
Title I Comprehensive Schoolwide Plan
Inlet Grove Community High (1461)

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Action Step	In order to maintain or exceed the current graduation rate of 97%, Inlet Grove High School will continue to provide innovative programs and consistently implement individualized, rigorous and differentiated instruction.	Budget Total:	\$237,250.00
Acct Description	Description		
Classroom Teacher	Intensive Reading Teacher will provide remediation and enrichment to targeted students in grades 11-12		
Classroom Teacher	Intensive Reading Teacher will provide remediation and enrichment to targeted students in grades 9-10		
Classroom Teacher	Math Teacher will provide remediation and enrichment to targeted students in grades 9-12		
Classroom Teacher	Math Teacher will provide remediation and enrichment to targeted students in grades 11-12		
Tutorial	After school and Saturday tutorial (certified teachers) for all grade levels in reading, math and science. Start date: October 2019		
Supplies	Paper, ink, classroom libraries (novels, workbooks, journals, SAT and ACT books) highlighters, markers, post it notes.		
Mobile devices	60 Chromebooks for classroom use to support intensive reading students' use of Achieve 3000		

Action Step	Implement high impact parent engagement communication and parent building capacity training that support and ensure high graduation rate.	Budget Total:	\$3,245.00
Acct Description	Description		
Online subscription	Mobile App for effectively communicate with families regarding attendance, behavior, emotional growth and student achievement (graduation)		
Supplies	Paper, ink, pens, refreshment for parent training (in PFEP and \$3/parent)		

Action Step	Consistent implementation of comprehensive professional development plan that supports teachers' capacity building in planning and execution of rigorous and differentiated lessons.	Budget Total:	\$2,000.00
Acct Description	Description		
Online subscription	Marzano Learning Science International/Art and Science of teaching		

Mission Statement

Enter your Parent and Family Engagement mission statement below. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parental involvement program;
- Be written in parent friendly language;
- Inspire stakeholders to be involved and supportive of the program; and

Mission Statement
Inlet Grove Community High School is dedicated to building strong parent-school relationships to ensure the success of all students. Parents, staff, and community members should work together to accomplish the mission to graduate students with the skills and knowledge to be lifelong learners and responsible citizens through a technology rich and innovative learning environment that integrates rigorous academic and career preparations and develops internationally minded students who make contributions to a better and more peaceful 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.

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 school year built the capacity of families to help their children learn at home.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Junior Family Night Strategies to meet graduation requirements, SAT and ACT preparation, college application strategies, FAFSA etc.	31	The information about College admission, FAFSA, Scholarships and SAT & ACT Preparation resources was well received by the audience.	We should have a Creole interpreter in the meeting. We should also have advertise the meeting better by utilizing the Inlet Grove App and e-mail blast.	Parents were trained on how to use the different resources and strategies to help students prepare for the SAT & ACT. They will also train on how to apply for Financial Aid and other scholarships. This create a college bound culture and as a result increase our overall graduation rate.

Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Family Literacy Night Strategies to increase reading and writing skills at home. Preparation for the FSA ELA, ACT and SAT	30	The strategies and resources to increase reading and writing skills at home were useful and well selected. Parents were engaged and left the training feeling more prepared on how to help their children on the different standardized test.	We should change the date of the Family Literacy Night to increase participation. We should have advertise the meeting better by utilizing the Inlet Grove App and e-mail blast.	Parents were trained on the different strategies and resources to increase reading and writing skills at home. As a result of this training, students and parents are more prepared on how to fulfill the reading graduation requirement.

Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Scripps Family Science Night The Scripps Research Institute train parents and students on DNA isolation, Microscopy and share their career paths to encourage the study of science	15	The scientist were well prepared and have different interactive labs and activities for the families. The scientist were able to interact individually with families.	Poor attendance. We need to select a better date to increase attendance to this training.	The families learned different science labs and activities that can be perform at home. These activities and labs help reinforce the understanding of the State Standards in Biology, Environmental Science and AP Science classes. As a result of this training our Science Achievement increased.

