

The School District of Palm Beach County

Inlet Grove Community High School



2016-17 School Improvement Plan

Inlet Grove Community High School

600 W 28TH ST, Riviera Beach, FL 33404

www.inletgrovehs.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	86%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida’s DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school’s grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school’s improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Inlet Grove Community High School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

It is the mission of Inlet Grove Community High School 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 a better and more peaceful world. Students will be prepared to enter college and the workforce upon graduation and will be able to successfully compete in today's global society. The Conversion Charter School shall be non-sectarian and non-discriminatory in its programs, admission policies, employment practices, and operations and shall act in full compliance with all state and federal requirements for race and gender equality.

b. Provide the school's vision statement

The vision of Inlet Grove Community High School is for all students to develop a career perspective and to graduate college-ready, so life choices are limited only by creativity, passion, and hard work.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Extending the mission and vision of creating college-ready and internationally-minded citizens is the first step in fostering diverse cultural awareness at Inlet Grove Community High School (IGCHS). The instructors also take a deep dive into a core teaching curriculum that incorporates African and African American history, Haitian culture, women and Hispanic contributions to the United States, and Holocaust studies into the instruction. The increasingly diverse classrooms set the stage for teachers and students to embrace cultural differences and eliminate the barriers of racism, sexism, and prejudice. Teachers also develop positive teacher–student–parent relationships, design lesson plans that promote engagement and implement those lessons using differentiated instructional strategies to maximize student learning. A positive relationship between the student and the teacher is fostered through the school wide single school culture and School Wide Positive Behavior Support Model (SWPBS). The success of the model's implementation rests in the understanding that a positive relationship stems from teachers and students being respectful to each other and showing interest in teaching and learning. These initiatives and implementations are progress monitored through classroom observations and feedback, student, parent, and teacher surveys, dialogue, and content area assessments.

Compliance with Florida Statute 1003.421(2) Inlet Grove will celebrate the contributions of Africans, African Americans, Women, and Hispanics through school wide activities and in our academic and career programs. Through our academic classrooms students explore the history of the Holocaust, African and African Americans. We recognize the sacrifices of our veterans through special activities and in our academic classrooms.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The faculty and staff of IGCHS ensure that every student who comes to its campus or boards a school bus feels safe, supported and respected. Campus supervision begins an hour before school begins and extends well beyond the completion of after school activities. The school also provides an atmosphere where students are able to consult guidance counselors, teachers, and administrators

whom they trust to help them resolve difficult conflicts.

Security procedures such as gate-keeping, camera surveillance, and visitation policies create a milieu that is conducive to learning. Showing respect to others is an integral part of our single school culture. Anti-bullying policies and procedures have been established and publicized and faculty and staff are trained on its implementation. The school administrators and instructors encourage family and community stakeholders to get involved in the school's decision-making policies to contribute to ensured success by attending the School Advisory Council meetings. Additionally, IGCHS trains its faculty and staff on how to implement the school's safety/emergency preparedness plan which was developed by the school's safety team and includes emergency personnel—fire, police, medical. The aforementioned are established and implemented to ensure that the school is both safe and welcoming for students before, during, and after school.

After conducting the BPIE assessment we have concluded that we are in compliance with the majority of the indicators; however two need improvement. The "persons first, language" and the Universal Design are areas of focus for improvement. We have created a plan of action for complete compliance in these two indicators.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Inlet Grove implements the Universal Guidelines of Success and a behavior matrix to ensure students and staff members' awareness of school expectations. . 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 fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in 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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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. The school's Student Government Association (SGA) also gives students the opportunity to relate issues of concern to academically successful students. This effort is designed to increase school connectivity or a sense of belonging among our students. IGCHS' sponsorship of social and academic clubs and after school activities also help to promote social and emotional well-being. Student and parent surveys are disseminated for further needs assessment. IGCHS through Title I will be offering tutoring in reading and math for the lowest 25 % students. Instruction will be differentiated through the evidence based Rotational Instructional Model (RIM), through flexible grouping, through peer-grouping using most recent data to drive instruction. Progress monitoring will be utilized through student portfolios, work folders, and

common assessments. Students will gradually be released from teacher-guided instruction to independent thinking and problem solving.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

