integration

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, email communication 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

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 Data Chats

- **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

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

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

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, IGHS will collect agendas, signing sheets, conference notes and pictures.

SBT/MTSS Implementation

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

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 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

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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.