18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Effective Strategies for Parent & Family Communication	47	Teachers were engaged and discussions were productive. Teachers were receptive on the different technology applications on how to communicate with parents effectively.	We should dedicated more time in the computer lab to train teachers on the different applications of Google Classroom, SIS email and electronic progress report.	Teachers learn best practices on parent and family communication such as Remind 101, SIS e-mail, Google Classroom and parent conferences. Increased in parent support which resulted to improved school letter grade.

Staff Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Effective Parent Teacher Conference and dealing with difficult parents	45	Teachers were engaged and receptive to the information and enjoy the role playing exercises.	We should have dedicated more time doing role playing with teachers to have better examples of the potential difficult situations that they will encounter.	Learn best practices on how to deal with difficult people, proper deescalation techniques and how to utilize the comments section of SIS to document interactions. As a result of this training, parents were contacted more often and held student accountable of their actions which increased student achievement with the lowest 25%.

Involvement of Stakeholders

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement will be used.

Brief Narrative

List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact.
Dr. Emma Banks C.E.O./ President Francisco Lopez Principal Monica Banks, Assistant Principal and Title I Contact. Tonja Lindsey Latson, ESE & 504 Contact Dr. Barbara Shuler S.A.C. President (Community Member) Dr. Charles W. Woodard (Community Member) Ma Lourdes Reyes (Teacher) Julius M Wynn SAC Treasurer (Parent) Margaret Bell SAC Secretary (Teacher) Sekai Wynn SAC (Student) Rachel Richmond (Parent) Staff, parent and community committee
What are the procedures for selecting members of the group?
Parents and community members are asked to become members of the School Advisory Council (SAC) 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. A stakeholders input meeting is held in March to ensure their input is recorded and analyzed. Afterwards, meetings will be held once a month on the third Thursday of the month at 6:30 PM. This will hopefully afford every parent the time frame to be able to attend. The SAC selects a representative from every stakeholder group to be part of a subcommittee that works in the development of the school improvement plan (SIP) and the Parent and Family Engagement Plan.
How will input from stakeholders be documented?
The monthly meetings 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, and their response will be discussed with the group. Note, all surveys and questionnaires will be maintained with the annual or monthly meeting minutes. "Title I update" will be a standing agenda item in our SAC Meetings.
How will stakeholders be involved in developing the plan?
The members of the SAC subcommittee will analyse and record the input from all the parties involved in the meeting and then will help draft the plan by editing it with the help of school administration. The Stakeholders Input meeting was held and feedback was documented in the recording template.
How will Title I parent and family engagement funds be used?
The Title I parent and family engagement funds will be utilize in alignment with our strategic plan focusing on increasing reading and math proficiency. This will include supplies utilized for Title I Parent Trainings, supplemental reading and mathematics materials for parents and students and for the cost of mass communication with parents such as Inlet Grove App, postage, flyers, paper and other refreshments.

19-20 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Using Technology to facilitate parent and family engagement	Teachers will learn best practices on how to utilize technology tools to facilitate parent and family engagement. Examples: Google Classroom, SIS Progress Reports, Remind 101, Robo Calls, and text messages.	August	Rose Pawlin	Teachers will learn best practices on how to use Google Classroom, Remind 101, SIS, Inlet Grove App and many other technology tools to encourage parent and family engagement. practice using technology to increase parent support and hopefully this help improve student grades and school letter grade.

Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Best practices in parent communication	Teachers will learn best practices in parent communication and utilize Transactional Analysis to deescalate difficult situations.	January	Tonja Latson	Teachers and staff will share best practices in parent communication and learn how to deescalate different situations utilizing Transactional Analysis. As a result of this training, teachers will be better equip to handle difficult situations during parent conferences and parents will be able to interact with teachers in a more civil and productive way. Ultimately increasing student achievement.

Annual Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting.