When a student attending Inlet Grove Community High School has accumulated at least three absences within a calendar month or five absences within a 90 day period, the student's teacher will contact the student's parent as well as report it to the appropriate assistant principal. Before students reach the level of having one or more suspensions, whether in school or out of school, School Wide Positive Behavior Support interventions such as classroom verbal counseling, parent contact, parent conferencing, referrals to Response To Interventions (RTI) for progress monitoring strategies are implemented and documented. The early warning system in place for students in jeopardy of failing English or Math involves holding data chats and other communication with students and parents that provide current academic status and sets learning goals. Additionally, IGHS' Red Flag System requires teachers to notify parents and administrative staff of students at risk to build positive support teams to help students overcome their deficiencies. Remediation, intensive instruction, and after school tutorials provide students on a level 1 Reading status with the necessary supplemental support to increase their academic achievement.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	4	2	9	24
One or more suspensions	0	0	0	0	0	0	0	0	0	31	17	7	5	60
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	108	81	49	42	280
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	127	66	42	12	247

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	81	51	30	15	177

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The interventions include holding data chats with students, differentiated instruction, tutoring, Achieve 3000 and utilizing school-based referral teams to problem-solve and create action plans. The School Based Team (SBT) is a early warning prevention system that utilizes a team of professionals to provide research-based intervention strategies to target academic and behavioral issues. The staff of IGCHS also plans discussions with students for setting goal purposes. We recognize in order for our students to achieve success they need to be in class. The instructors refer students to the SBT who are consistently late and/or has three or more absences. To lower our suspension rate we are utilizing the Alternative to Suspension program and Restorative Justice. We also provide strong lines

of communication between the parents, community agencies such as counseling, and the school to support student achievement. These interventions and others such as parent collaboration and progress monitoring, and parent involvement meetings are utilized for the purpose of eliminating barriers.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310442>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We build positive relationships by communicating with parents in a variety of formats, such as letters home, flyers, edline, parent-link, parent conferences, Remind 101, parent surveys, SAC meetings and we offer parent trainings. We strongly encourage our instructors to introduce themselves to all the parents at the beginning of the school year to initiate communication in a positive manner. Instructors upload grades to edline weekly, are available for parent-teacher conferences and many provide calendars, flyers and other forms of communication to keep parents well informed of the classroom activities and how their child is doing in the class. We work diligently to ensure our parents are active participants in our Athletic Program and Clubs by volunteering for events and coming to family nights.

Our mission and vision is put forth in our daily interactions with all stakeholders by incorporating it in our School Wide Positive Behavior initiative, by informing parents in our orientations and open-house, by posting the mission in all classrooms and on our website, and by incorporating it in our teacher syllabi.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Banks, Emma	Other
Myszkowski, Jack	Principal
Lopez Ortiz, Francisco	Assistant Principal
Pientka, Deanna	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

To promote a student support system which provides a continuum of positive behavior support for all students within the school including the classroom and non classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. IGCHS utilizes the Marzano Teacher Development System to support teachers to acquire proficiency in all elements of instruction. The school is divided by departments and each instructional leader meets bi-weekly with their departments to promote evidence based strategies to meet curriculum goals. Instructional leaders of each department also meet bi-weekly to discuss instructional issues, evaluate the effectiveness of the research-based strategies being utilized in each of the departments and to organize the monthly faculty meetings.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Inlet Grove is implementing a Positive Behavioral Support Program which uses proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Inlet Grove Community High School is a conversion charter school. In order to ensure that the needs of our students are met we have created a team approach. The goal is for us to meet the needs of our students in a timely manner. Our core team is the parent liaison, the Title I coordinator, the guidance counselors, the data processor, and our Assistant Principals. The parent liaison works closely with the community agencies that provide a variety of services for our school. We also have a career coordinator who is seeking help from our business partnerships to increase our students' real world experiences. He also is seeking out new support for our career programs to keep them current with relevant academic experiences for our students. Our Title I coordinator is assisted by a variety of staff members to provide meaningful parent training to increase academic achievement for our students. Title I funds two supplemental reading teachers, one math teacher and provide tutorial services. Title I, Part C: IGCHS will coordinate with the district migrant and homeless specialists in case we have an eligible migrant and homeless students. IGCHS will utilize the recruitment incentive opportunities funded through Title II, and will be a part of the district professional development system. Our ESOL coordinator will work with district specialists in the Multicultural department to identify and serve our ESOL students. IGCHS will work closely with the district specialists who identify eligible homeless students, and we will connect them with district services, such as dental and medical. Inlet Grove Community High School participates in the SDPBC food service program and works closely with the Urban League Organization in activities such as the Youth Empowerment meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Emma Banks	Education Support Employee
Gillian Samaad	Education Support Employee
Deanna Pientka	Teacher
Francisco Valverde	Business/Community
Julius Wynn	Parent
Debra Mittleman	Business/Community
Moses Baker	Education Support Employee
Gregory Valliere	Teacher
Francisco Lopez	Education Support Employee
Clotee Banks	Parent
Margaret Bell	Teacher
Jon Myszkowski	Principal
Tanoy Thames	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The members of the SAC were given data from assessments to determine the progress of the objectives made in the SIP. End-of-the-year assessment results were analyzed and reported to the SAC members. School wide academic and behavior expectations were discussed and family/parent involvement was strongly encouraged.

