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

ELA

1. List prioritized needs statements.

FAST ELA proficiency remains below the school target (61%/65%). A significant percentage of students score in Level 1 and Level 2, indicating gaps in foundational reading comprehension. Students show consistent weaknesses in Reading Prose & Poetry, Reading Informational Text, and Reading Across Genres & Vocabulary (as reflected in PM1/PM2 data). Learning gains for the lowest 25% need improvement to meet state expectations. ELL and ESE students require additional scaffolds to access grade-level ELA content.

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

Inconsistent implementation of research-based instructional strategies across classrooms. Limited use of small-group instruction aligned to FAST data and progress monitoring. Insufficient student engagement routines (annotation, accountable talk, text-task engagement). Need for stronger teacher capacity in ELL strategies, UDL, and cooperative learning structures. Gaps in parent understanding of FAST expectations and how to support literacy at home. Attendance and engagement issues that impact reading stamina and skill development.

3. Share possible solutions that address the root causes.

Implement the Gradual Release Model consistently in all ELA classrooms. Strengthen small-group instruction using FAST PM1/PM2 data, classroom assessments, and instructional rounding feedback. Increase use of close-reading routines, annotation, and text-dependent questioning. Provide targeted PD in Marzano Focus Model, ELL strategies, UDL, cooperative learning, and ESE supports. Conduct regular data chats with students to monitor progress and set goals. Integrate academic games, Kagan structures, print/online resources, and project-based learning to increase engagement. Provide families with clear communication, literacy resources, and FAST-aligned parent trainings. Strengthen monitoring systems for attendance and reading practice. Provide parent training on content area strategies.

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

• Communication

Host ELA-focused parent trainings and literacy nights separate from Math Night. Provide families with Remind 101 codes for 9th and 10th grade ELA communication. Provide parents with FAST-aligned reading resources, vocabulary strategies, and guidance on supporting reading stamina at home via emails and meetings. These efforts are designed to provide transparent information regarding Title 1 programming, curriculum, academic standards, assessment, student achievement and parent engagement meetings.

- Parent Training

Offer a mid-year parent session (January) to review FAST PM2 results and share at-home reading strategies. FAST ELA Parent Workshop: understanding PM1–PM3 scores, scale scores, and how to support reading at home. Literacy Night focused on reading strategies, annotation, vocabulary development, and comprehension routines. “How to Support Your Teen Reader” training: modeling close reading, questioning techniques, and reading stamina. Training on using SIS Gateway, Google Classroom, and Remind 101 to monitor assignments and communication.

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

- School

Provide high-quality, standards-aligned ELA instruction using the Gradual Release Model, small-group instruction, and close-reading routines. Communicate regularly with families through SIS Gateway, Google Classroom, Remind 101, and progress reports. Offer ELA-focused parent trainings, literacy nights, and mid-year FAST data sessions to help families support reading at home. Share clear, accessible resources (in English, Spanish, and Haitian Creole) that explain reading strategies, vocabulary routines, and FAST expectations. Record or post lesson summaries in Google Classroom to support students who need review or were absent. Provide professional development for teachers on ELL strategies, UDL, cooperative learning, and effective parent engagement.

- Students

Attend class consistently, participate actively, and engage in small-group instruction and reading tasks. Use reading strategies taught in class (annotation, close reading, vocabulary routines, text-dependent questioning). Complete assignments on time and monitor their own progress through data chats and teacher feedback. Read daily at home to build stamina, vocabulary, and comprehension. Communicate with teachers when they need help or clarification.

- Parents

Attend ELA parent trainings, literacy nights, and mid-year FAST sessions to understand how to support reading at home. Monitor student grades, assignments, and attendance through SIS Gateway and Google Classroom. Encourage daily reading at home and limit distractions such as excessive social media or phone use during study time. Maintain regular communication with teachers and participate in conferences or data chats. Provide a quiet, consistent space for reading and homework and ensure students attend school regularly.

- **Staff Training**

Training on using SIS Gateway, Google Classroom, and Remind 101 to monitor assignments and communication. Workshops on supporting multilingual learners at home (ELL strategies, sentence frames, vocabulary scaffolds) to share with families.