The meeting should be designed to inform parents about:

1. What it means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative
What is the date and time of the Annual Meeting?
August 22 2019 at 7:00 PM in the Media Center of Inlet Grove Community High School.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Parents will be notified via Inlet Grove High School App, marquee, call-out, flyers and school website and e-mail. According to our survey results parents preferred these means of communication when sharing information.
What resources do you plan to prepare for stakeholders?
Parent and Family Engagement Plan summary, Parent Compact, Summary of the School Wide Plan, School District Presentation, sign-in sheets, evaluations
What materials/supplies are needed for the Annual Meeting?
Agenda, Flyers, Handouts, Pens, Parent and Family Engagement Plan Summary, Parent Compact, paper, computer and audio enhancer and refreshments.
How do you plan to reflect on the effectiveness of the Annual Meeting?
As a part of our weekly administrative meeting we will analyze the attendance data and the evaluations and discussed how can we make this meeting more efficient.

19-20 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

Parent and Family Training #1 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
College Family Night	Parents and students will learn how to navigate the college application process and prepare for graduation. They will also go to the computer lab and sign in for FAFSA.	Parents will be able to navigate the college application process and to sign in for Financial Aid. They will be informed of the graduation requirements in order to attend college such as SAT, ACT, GPA, College Essay and community service. This will create a college bound culture because students will be supported to fulfill graduation requirements at home. As result, it will have a great impact on student achievement by increasing our graduation rate.	10-17-2019	Deanna Pientka	Presentation, flyers, computers, paper, ink, pens, pencils and refreshments (\$200).

Parent and Family Training #2 (First Trimester/Semseter)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
STEM Saturday Family Tutorial	Family members will learn different strategies on how to support students in science and mathematics. Parents and students will also receive tutoring on Algebra 1, Geometry, Biology as well as PERT preparation.	Parents will be able to support their child at home by learning different strategies and techniques on science and mathematics. They will receive tutoring lessons with our teachers on Algebra 1, Geometry and Biology as well as PERT preparation. This will have a direct impact on our student achievement because it will prepare our students for the Algebra 1, Geometry and Biology EOCs which are graduation requirements. Ultimately increasing our graduation rate.	12-7-2019	Lourdes Reyes	Chromebooks, pens, pencils, paper and refreshments (\$300).

Parent and Family Training #3 (First Trimester/Semseter)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
College Family Literacy Night	Family members will learn different strategies on how to support literacy at home. The training will concentrate on the Reading comprehension skills and writing skills necessary to be prepared for the FSA ELA, the SAT, and ACT.	Parents will be able to support their child at home by learning the different reading comprehension and writing skills necessary to be prepared for high stakes test such as the FSA ELA, SAT and ACT. These exams are necessary for college acceptance. This will have a direct impact on student achievement by increasing our proficiency in English Language Arts and ultimately increasing our graduation rate.	2-20-2020	Tonja Latson	Chromebooks, pens, pencils, paper and refreshments (\$300).

Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities by identifying the three (3) most relevant agencies/organizations that tremendously **support your school's parent and family engagement goal** (for example: Literacy Coalition, Multicultural Department, ESE Department, Migrant Education, Publix, Boynton Beach Fire Department).

Partnership 1

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
The Urban League	This agency provides mentorships, counseling and behavioral support for parents and students.	Contact log, agenda meetings, handouts, behavioral contract and student counseling referrals.	Weekly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
The Scripps Research Institute	Provide a capacity parent training to engaged family and students in the science activities to increase their interest and proficiency.	Agenda, evaluations, handouts and minutes, partnership agreement or thank you letters	One-time

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
T.R.I.O. Educational Opportunities Center at Palm Beach State College	Provide monthly training sessions on FAFSA and college applications.	Agenda, signing sheets and handouts, partnerships agreement or thank you letters	Quarterly

Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
Scheduled quarterly Title I Meetings, CNA meeting, and PFEP Input meeting Flyers Emails (Monthly) Assignment Notebooks (Weekly Agenda available for each student to allow parents and teachers to communicate) School website provides important information to parents and is updated frequently Parent Link - To inform parent, phone calls are made to every home prior to important meetings and school activities. Remind 101- Text alert to inform parents of relevant and important information Inlet Grove High School App- Direct notifications	Agenda, sign in sheets, distribution reports, invitation, flyers, minutes, newsletters and usage reports.
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?
Inlet Grove Mobile App Parent Teacher conferences Open House Report Cards and Progress Reports Letters Parent Capacity Trainings Phone calls via Parent Link	Sign in sheets, distribution reports, usage reports, invitation, flyers, newsletters, minutes, letters and report cards.
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?
Inlet Grove Community High School is committed to maintain good communication with parents and making them part of the decision making process. We will widely announce opportunities for parent to provide input at our monthly SAC meetings that will be advertised via email, Inlet Grove App, flyers, robo calls and text messages. We will encourage parents to participate in the annual stakeholders' meeting 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.	SAC Agenda and minutes, sign in sheets, usage reports and distribution reports.
Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc).	How will the school document that the information was shared?
We have quarterly parent capacity trainings in the evening and we are planning to have two Saturday Family Trainings. One of those Family trainings will be in the fall and one in the Winter. We have two Open Houses one in the fall and one in the winter. 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.	Agenda, sign in sheets, invitation, flyer, newsletter, minutes, conference notes.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

Brief Narrative
<p>Accommodations for parents and families with limited English proficiency</p> <p>Inlet Grove Community High School will provide relevant information to parents in the four languages spoken by the majority of our student population (English, Creole, Portuguese and Spanish). A Language Facilitator will be present in all the parent capacity trainings.</p>
<p>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</p> <p>Inlet Grove Community High School will work cooperatively with the Palm Beach County School District Exceptional Student Education department to provide accommodations and services for families with disabilities. Parent and families with disabilities are encouraged to participate in their children's learning. 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.</p>
<p>Accommodations for families engaged in migratory work</p> <p>Inlet Grove Community High School will work cooperatively with the Palm Beach County School District department of Federal Programs under Migrant Education Program to provide services for those migrant students and their families. Our guidance counselors 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.</p>
<p>Accommodations for families experiencing homelessness</p> <p>Inlet Grove Community High School will work cooperatively with the Palm Beach County School District department of Safe Schools under the McKinney Vento Program to provide services for those students and families experiencing homelessness. Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Transportation is provided so parents can participate in school activities. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified.</p>

Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

Activity 1

Name of Activity	Brief Description
Mathematics Family Night	Teachers will train family members on the different strategies and resources that they can use to support students at home. They will be train on study strategies to prepare students for the Algebra 1 and Geometry EOCs as well as the mathematics portion of the SAT and ACT. (Refreshments \$200).

Activity 2

Name of Activity	Brief Description
Career Family Night	This training will give information to parents of the different career paths offered at Inlet Grove Community High School as well as the different industry certification that they could acquired. Parent and students will receive training on different strategies for job applications and resume building as well as job searching resources. Food and refreshments will be provided (\$200).

Activity 3

Name of Activity	Brief Description
Managing Credit & Financial Literacy Family Night	This training will provide fundamentals on how to manage credit and utilize best financial practices in order to pay for college and post secondary school (\$200).

Building Students' Non-Academic Skills

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

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

Inlet Grove Community High School (IGCHS) promotes positive school engagement through its positioning of guidance counseling and mentoring by members of the school community with advanced knowledge of how to support students' academic performance and emotional well-being. IGCHS counseling/administrative organization is designed in order to have the counselor/administrator follow their students for four years, rotating from the senior class back down to the freshmen class. This provides support and continuity for our students. IGCHS partners with community organizations such as the Urban League, Children Home Society and Legacy Behavior Health to supplement guidance and counseling services that support our students both inside the school environment and in their homes. IGCHS has an early warning system that is utilized by all our instructional staff. When a student attending Inlet Grove Community High School has accumulated at least three absences, the student's teacher will contact the student's parent as well as report it to the appropriate administrator. Interventions such as classroom verbal counseling, parent contact, parent conferencing, referrals to formal counseling are implemented as preventative measures. Teachers may also utilize data chats and other direct communication with students and parents that provide individual support and direction. To lower our suspension rate we are utilizing the Alternative to Suspension program and Restorative Justice. Students are sent before a sitting Juvenile Judge as preventive measure. This program was developed along the same line as the national program "Scared Straight". The school's Student Government Association (SGA) provides students the opportunity to relate issues of concern, strategic input, developing citizenship skills, and affecting the overall improvement of the school culture. SGA directly impacts all student organizations and creates an environment where student desires can be channeled through existing or new organizations based on the needs of students. SGA is designed to increase school connectivity and a sense of belonging among our students. IGCHS' sponsorship of social and academic clubs and after school activities also helps to promote social and emotional well-being. IGCHS is a career academy supporting thirteen areas of career interests: medical, nursing, biotechnology, law, journalism, digital design, web design, computer science, television production, marine technology, culinary, engineering and architecture. These programs allow our students to connect their career interests to the academic core. Every career has a focus of professionalism, soft skills and entrepreneurship. These non academic skills help our students build a strong character, develop conflict resolution skills, problem solving, and communication skills that build strong "team player" capabilities. To document implementation, IGCHS will collect agendas, signing sheets, conference notes and pictures.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