b. Development of this school improvement plan

The members of the SAC were given the draft of the 2016-2017 School Improvement Plan and were given the opportunity to provide input during our stake-holder meeting. The Council approved the SIP after questions, comments, and observations were made. The SAC goals for the 2016-2017 school year are to increase parent involvement and to work closely with school leadership to support the mission and vision of the school. Further, the SAC will be involved in establishing objectives of the SIP plan that help improve reading scores among our students.

The SAC will consider student performance data in determining the school's needs. Also the SAC will indicate problems and barriers that underline the needed improvements. They will also identify and evaluate possible solutions and develop strategies to accomplish the needed improvements.

c. Preparation of the school's annual budget and plan

The members of the IGCHS School Advisory Council shall assist in the preparation of the school's annual budget and plan which will include consideration of student achievement data obtained. A portion of funds will be for use by the School Advisory Council for implementing the school improvement plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC approved \$3670.00, the total of the School Improvement funds allocated, to be used for classroom supplies.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pientka, Deanna	Assistant Principal
Lopez Ortiz, Francisco	Assistant Principal
Myszkowski, Jack	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The complete list of members of the Literacy Leadership Team are not listed in the above drop-down menu. Therefore, the team members are:

- Jack Myszkowski, Principal
- Francisco Lopez Ortiz, Assistant Principal
- Deanna Pientka, Interim Administrator
- Ashley Cartwright, teacher
- Linda Janney, Teacher
- Kelly Lambert, teacher
- Paul Razza, Teacher
- Margaret Bell Media Specialist

The LLT will work together to provide instructional assistance to teachers on using research-based instructional strategies that can be successfully implemented across the content areas of instruction to reinforce FSA ELA standards. Teachers will be engaged in learning, for example, how to teach close reading strategies to increase reading comprehension levels among their students. The team is developing a school-wide reading and writing initiative tailored to the identified ELA standards students under performed on during the SY16 FSA ELA Assessment. The team is asking the input of all instructors and is targeting the standards using research-based strategies. The team will meet regularly to monitor the progress of its implementation and results from instructional observations conducted by the administrators. The team will then make adjustments to the goals and objectives based on the administrative and instructional staff's observations and monitoring of the school-wide reading and writing initiative..

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

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. New teachers to Palm Beach County may be paired with an administrator if the needs are only to help the teacher

transition to Palm Beach County. Assistant Principals also 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.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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 County school district.

We interview instructors and are able to offer contracts to quality applicants.

We also utilize teachers-teach.com as a useful recruitment tool especially for hard to fill positions.

Teachers-teach.com is a free service designed to help educators find new and exciting teaching jobs, administrative jobs and other related service positions.

Additionally, at the beginning of each school year, we ask all staff members to inform us if they are interested in leadership roles. We provide training opportunities and allow them to perform administrative duties with guidance and support. We also promote from within whenever there is a supervisory position available.

This gives our employees a clear path to advancement. We hired a Human Resource professional who handles personnel decisions, including hiring, position assignment, training, benefits, and compensation.