- **Accessibility**

Ensure all communication is accessible in families' home languages (English, Spanish, Haitian Creole). Provide all ELA communication in clear, parent-friendly language and in families' home languages (English, Spanish, Haitian Creole). Ensure all ELA events are accessible to families, including virtual options when needed. Provide additional support for homeless, migrant, ELL, and ESE families through the Parent Liaison and SBT. Send regular progress updates, FAST reminders, and literacy resources through SIS, Remind 101, and the school website. Offer flexible meeting times (morning/evening) to accommodate family schedules.

Math

1. List prioritized needs statements.

Focus on improving learning gains to compensate for low achievement scores. Students are performing below their capacity or ability. PM levels are lower than district level. PM 2 - school: 36% district: 50% (6th grade); School: 13% district: 47% (7th grade accelerated math)

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

Poor attendance contributes to students' lack of motivation. Students' not practicing for success and class size. Lack of study strategies to achieve acceptable test score. There are gaps in students' learning which cause low performance. They are being tested in materials they have not yet learned.

3. Share possible solutions that address the root causes.

Increase parent involvement. Increase student discipline. Smaller classes and use of enrichment programs Create incentive for good behavior. Start preparing for the test early. Before the test, provide Boot Camps. Initiate a summer intervention program.

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

- Communication

Schools have an obligation to inform parents of math requirements in order to graduate from high school: Students must pass the End Of Course (EOC) in Algebra/Geometry and students have to earn four credits in math via emails and meetings. Schools shall conduct Data Chats with their students and parents in their school standing in math to propel parent involvement to a greater level of involvement and participation. These efforts are designed to provide transparent information regarding Title 1 programming, curriculum, academic standards, assessment, student achievement and parent engagement meetings.

- Parent Training

Familiarize/train parents with different platforms, such as IXL, Math Nation, Delta Math, Edia, etc. Parent Trainings that offer support to parents/families as they work with their students at home.

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

- School

School will provide more relevant trainings. School will ensure that parents are informed of graduation requirements and appropriately incorporate a school culture that ensures student's parents participate with their student toward graduation.

- Students

Students will use available resources genuinely and with fidelity. Students will follow-up to the above proposal as their quarterly or even as semester graded project.

- Parents

Parents need to increase engagement in students' learning. Parents will assure students and teachers that the prescribed and proposed approach must see the light of day in cooperation with the schools.

- **Staff Training**

More relevant professional development. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Accessibility**

Ensure all communication is accessible in families' home languages (English, Spanish, Haitian Creole). Provide all math communication in clear, parent-friendly language and in families' home languages (English, Spanish, Haitian Creole). Ensure all math events are accessible to families, including virtual options when needed. Provide additional support for homeless, migrant, ELL, and ESE families through the Parent Liaison and SBT. Send regular progress updates, FAST reminders, and literacy resources through SIS, Remind 101, and the school website. Offer flexible meeting times (morning/evening) to accommodate family schedules.

Science

1. List prioritized needs statements.

Improve Biology pass rate from 80% to 85%. AP Environment Science exam improve to 75%. Improve Physical Science from the average passing from 60% to 70%. Be able to access and protect lab supplies in the cabinets (safety).

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

Absences/Tardies. Students enrolled in AP/AICE/EOC classes mid term. Class size. Use of electronics. Students not studying or doing assignments on time. Not having access to lock and unlock cabinets in lab.

3. Share possible solutions that address the root causes.

Offer afternoon support to the students. Ensure the students are registered to AP/AICE/EOC classes early, not in the middle of the semester. Give the students the prerequisite to classes before enrolled in AP/AICE classes. Smaller class size. Electronic pockets at door. Parent contact from administration for excessive absences/tardies. Getting the cabinets rekeyed.

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

- Communication

Communicate effectively with parents (email, phone calls, meetings, websites) to ensure students who need additional resources. These efforts are designed to provide transparent information regarding Title 1 programming, curriculum, academic standards, assessment, student achievement and parent engagement meetings.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science).