The School Based Team (SBT) is an early warning prevention system that utilizes a team of professionals to provide research-based intervention strategies to target academic and behavioral issues. The SBT implements the Multi Tiered System of Support/RTI, Response to Intervention system. This model uses proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. The process emphasizes creating systems that support the adoption and implementation of evidence-based practices and procedures, and fits within ongoing school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in School-Wide Positive Behavioral Support (SWPBS): 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. This model helps to minimize distractions and keep students engaged in instruction through its multi-tiered system of supports and intervention aimed at creating a safe and effective school. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. This school wide behavioral system helps to keep the focus on academic achievement and emphasizes positive relationships among students and staff. Teachers are given training on how to facilitate SWPBS by establishing clear classroom rules, showing consistency, and by using referral protocols for disciplinary incidents. The SWPBS team, which consists of school administrators and teachers, meet regularly to monitor the progress of the model's implementation and to make decisions on further actions. In the development of our School Wide Plan, SWP, the performance objectives and strategies have been delineated for all students across the curriculum. These strategies are formalized in our School Wide Performance Monitoring Plan, PMP. These Tier 1 strategies are implemented by all teachers for all students. As students are identified by their teachers as not meeting standards, they are referred to the SBT where documentation is retrieved and an analysis is done to determine if the student requires Tier 2 interventions. The determination has to be first made that the student is not being successful with Tier 1 strategies. If it is determined the student requires Tier 2 interventions, then SBT works on an individual plan for the student. After students are referred, the objective of the SBT is to investigate for underlying deficits in all areas within the educational environment. Which includes academic, behavior, social, and emotional support that may be contributing to the academic or behavioral progress of the student. Students recommended for Tier 2 supplemental support are provided with an effective research based intervention strategy that has proven to be successful within the learning environment. Tier 2 Intervention that are used are check in/check out, academic and behavioral contracts, daily classroom checklists, differentiated classroom behavioral/academic plans, self-monitoring and self evaluation, Achieve 3000 (Online Reading Platform) with small group instruction. Students are progress monitored during the intervention phase for approximately 6 to 8 weeks. Data is collected during the 6 to 8 week intervention phase to evaluate the effectiveness of the intervention plan by the use of a Curriculum Based Measures (CBMs). For student who need emotional support they are referred to an approved SBT community organization that will provide individualized counseling services for students. In those cases where students are still not successful utilizing Tier 2 strategies the SBT considers more intensive instructional strategies to develop specific skills and targeted support. Students recommended for Tier 3 are provided with an intensified intervention plan to enhance the effectiveness of the implemented research based intervention strategies during the Tier 2 phase. Also may require a referral for an evaluation for special education services. Intensive intervention strategies for Tier 3 include individualized or small group instruction, increased duration and frequency of the intervention, daily progress monitoring, specialized assessments, individualized anger management plan with de-escalation, time-out and counseling. Monitoring the fidelity of the RTI process is vital to ensuring the success of all students who are referred to the SBT and will further ensure that students are provided with positive effective support within their educational environment. To document implementation, IGHS will collect agendas, signing sheets, conference notes and a copy of the School-wide Progress Monitoring Plan.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