Further, we

We created an open communication between employees and administration. Staff can come in and express their feelings, concerns and needs about education.

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

Reduce the number of meetings we have

Make work fun

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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. ESP, the program of support and induction of first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. 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 Palm Beach County may be paired with an administrator if the needs are only to help the teacher transition to Palm Beach County.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school follows the Marzano Instructional Teacher Evaluation Model to ensure the alignment to Florida Standards and preparation for the Florida Standards Assessments (FSA). Instructors are required to post FSA 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. FSA/EOC- standards-based lesson plans are also due weekly. Instructional programs and strategies such as the Rotational Instructional Model (R.I.M.) 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.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administrators provide teachers and students with the most recent assessment data from diagnostic or state assessments. The teachers are also able to pull data from the Educational Data Warehouse (EDW) and Performance Matters and use the information to differentiate instruction to meet the diverse needs of students. Teachers will utilize standard-based instruction emphasizing effective research-based strategies. A variety of differentiating strategies such as flexible grouping, flexible timing, the use of graphic organizers, and alternate forms of assessment are a few examples of how instruction is modified to assist students who have difficulty attaining proficiency or advanced levels on state assessments. We also operate on a 4X4 block schedule which provides students with 90-minute uninterrupted daily instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 13,200

Teachers provide student with opportunities for before school, lunch time and after school tutoring. Reading and Math tutorials will be provided after school.

Strategy Rationale

Inlet Grove students come from diverse communities from across the District and are unable to stay after school so we have to offer creative opportunities for instructional support.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Pientka, Deanna, deanna.pientka@pbcharterschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Educational Data Warehouse (EDW), FSA Data, Graduation rate data and Performance Matters provides teachers with diagnostic feedback as well as major testing results. Teachers are also able to assess student progress in their regular classrooms.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

IGCHS staff participates in collaborative learning communities to improve instructional practices to increase student achievement. Instructors and administration ensures that Tier 1 - Core instruction is provided to all students and works toward maximizing student access and engagement in the learning processes. Instructors provide differentiated instruction, remediation, and multiple means of representation or use different ways of approaching content. For example, teachers may use visual or auditory means rather than printed text. Teachers also give the students opportunities to show evidence of proficiency through multiple means of engagement and expression. To prepare students for a world in which technology is powerful, embedded and pervasive the school plans to upgrade, maintain, renovate and expand its technology to enhance teaching and learning in academic activities, and to maximize opportunities for our students to participate in the many unique programs that the school offers. Additionally, the master board schedule includes opportunities for supplemental and intensive instruction, such as Math for college readiness and ACT after school and Saturday tutorials..

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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. IGCHS requires to acceptance letters to a post secondary institution as a graduation requirement.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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 Serve Safe 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 or International Baccalaureate Courses to better prepare them for the future

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Inlet Grove Community High School is a Career Academy that organizes a multi-year curriculum around a career-related theme, with students at each grade level taking a set of core academic classes together, along with a technical class related to the career theme. One strategy for supporting student academic achievement IGCHS uses involves combining college preparatory coursework with career-technical education (CTE) in its curriculum. To make high school more meaningful and motivating for our students, increase graduation rates, and prepare graduates for a range of post-secondary options our students complete the academic coursework required for college along with a career certification. Additionally, a portion of the community service and involvement activities are career-related. Also, along with our full implementation of the Florida Standards designed for preparing students for college and careers, Inlet Grove has modified its 4X4 block schedule so that students are able to complete Algebra 2 before their Junior year making it possible to have time to take advanced math course in the junior and senior year.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Instruction is aligned with the Florida standards which require the critical thinking skill development necessary for post-secondary readiness. The SBT reviews and provides assistance to students who are referred to the team for more academic support. Preparation for ACT and SAT and PERT is integrated in the course curriculum across the content areas. Students are given the PERT assessment twice during their high school years. All juniors and seniors are strongly encouraged to take the ACT or SAT and are required to present at least two letters of acceptance to colleges or universities. The school's placement and follow-up team communicates with former graduates to determine their college and or career status, the name of the post-secondary institution in which

students were enrolled, and their entry level placement status. Information is charted over a five year period.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Inlet Grove Community High School secure parent and community partnerships to support the academic and social /emotional development of all students then the reading and math proficiency will increase to 50% as leading indicator of improving high school graduation rate.
- G2.** If Inlet Grove Community High School ensure academic proficiency of all students by utilizing research-based instructional strategies then the reading and mathematics proficiency will increase to 50% as leading indicator of improving high school graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Inlet Grove Community High School secure parent and community partnerships to support the academic and social /emotional development of all students then the reading and math proficiency will increase to 50% as leading indicator of improving high school graduation rate. 1a