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

- School

Reinforce discipline rules. Provide enough resources to the teachers to implement the state curriculum. Provide effective parent relationship.

- Students

Do their work, study, and come to class on time. Need to follow class rules and procedures.

- Parents

Actively monitor the students at home. Refrain from call, text student while they are in class because it causes distraction. Reach out to teachers with concerns, such as grades.

- 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).

- Accessibility

Ensure all communication is accessible in families' home languages (English, Spanish, Haitian Creole). Provide all science communication in clear, parent-friendly language and in families' home languages (English, Spanish, Haitian Creole). Ensure all science events are accessible to families, including virtual options when needed. Provide additional support for homeless, migrant, ELL, and ESE families through the Parent Liaison and SBT. Offer flexible meeting times (morning/evening) to accommodate family schedules.

Social Studies

1. List prioritized needs statements.

Two of the students in the Winter Civics testing group didn't meet proficiency on the Civics EOC. The entire original group of 4th period students passed the EOC with a 3, 4 or 5. Three invited from the L25% did not pass and resulted in a 75% rate.

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

Negative Attendance Patterns in Class and in Tutoring Sessions. Poor Student Work Ethic. Poor Class Engagement. Poor reading comprehension skills. Class size

3. Share possible solutions that address the root causes.

Call each day the student is out, document it, and then use breakfast times and lunch times to work 1:1 with a student who returns from being absent to help them close the gap quickly. Continue to celebrate positive work ethic and class engagement with Class Dojo points, good calls home/good emails home and Dojo rewards. Use A3000 when it applies to help connect Civics content at their level to fill in the achievement gaps due to poor reading comprehension. Use of enrichment resources. More parent engagement.

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

- Communication

Record a parent video to emphasize how they can partner with us and offer a grade to the kids for having their parents watch it and email us back as a History team. Send home a flyer with best practices and study resources on a QR code in Feb. and just before spring break. Email progress reports every two weeks in SIS and paper-based to AP, guardian, staff, coaches, parent and student in the same email with the deadlines and success strategies. Contact parent via email, phone calls, parent meetings. These efforts are designed to provide transparent information regarding Title 1 programming, curriculum, academic standards, assessment, student achievement and parent engagement meetings.

- Parent Training

Parent Trainings that support parents/families as they work with their students at home.

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

- School

Continue to reach out to parents via emails in HS and the monthly newsletter in middle school. The MS Volunteer will continue calling home to encourage parents to read the newsletter. Use the PM platform and other related platforms to offer test prep often.

- Students

Engage in class positively, be held accountable by teachers to do so, and work progressively to remain on track.

- Parents

Engage with teachers via email and in conferences. We will continue to make contact with them throughout the semester.

- 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). March PDD day MS & HS History Huddle & monthly thereafter 4th period (We will get coverage for Ms. Sullivan & Mr. Williams) over Google Meet.

- Accessibility

Adjust as data indicates; at this time, Science teachers are set with vertical and horizontal planning (Williams and Greene every two weeks). Provide additional support for homeless, migrant, ELL, and ESE families through the Parent Liaison and SBT.

Acceleration Success

1. List prioritized needs statements.

DIGITAL DESIGN The pass rate for the Photoshop exam is less than 50% in Semester 1 SY 25-26 ARCHITECTURE AutoCAD and/or Revit industry certifications are at 0% All of SY 24 -25 and Semester 1 SY 25-26 Current proficiency levels in foundational mathematics and geometry fall below the required benchmarks. MEDICAL The pass rate for BHT class is 58% SY 24- Students are not completing Clinical packet Lab fees not being paid (Medical all Classes) EKG course is in need of new technology of wearable cardiac monitoring Improve accuracy when selecting students for accelerated courses (AICE, AP, Skipper program, etc). Create a pathway of courses for AICE students to earn the AICE diploma. Focus upon improving accelerated success/test scores. Focus on best trainings for first year AICE teachers, in particular Basing students' preparedness for an AICE class (in English, General Paper, in particular), only on their PM scores, is incomplete because they have only been assessed on multiple choice reading passages. No writing is factored into their score, which is a big part of many of the AICE assessments. Link a better course to AICE Thinking Skills to ensure better student success on the end-of-the-year assessment. AICE scores do not come back until our school year has already started. This needs to be considered when we schedule students. Improve accuracy when selecting students for accelerated courses (AICE, AP, Skipper program, etc).