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

IGCHS provides a well rounded education by providing instructional programs and strategies that are aligned to the Florida State Standards. The school follows the Marzano Instructional Teacher Evaluation Model to ensure the alignment to Florida State 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 Universal Design for Learning (UDL) and Creating Independence through Student owned Strategies (CRISS) are also utilized school wide. Teachers ensure that effective instructional adjustments are also given to accommodate differences in culture and language without diluting or deferring academic enrichment and achievement. The administration team also conducts regular formal and informal observations, provides teacher feedback, and makes recommendations for professional development if needed. Teachers are provided opportunities to unpack Florida Standards and problem solve and collaborate on our reading and writing initiative. These discussions allow instructors to grow in their professional practice and improve instruction across the curriculum. Administrators provide teachers and students with the most recent assessment data from diagnostic or state assessments. IGCHS has a 4 X 4 schedule, which provides us with EOC/FSA 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 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. The 4 X 4 also provides students with 90-minute uninterrupted daily instruction. In order to increase the amount and quality of learning time and accelerate the curriculum IGCHS utilizes an Extended School Day with 13,200 minutes a year due to our 4x4 Block schedule. The extended number of minutes gives students 32 possible credits for the four years to meet the 24 credit graduation requirement. Additionally, teachers provide students with opportunities for tutoring during lunch time, before and after school. IGCHS is a career academy where all students are required to be a part one of the twelve academies that we offer. The eight elective requirements for graduation are met by those career courses, AP and Dual Enro Our career academies include Pre Medical, LPN, Biotechnology, Web Design, Digital Design, Pre Architecture, Pre Engineering, Pre Law, Culinary, Marine Technologies, Journalism and TV Production. Our students have the opportunity to earn industry certifications, which are real world applications to their chosen career path. IGCHS is one of the only charters that offer a well rounded athletic program and clubs. We offer boys and girls sports, such as football, soccer, cheerleading, basketball, track and field, cross country, and flag football. Additionally, IGCHS offers a plethora of clubs and extracurricular, such as First Priority, Key Club, Robotics, Drone Club, Drama Club, School Improvement Club, Student Government, National Honor Society, Rho Kappa, Drumline and a Dance Team. All these opportunities create an environment that is conducive for the development of well rounded citizens. Our career courses include: Draft 1, Draft 2, Draft 3, Draft 4,Arch DRAFT 5,Arch DRAFT 6,STRUCT DRAFT5, STRUCT DRAFT5 6, Indus Ed Direct Study.Culinary Arts 1,Culinary Arts 2,Culinary Arts 3,Culinary Arts 4,Cul & Hosp Spec 1,Cul & Hosp Spec 2,Hosp & Tour Direct Study.TV Production 1.TV Production 2,TV Production 3,TV Production 4,TV Production 5,TV Production 6,TV Production 7,TV Production 8.Foundations of Web,User Interface Dsn,Web Script Fund,Media Integrat Ess,E-Comm & Mkt Ess,Interactivity Essentials, Digi Design 1,Digi Design 2,Digi Design 3,Digi Design 4,Digi Design 5,Digi Design 6.Journalism 1,Journalism 2, Journalism 3, Journalism 4. Industrial Comms, Allied Hlth Assist 3, Electrocardio Tech 3, Emerg Med Resp 3, Prac Nurse Found 1A,Prac Nurse Found 2B Med Surg Nurse 1A,Practical Nurse 9,Health Science A&P,Health Science Found,HSE Direct Study,Med Skls Serv,Info Tech Marine Service 1, Marine Service 2, Marine Service 3, Marine Service 4,Outboard Marine 1,Outboard Marine 2,Outboard Marine 3,Outboard Marine 4