G079089

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Parent involvement in the academic success of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Liason

Plan to Monitor Progress Toward G1. 8

FSA data and Graduation Rate

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/9/2016 to 6/30/2017

Evidence of Completion

Analysis of FSA data and Graduation Rate

G2. If Inlet Grove Community High School ensure academic proficiency of all students by utilizing research-based instructional strategies then the reading and mathematics proficiency will increase to 50% as leading indicator of improving high school graduation rate. 1a

G077675

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	80.0
ELA/Reading Lowest 25% Gains	38.0
ELA/Reading Gains	45.0
School Grade - Percentage of Points Earned	62.0
School Grade - Percentage of Points Earned	64.0
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- The need to provide differentiated instruction to targeted reading and math students
- Teachers need professional development on using effective research-based programs that promote increased reading proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I
- Dedicated Staff
- Engaged Parents

Plan to Monitor Progress Toward G2. 8

Achieve 3000 reports and the FSA

Person Responsible

Francisco Lopez Ortiz

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Consolidated Achieve 3000 Reports and FSA Comprehensive Reports, Performance Matters Reports

Plan to Monitor Progress Toward G2. 8

Achieve 3000 reports and the FSA

Person Responsible

Francisco Lopez Ortiz

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Consolidated Achieve 3000 Reports and FSA Comprehensive Reports, Performance Matters Reports and Title I survey results, School Grade Reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If Inlet Grove Community High School secure parent and community partnerships to support the academic and social /emotional development of all students then the reading and math proficiency will increase to 50% as leading indicator of improving high school graduation rate. **1**

 G079089

G1.B1 Parent involvement in the academic success of students **2**

 B208359

G1.B1.S1 Align new and existing community and parent partnerships **4**

 S219992

Strategy Rationale

If we continue growing our partnerships and acquiring new ones, we will increase parent participation

Action Step 1 **5**

Continue providing academic parent training to improve school parent collaboration

Person Responsible

Francisco Lopez Ortiz

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Training agenda/sign in/handouts and evaluation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implement/Conduct parent training, evaluation and determining effectiveness via parent survey/ feedback

Person Responsible

Francisco Lopez Ortiz

Schedule

Quarterly, from 8/9/2016 to 6/30/2017

Evidence of Completion

Parent training schedule, agenda, sign-in, evaluation and Title I Parent survey, reflection sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Evaluation of the entire parent involvement initiative (admin initiated)

Person Responsible

Francisco Lopez Ortiz

Schedule

Annually, from 8/9/2016 to 6/30/2017

Evidence of Completion

Meeting agenda, sign-in and notes/reflection parent survey

G2. If Inlet Grove Community High School ensure academic proficiency of all students by utilizing research-based instructional strategies then the reading and mathematics proficiency will increase to 50% as leading indicator of improving high school graduation rate. 1

G077675

G2.B1 The need to provide differentiated instruction to targeted reading and math students 2

B203857

G2.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

S215688

Strategy Rationale

To provide supplemental reading and math teachers to target the lowest 25%

Action Step 1 5

The Reading Teacher will work with low performing students to help them meet proficiency in reading and writing.

Person Responsible

Francisco Lopez Ortiz

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Teacher's lesson plan, student roster and student data

Action Step 2 5

The Reading Teacher will work with low performing students to help them meet proficiency in reading and writing

Person Responsible

Francisco Lopez Ortiz

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Teacher's lesson plans, teacher schedule roster, student data

Action Step 3 5

The Math Teacher will work with low performing students and help them achieve proficiency in math

Person Responsible

Jack Myszkowski

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Teacher's lesson plans, teacher schedule roster, student data

Action Step 4 5

Provide more opportunities for students to improve reading skills and stamina

Person Responsible

Francisco Lopez Ortiz

Schedule

Monthly, from 8/9/2016 to 6/30/2017

Evidence of Completion

Usage Report and Lesson Plans

Action Step 5 5

Provide additional tutorials (salary currently funded by operating funds) to targeted students.