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

Teachers' skill level is not at the level to teach the software. Retention of teacher, and/or ability to find a highly qualified teacher have been poor. Geometry and Algebra II require a jump from concrete numbers to abstract logic. Teacher has lost motivation/or passion for teaching. Students feel the packet is not useful for certification. Student/parent choose not to pay. Lack of funding is the main cause that prevents us from keeping up with the new technology in EKG which is essential for students to stay current to fulfil the demand for patient care when they enter the workforce. Due to limited precision we have too many students (typically grade 9) in AICE/AP who are not ready while simultaneously NOT offering these courses to many well qualified upper grade students. There is also a challenge with prescreening and selecting students for the skipper program. Acceleration success is currently impacted by the above issues as well as a lack of student home preparation, review/study at home. Starting this new program, our knowledge of best trainings was limited.

3. Share possible solutions that address the root causes.

Mandatory industry certification exams for potential employees before hiring. Teacher should be asked to teach a lesson before hiring as well. Attend more building and construction events. Increase the network of Career Advisory Board members for the Architecture Program. Discover what professional organizations are local/state level. Implementing math and geometry across all classes. Replace the teacher. First, teach from NHA component 2.2 - All Modules: Lessons to 100%, Quiz to 100% accuracy, and Reading Requirement fully satisfied, and Planning to administer NHA component 2.1 once 2.2 is completed. Educate parents and students that in order to attend clinicals, these documents are needed. They are very similar to sports physical requirements. Share the importance of the needs at Medical program. We can use grant money or donations in addition to medical students fees to purchase EKG new technologies. Grade 9 students in advanced classes should generally be limited to level 4 and 5 ELA. Additionally, teacher recommendations for accelerated classes for those students entering grades 10-12 should be utilized more We can involve parents to reinforce student home studying, but our influence remains limited. A useful strategy in class can be to take the time to teach and demonstrate study strategies such as breaking down content to specific subtopics and focusing on being able to explain instead of trying to simply read through notes and expecting it to "stick." Better communication among teachers and administration about the trainings teachers attend. These trainings should also be attended at the beginning of the school year, regardless of if the course is taught in the spring. When middle school teachers recommend students for high school AICE programs, these teachers should be shown the assessments the AICE course requires. Link the AICE Thinking Skills course to a course that adequately prepare the students to pass this assessment (possibly a Research class). Another alternative is to teach both AICE Thinking Skills AS and A Levels (Semesters 1 and 2, respectively) and test them at the A Level, though this may require reserving this course to upper grades. A useful strategy can be to take the time to teach and demonstrate study strategies like breaking down content to specific subtopics and focusing on being able to explain instead of trying to simply read through notes and expecting it to "stick"

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

- Communication

Robo calls, mass text, emails, and parent assemblies.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) and assistance with comprehending the pathway of courses necessary in order to earn the AICE diploma. Student/Parent will create a Growth Plan.

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

- **School**

Communicate with parents about encouraging review and study at home, which is currently a deficiency. Administration should communicate the pathway of courses needed to meet both high school graduation requirements, as well as AICE diploma.

- **Students**

Students will monitor and update Growth Plan. Students will hold accountability for their learning and work ethic.

- **Parents**

Parents will monitor and update Growth Plan. Parents will communicate with teachers to ensure students complete tasks. Parents will support students by attending parent trainings and checking in with teachers and their students.

- **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).

- **Accessibility**

Resources for homeless and Migrant students.

Graduation Rate

1. List prioritized needs statements.

Achieve 94% Graduation Rate.