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

Inlet Grove Community High School has established a Career Advisory Board to keep us aware of current trends and changes in business and technology. Career instructors stress the importance of obtaining industry certifications while in high school, as this can translate into college credit in many cases. We offer college tours and on site information sessions from post secondary institutions. Title I holds parents trainings to help parents and students be aware of college readiness requirements and post secondary application process. Individual meetings are conducted with the students and parents of the Junior and Senior Classes. Inlet Grove is a career academy which offers students to receive career certifications in the following career paths: TV Production - Adobe Premier Pro, Adobe After effects, Apples Final Cut X, Motion, and Logic certifications Commercial Arts - Adobe PhotoShop, Illustrator, and InDesign certifications Pre-Law- students must participate in all law offerings, debate, and AP courses; Web Design - Adobe Flash, Dreamweaver, and CIW certifications Journalism - Adobe Photoshop and InDesign certifications; Culinary Arts - ProStart and Servsafe Certifications; Pre-Architecture and Engineering - AutoCad, ADDA certifications; Pre-Medical/Practical Nursing - CMAA, CNA, EKG, NCLEX-LPN, EMR IGHS also requires all students to be associated with one of our academies. Course requirements and certification examinations close the reality gap between academic course work and the careers they are training for. Additionally we highly recommend that our students challenge themselves by taking either Advanced Placement Courses or enroll in local universities as dual enrollment and early admission students to better prepare them for the future. Instruction is aligned with the Florida standards which require the critical thinking skill development necessary for post-secondary readiness. The SBT reviews and provides assistance to students who are referred to the team for more academic support. Preparation for ACT and SAT and PERT is integrated in the course curriculum across the content areas. Students are given the PERT assessment twice during their high school years. All juniors and seniors are strongly encouraged to take the ACT or SAT and are required to present at least two letters of acceptance to colleges or universities. To document implementation IGHS will collect agendas, signing sheets, sample post secondary acceptance letters and industry certification reports.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Not Applicable

Professional Development

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

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

Inlet Grove provides all new teachers with a teacher/administrator mentor which is part of the school's Educator Support Program. The rationale for pairing teachers is based on the skills of the mentor and the content area curriculum support the instructor would require. Our ESP program helps to ensure that all the beginning teachers have opportunities to learn the Marzano Teacher Development System enabling them to strengthen instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. New teachers to IGCHS may be paired with an administrator if the needs are only to help the teacher transition to IGCHS. Assistant Principals provide ways for teachers to collaborate with one another through classroom observations and feedback outside of formal observations. The teachers come together during their planning periods (if possible) or during Learning Team Meetings to explore various instructional approaches and to plan to integrate collaborative learning across the content areas in a way that aligns with student learning goals. The teacher collaboration and professional development is a mechanism for teachers to improve instruction and build expertise. When necessary the school administrators provide coverage for teachers while they learn from one another. Inlet Grove Community High School Charter decided to be a part of the Palm Beach County School District's professional development system. All teachers are required to take courses utilizing the E-learning Platform from the school district to keep abreast of the new trends in instructional practices. Additionally, all instructional staff meets once a month to receive Professional Development and to share best practices. All departments participate in pre-school professional development offered by the district and each department attends the district pertinent trainings for their classroom assignments throughout the school year. The most important professional development tool that IGCHS utilizes is the individual growth plan that is part of the Marzano Teacher Development System. Every staff member is required to identify three elements relevant to their current job position. They conduct individual self-assessments, research and personal reflection to stimulate professional growth. Additionally, all instructors and administrators analyze data periodically throughout the year, during pre-school and other PD days or faculty meetings. Data driven instruction is the primary focus of the bi-weekly/weekly department meetings, where the Instructors meet with administrators to analyze data to drive instruction and professional development. To document implementation IGCHS will collect agendas, signing sheets, Professional Growth Plan samples and Professional Development tracking worksheet.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

IGCHS is always looking to recruit and retain certified-in-field and effective teachers. We have developed special recruitment efforts at local colleges and universities. We ask the recruitment specialists at the colleges and universities to post positions that we have available at our school. We attend Job fairs that are sponsored by Palm Beach District Schools. We interview instructors and are able to offer contracts to quality applicants. We also utilize Indeed.com as a useful recruitment tool especially for hard to fill positions. Teachers-teachers.com is a 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 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 IGCHS will collect agendas, signing sheets Job Fair flyers, report on bonuses and pay performance.