Person Responsible

Deanna Pientka

Schedule

Monthly, from 10/3/2016 to 3/31/2017

Evidence of Completion

Teacher sign-in, student sign-in, and sample lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher observation, walk-through, electronic communication, lesson plan checks and data review (reading and math teachers).

Person Responsible

Jack Myszkowski

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Teacher observation results, walk-through conference notes, electronic communications, checked lesson plans, current student achievement data to show progress, reflection sheet.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Checked lesson plan, analysis of Achieve3000 usage report and students reading improvement data.

Person Responsible

Francisco Lopez Ortiz

Schedule

Monthly, from 8/9/2016 to 6/30/2017

Evidence of Completion

Lesson plans, usage report, student data and reflection sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implement and supervise tutorial program regularly

Person Responsible

Deanna Pientka

Schedule

Quarterly, from 10/3/2016 to 3/31/2017

Evidence of Completion

Walk-through, conference notes, and student data analysis

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Check the lesson plan and conduct observation

Person Responsible

Jack Myszkowski

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Reviewed lesson plan and walk-through/ observation notes and conference notes with teachers

G2.B2 Teachers need professional development on using effective research-based programs that promote increased reading proficiency. 2

 B203858

G2.B2.S2 Provide reading training for parents to teach specific strategies related to the new curriculum.

4

 S215690

Strategy Rationale

Parent involvement and understanding of the reading strategies used at Inlet Grove Community High School will help reinforced what is thought in the classroom.

Action Step 1 5

Reading strategies for parents to help students

Person Responsible

Deanna Pientka

Schedule

On 6/5/2017

Evidence of Completion

Agenda, sign in sheet, evaluation, handouts

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Schedule a parent training on reading strategies

Person Responsible

Francisco Lopez Ortiz

Schedule

On 11/17/2016

Evidence of Completion

Training agenda, invite and parent sign-in and evaluation

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Observe the conduct of parent training on reading strategies by the parent liaison and consultant

Person Responsible

Francisco Lopez Ortiz

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Conference notes and evaluation of the training

G2.B2.S5 Provide professional development opportunities to staff to improve instructional delivery. 4

S218042

Strategy Rationale

Increasing pedagogical skills in our staff has a direct impact in increasing student achievement

Action Step 1 5

Implementation of the Marzano Art and Science of Teaching initiative

Person Responsible

Jack Myszkowski

Schedule

Monthly, from 8/8/2016 to 6/5/2017

Evidence of Completion

iObservation, Professional Growth Plans, Walk-through, conference notes and student data analysis

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Implement PD as schedule and monitor Professional Growth Plan of teachers and administrators

Person Responsible

Jack Myszkowski

Schedule

Quarterly, from 8/9/2016 to 6/30/2017

Evidence of Completion

PD training sign-in, hand-outs, and professional growth data and walkthrough notes

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Implementation of tutorial program as planned.

Person Responsible

Deanna Pientka

Schedule

Quarterly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Observation notes, teacher sign-in, student sign-in sample lesson plans and students data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 7

Implementation of the PD initiative and Professional Growth Plan

Person Responsible

Jack Myszkowski

Schedule

Quarterly, from 8/9/2016 to 6/30/2017

Evidence of Completion

PD plan and Professional growth Plan implementation and evaluation

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 7

Students progress will be discussed using current achievement data.