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

Lack of parental support from home. Student may be the first generation to graduate in the household. Not meeting with the lowest 25% of students more often to ensure progression. Not monitoring student absences to consider for SBT. Class size in core areas

3. Share possible solutions that address the root causes.

Keep students encouraged and engaged to finish current classes. Involve parents in keeping students encouraged and engaged. Identify at-risk students early. Meet with students in person or virtual. Develop action plan with deadlines for students to meet. Identify students that may fall short of graduation. Work with teachers, students and parents to achieve projected graduation. Meeting in person or virtual to give understanding of where the student is at academically. Ensuring that students have passed certifications. Passing state mandated test I.E. Math, ELA and Reading. Data chat with students and parents about child's progress.

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

Host events to incorporate /participate student needs. Maintain regular communication with teachers and advisor.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Graduation).

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

Meet with the students and parents more often to encourage graduation process. Give parents access to SIS and google classroom for their student. Monitor attendance and academic performance.

- Students

Acknowledge the need to be motivated and participate in events leading up to graduation. Come to school regularly and complete assignments.

- Parents

Support study time and preparation for exams and certifications with student. Check their students SIS weekly to ensure student engagement in class.

- 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 (Graduation).

- Accessibility

Conduct in-person or virtual meetings for parents. Parent liaison will make arrangements for transportation or deliver documents. Remain in communication with district to address ELL, parent with disabilities, migrant and homeless needs.

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: \$192,555.00

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	The Achieve 3000 remediation supplemental program for grades 6-12 (reading/ELA/ELL) provides level-up learning using fiction and nonfiction genres appropriate to each learner's level and achievement.	1	\$19,055.00	Original	\$19,055.00	
	In order to provide enrichment and remediation for grades 6-12 science, social studies, biology and chemistry, the Wayground supplemental program supports teachers creating instruction tailored to curriculum and supports varied instructional approaches towards student learning.	1	\$5,170.00	Original	\$5,170.00	
	To provide enrichment and remediation in grades 6-10 reading and language arts (English), the SAVVAS supplemental program helps the teachers provide personalized instruction to targeted students.	1	\$25,000.00	Original	\$25,000.00	
	Use for enrichment purposes, the Delta Math supplemental program provides high-leverage assignments and track student learning and unlimited practice for students in math grades 6-12.	1	\$2,000.00	Original	\$2,000.00	
Classroom Teacher	The math teacher will reduce class sizes in grades 6-12 Algebra 1 and Geometry and provide students with one on one attention. The position uses research-based teaching methods to deliver individualized support tailored to each student's specific learning needs.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	File folders, pens, markers, binder clips, binders, sheet protectors, white/wipe board cleaner, expo dry eraser, expo markers, staples, and sticky notes	1	\$886.00	General Supplies	Original	\$886.00
	Copy paper	10	\$30.00	General Supplies	Original	\$300.00

Acct Description	Description
Classroom Teacher	The science teacher will reduce class sizes in Biology and 8th grade science to provide students with more consistent one-on-one support and individualized instruction. By utilizing research-based teaching strategies, the position aims to improve student mastery of complex biological concepts and laboratory standards.

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: \$5,096.00

Acct Description	Description					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper - parent training communication	22	\$30.00	General Supplies	Original	\$660.00
	Refreshment/Food for 3 PFEP trainings/meetings	3	\$69.00	Program Supplies	Original	\$207.00
	The Student Agendas (no customization fee/charge on Invoice) will serve as a primary communication tool to bridge the gap between home and school by sharing the Student Code of Conduct and school calendar and trainings with parents. These planners will help students organize their time more effectively while providing a consistent platform for parent-teacher correspondence regarding academic progress and behavior. This	1200	\$3.50	General Supplies	Original	\$4,200.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	initiative supports Family Engagement by ensuring families stay informed of school rules and important upcoming academic events.					
	Survey 3 - Additional copy paper for parent communication	1	\$29.00	General Supplies	Original	\$29.00

Action Step: Professional Learning

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

Budget Total: \$186,005.00

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Use to provide high-impact feedback tools for all teachers and to encourage utilization of research based instructional strategies, this program will supplement traditional PD support to teachers.	1	\$3,000.00	Original	\$3,000.00	
Coach	The mathematics coach will provide instructional support to teachers by modeling research-based instructional strategies to enhance classroom effectiveness. In addition to coaching, and as part of effectiveness through innovations program, the coach will provide instruction in a classroom serving as a model classroom allowing teachers to observe and learn best instructional deliveries in grades 6-12 algebra and geometry.					