Person Responsible

Deanna Pientka

Schedule

Quarterly, from 8/15/2016 to 6/30/2017






Evidence of Completion

Meeting agenda and notes and student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2015					
G2.B2.S2.MA1 M264217	Observe the conduct of parent training on reading strategies by the parent liaison and consultant	Lopez Ortiz, Francisco	9/3/2015	Conference notes and evaluation of the training	6/3/2016 monthly
2016					
G2.MA1 M264229	Achieve 3000 reports and the FSA	Lopez Ortiz, Francisco	7/1/2016	Consolidated Achieve 3000 Reports and FSA Comprehensive Reports, Performance Matters Reports	6/30/2017 annually
G2.MA2 M264230	Achieve 3000 reports and the FSA	Lopez Ortiz, Francisco	7/1/2016	Consolidated Achieve 3000 Reports and FSA Comprehensive Reports, Performance Matters Reports and Title I survey results, School Grade Reports	6/30/2017 annually
G2.B2.S5.A1 A273783	Implementation of the Marzano Art and Science of Teaching initiative	Myszkowski, Jack	8/8/2016	iObservation, Professional Growth Plans, Walk-through, conference notes and student data analysis	6/5/2017 monthly
G2.B1.S1.MA3 M273378	Checked lesson plan, analysis of Achieve3000 usage report and students reading improvement data.	Lopez Ortiz, Francisco	8/9/2016	Lesson plans, usage report, student data and reflection sheet	6/30/2017 monthly
G2.B2.S5.MA1 M273327	Implementation of the PD initiative and Professional Growth Plan	Myszkowski, Jack	8/9/2016	PD plan and Professional growth Plan implementation and evaluation	6/30/2017 quarterly
G2.B2.S5.MA1 M273325	Implement PD as schedule and monitor Professional Growth Plan of teachers and administrators	Myszkowski, Jack	8/9/2016	PD training sign-in, hand-outs, and professional growth data and walkthrough notes	6/30/2017 quarterly
G1.B1.S1.MA1 M273361	Implement/Conduct parent training, evaluation and determining effectiveness via parent...	Lopez Ortiz, Francisco	8/9/2016	Parent training schedule, agenda, sign-in, evaluation and Title I Parent survey, reflection sheet	6/30/2017 quarterly
G1.B1.S1.MA1 M273363	Evaluation of the entire parent involvement initiative (admin initiated)	Lopez Ortiz, Francisco	8/9/2016	Meeting agenda, sign-in and notes/ reflection parent survey	6/30/2017 annually
G2.B1.S1.A4 A277007	Provide more opportunities for students to improve reading skills and stamina	Lopez Ortiz, Francisco	8/9/2016	Usage Report and Lesson Plans	6/30/2017 monthly
G1.MA1 M273364	FSA data and Graduation Rate	Myszkowski, Jack	8/9/2016	Analysis of FSA data and Graduation Rate	6/30/2017 annually
G2.B1.S1.A3 A273551	The Math Teacher will work with low performing students and help them achieve proficiency in math	Myszkowski, Jack	8/15/2016	Teacher's lesson plans, teacher schedule roster, student data	6/5/2017 monthly
G2.B1.S1.A2 A273546	The Reading Teacher will work with low performing students to help them meet proficiency in reading...	Lopez Ortiz, Francisco	8/15/2016	Teacher's lesson plans, teacher schedule roster, student data	6/5/2017 monthly
G2.B1.S1.A1 A270150	The Reading Teacher will work with low performing students to help them meet proficiency in reading...	Lopez Ortiz, Francisco	8/15/2016	Teacher's lesson plan, student roster and student data	6/5/2017 monthly
G1.B1.S1.A1 A276926	Continue providing academic parent training to improve school parent collaboration	Lopez Ortiz, Francisco	8/15/2016	Training agenda/sign in/handouts and evaluation	6/5/2017 monthly
G2.B1.S1.MA1 M264211	Check the lesson plan and conduct observation	Myszkowski, Jack	8/15/2016	Reviewed lesson plan and walk-through/ observation notes and conference notes with teachers	6/5/2017 monthly
G2.B1.S1.MA1 M264212	Teacher observation, walk-through, electronic communication, lesson plan checks and data review...	Myszkowski, Jack	8/15/2016	Teacher observation results, walk-through conference notes, electronic communications, checked lesson plans, current student achievement data to show progress, reflection sheet.	6/5/2017 monthly
G2.B2.S2.A1 A277252	Reading strategies for parents to help students	Pientka, Deanna	8/15/2016	Agenda, sign in sheet, evaluation, handouts	6/5/2017 one-time

Palm Beach - 1461 - Inlet Grove Community High School - 2016-17 SIP
Inlet Grove Community High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S5.MA3  M273640	Implementation of tutorial program as planned.	Pientka, Deanna	8/15/2016	Observation notes, teacher sign-in, student sign-in sample lesson plans and students data.	6/30/2017 quarterly
G2.B2.S5.MA4  M273642	Students progress will be discussed using current achievement data.	Pientka, Deanna	8/15/2016	Meeting agenda and notes and student data	6/30/2017 quarterly
G2.B1.S1.A5  A277205	Provide additional tutorials (salary currently funded by operating funds) to targeted students.	Pientka, Deanna	10/3/2016	Teacher sign-in, student sign-in, and sample lesson plans	3/31/2017 monthly
G2.B1.S1.MA4  M273658	Implement and supervise tutorial program regularly	Pientka, Deanna	10/3/2016	Walk-through, conference notes, and student data analysis	3/31/2017 quarterly
G2.B2.S2.MA1  M264218	Schedule a parent training on reading strategies	Lopez Ortiz, Francisco	11/17/2016	Training agenda, invite and parent sign-in and evaluation	11/17/2016 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If Inlet Grove Community High School ensure academic proficiency of all students by utilizing research-based instructional strategies then the reading and mathematics proficiency will increase to 50% as leading indicator of improving high school graduation rate.

G2.B2 Teachers need professional development on using effective research-based programs that promote increased reading proficiency.

G2.B2.S5 Provide professional development opportunities to staff to improve instructional delivery.

PD Opportunity 1

Implementation of the Marzano Art and Science of Teaching initiative

Facilitator

Marzano Learning Science

Participants

Instructional and Leadership staff

Schedule

Monthly, from 8/8/2016 to 6/5/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Continue providing academic parent training to improve school parent collaboration				\$3,389.82
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$490.99
			<i>Notes: Parent communication (postage)</i>			
	6150	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$2,898.83
			<i>Notes: Paper, ink, pens, refreshments, etc.</i>			
2	G2.B1.S1.A1	The Reading Teacher will work with low performing students to help them meet proficiency in reading and writing.				\$62,253.78
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1461 - Inlet Grove Community High School	Title I Part A	1.0	\$61,706.66
			<i>Notes: Salary and benefits of reading teacher (Linda Janney)</i>			
	5100	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$547.12
			<i>Notes: Paper, ink, pens, charts, novels, etc</i>			
3	G2.B1.S1.A2	The Reading Teacher will work with low performing students to help them meet proficiency in reading and writing				\$47,670.91
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1461 - Inlet Grove Community High School	Title I Part A	1.0	\$47,123.79
			<i>Notes: Supplemental reading teacher (Ashley Cartwright)</i>			
	5100	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$547.12
			<i>Notes: Paper, ink, pens, charts, novels, etc.</i>			
4	G2.B1.S1.A3	The Math Teacher will work with low performing students and help them achieve proficiency in math				\$52,721.79
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1461 - Inlet Grove Community High School	Title I Part A	1.0	\$52,002.49
			<i>Notes: Supplemental Math Teacher (Lourdes Reyes)</i>			

Palm Beach - 1461 - Inlet Grove Community High School - 2016-17 SIP
Inlet Grove Community High School

	5100	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$719.30
			<i>Notes: Paper, ink, calculators, etc</i>			
5	G2.B1.S1.A4	Provide more opportunities for students to improve reading skills and stamina				\$10,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	1461 - Inlet Grove Community High School	Title I Part A		\$10,000.00
			<i>Notes: Achieve 3000 (Reading On-Line Subscription)</i>			
	5100	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$500.00
			<i>Notes: Paper, ink, pens etc.</i>			
6	G2.B1.S1.A5	Provide additional tutorials (salary currently funded by operating funds) to targeted students.				\$0.00
7	G2.B2.S2.A1	Reading strategies for parents to help students				\$0.00
8	G2.B2.S5.A1	Implementation of the Marzano Art and Science of Teaching initiative				\$3,749.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	360-Rentals	1461 - Inlet Grove Community High School	Title I Part A		\$2,000.00
			<i>Notes: Marzano Learning Science</i>			
	6400	510-Supplies	1461 - Inlet Grove Community High School	Title I Part A		\$1,749.00
			<i>Notes: Paper, ink, chart paper, pens etc.</i>			
					Total:	\$180,285.30