Acct Description	Description
Coach	The reading coach will provide instructional support to teachers by modeling research-based literacy strategies to enhance classroom effectiveness across all disciplines. In addition to coaching, the coach will provide instruction in classes that will serve as a model classrooms for teachers to observe and learn best instructional delivery with focus on rigor and relevance to improve student achievement.

Mission Statement

1. Mission Statement

Inlet Grove Community Middle and 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
Kimberly McDermott	Parent
Livingston Burt	Parent
Issa Mery	Student
Angelina Polson	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 Middle and 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 18, 2026 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, 2026 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 - all these to have a more welcoming school to all families.

- 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 reflecting support to all families

- Month of Training

Early September 2026

- 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 2026

- 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 presentation to assist parents in understanding the state curriculum and assessments and model math and ELA strategies and resources to help parents assist improving 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 and math and ELA strategies that can be used at home.

- 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 17, 2026

- Responsible Person(s)

Francisco Lopez, Thomas Grajek, Bradley Doby, Katia Lorrissant, and Ashley Goldstein

- 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. (whole and break-out sessions)

- **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**

10-22-2026

- **Responsible Person(s)**

Francisco Lopez, Monica Banks, and Thomas Grajek

- **Resources and Materials**

Vendors setting up; space and location, technology and sound, handouts for families

- **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

1-21-2027

- 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 Learning, 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

Current and timely Title I information are shared with families in various ways. School website provides important information to parents and is updated frequently. We use Parent Link to inform/invite parents, phone calls are made to every home prior to important meetings and school activities. We also have Remind 101 - a 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 Middle and 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 Middle and 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.

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

- Description

Inlet Grove Community Middle and 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 Middle and 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 Middle and 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 Middle and High School (IGMHS) 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. IGMHS counseling/administrative organization is designed in order to have the counselor/administrator follow their students for four years, rotating from the freshman class to senior class and then returning to the freshmen class for a new cycle. This provides support and continuity for our students. IGMHS 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. IGMHS has an early warning system that is utilized by all our instructional staff. When a student attending Inlet Grove Middle and 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. IGMHS' sponsorship of social and academic clubs and after school activities also helps to promote social and emotional well-being and address skills for learning and life. IGMHS is a career academy supporting twelve areas of career interests in high school: medical, nursing, biotechnology, law, journalism, digital design, web design, computer science, television production, marine technology, culinary, engineering and architecture. Furthermore, the middle school offers Pre-Medical and Coding career classes. All 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, IGMHS 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

IGMHS 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. IGMHS has a 4X4 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 4X4 also provides students with 90-minute uninterrupted daily instruction. In order to increase the amount and quality of learning time and accelerate the curriculum IGMHS 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/after school. IGMHS 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, AICE, and Dual Enrollment. 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. IGMHS 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, IGMHS 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. 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 DRAFT6, 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 Middle and 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 Pre-Law- students must participate in all law offerings, debate, and AICE courses; Web Design - Knowledge Pillars and CIW certifications Journalism - Adobe Photoshop and InDesign certifications; Culinary Arts - Servsafe Certifications; Pre-Architecture and Engineering - AutoCAD and Revit; Pre-Medical/Practical Nursing - Certified Clinical Medical Assistant (CCMA), Certified Electronic Health Record Specialist (CEHRS), Certified EKG Technician (CET), Certified Patient Care Technician/Assistant (CPCT/A), National Licensed Practical Nurse (NCLEX-PN). IGMHS also requires all students to be associated with one of our academies. Course requirements and industry 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, Cambridge International (AICE) 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, are offered two fee-waiver testing opportunities per Junior and Senior years, and are required to present at least two letters of acceptance to colleges or universities. To document implementation, IGMHS 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 Learning

1. Professional Learning

Inlet Grove provides all new teachers with a teacher/administrator mentor, which is a 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 IGMHS may be paired with an administrator if the needs are only to help the teacher transition to IGMHS. 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

IGMHS 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.