Inlet Grove Community High School

2014-15 School Improvement Plan

Inlet Grove Community High School

600 W 28TH ST, Riviera Beach, FL 33404

www.inletgrovehs.com

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	Yes	95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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 with a grade of F within the prior two years. 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.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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 (IGHS). 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. 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.

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

The faculty and staff of IGCHS ensures 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.

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 the creation of systems that support the adoption and durable 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.

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 peer counseling program also gives students the opportunity to relate issues of concern to academically successful students. This effort is designed to increase school connectedness or a sense of belonging with 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.

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).

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 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/Saturday tutorials provides students on a level 1 status with the necessary supplemental support to increase their academic achievement.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	4	4	2	1	11
One or more suspensions	24	14	12	3	53
Course failure in ELA or Math	91	67	39	8	205
Level 1 on statewide assessment	64	54	43	8	169

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	58	37	28	2	125

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, utilizing school-based referral teams to problem-solve and create action plans. The staff IGHS also plans discussions with students for setting goal purposes. 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.

Family and Community Involvement
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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Increase the number of parent participants for SAC by 5%.
Increase the number of parent participants for parent training's by 5%.
Increase the number of parent participants for fundraising by 5%.

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, 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.

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).

School Leadership Team

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

Name	Title
Banks, Emma	Principal
Lockhart, Kemia	Assistant Principal
Myszkowski, Jack	Assistant Principal
Lopez Ortiz, Francisco	Assistant Principal

Duties

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.

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 Principal. 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 student's real world experiences. He also is seeking out new support for our career programs to keep them up to date to provide relevant academic experiences for our students. Our Title I coordinator is assisted by a variety of staff members to provide meaningful parent trainings to increase academic achievement for our students. Title I funds two supplemental reading teachers and provide tutorial services. Title I, Part C: IGHS will coordinate with the district migrant specialist in case we have an eligible migrant student. IGHS 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. IGHS 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 in activities such as the Youth Empowerment meeting.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Emma Banks	Principal
Gillian Samaad	Parent
Deanna Pientka	Teacher
Francisco Valverde	Business/Community
Woodly Dominique	Student
Tarara Johnson	Parent
Marie Montrose	Parent
Edward Hickson	Parent
Sharon Williams	Parent

Duties

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

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 evaluations were made on the Saturday Reading Program, FCAT and EOC assessment results, discipline and behavior, and parent involvement.

Development of this school improvement plan

The members of the SAC were given the draft of the 2014-2015 School Improvement Plan and were given the opportunity to provide input. The Council approved the SIP after questions, comments, and observations were made.The SAC goals for the 2014-2015 school year is to facilitate the process of writing the SIP for IGCHS that follows local school district policies and guidelines.
The SAC will consider student performance data in determining the school's needs. Also the SAC will indicate problems and barriers that underlie the needed improvements and their causes, identify and evaluate possible solutions and develop strategies to accomplish the needed improvement.

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 school advisory council for implementing the school improvement plan.

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

The SAC approved for the total of the School Improvement funds allocated to SAC to be used for instructional supplies.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Lockhart, Kemia	Assistant Principal
Lopez Ortiz, Francisco	Assistant Principal
Myszkowski, Jack	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The complete list of members of the Literacy Leadership Team are not listed in the above drop-down menu. Therefore, the team members are/;
Kemia Lockhart Assistant Principal
Francisco Lopez Ortiz, Assistant Principal
Deanna Pientka Teacher on Special Assignment
Ashley Cartwright Teacher
Margaret Bell Media Specialist
The LLT will work together to provide instructional assistance to teachers on using FSA literacy

standards and goals effectively during instruction in their content area. The team has already planned to give professional development training on the implementation of the writing standards into the content area classrooms. The team will meet regularly to monitor the progress of its literacy promotion through data, student surveys, and results from instructional observations conducted by the administrators. Goals and objectives will be adjusted as needed.

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).

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) 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. Teachers also hold collaboration meetings outside of the school day either weekly or twice per month.

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

Recruitment
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-teachers.com as a useful recruitment tools especially for hard to fills positions.
Teachers-Teachers is a free service designed to help educators find new and exciting teaching jobs, administrative jobs and other related service positions.
We provide a recruitment incentive of $700.00 for highly qualified newly hired teachers in Math, Reading, English, Science and Social Science subject areas.
Retention
At the beginning of each year, we ask all staff members if they are interested in being an administrator, to let us know if they are interested in becoming administrators, we provide training opportunities and allow them to perform administrative duties with guidance and support.
Promote from within whenever there a supervisor position becomes available.
This gives our employees a clear path of advancement.
We hired a Human Resource Professional.
This person handles personnel decisions, including hiring, position assignment, training, benefits, and compensation.
We created an open communication between employees and administration.
Staff can come in and express their feelings, concerns and needs about education.
We clarify our mission to staff.
We communicate positive feelings toward our staff
We cultivate a feeling of family
We are fair and honest with all our staff

We promote integrity
We do not tolerate sub-par performance
We insist on workplace safety
We reduce the number of meeting we have
We make work fun

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. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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. Instructors are required to post FSA aligned learning goals in highly visible areas in the classrooms and instruction must be aligned with helping the students achieve the learning goals. FSA-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.

Instructional Strategies

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 use the information to differentiate instruction to meet the diverse needs of students. 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.

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 suppport

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lockhart, Kemia, kemia.lockhart@palmbeachschools.org

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

Educational Data Warehouse (EDW) provides teachers with diagnostic feedback as well as major testing results. Teachers are also able to assess student progress in their regular classrooms.

Student Transition and Readiness

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).

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

IGCHS 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..

College and Career Readiness

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

School counselors are trained to guide students at Inlet Grove into career programs that meet their personal expectations for the future. The school also utilizes college and career awareness services provided by the Keiser University representative, Francisco Valverde, who is also a member of our School Advisory Council. Additionally, the school takes advantage of the volunteer services provided

by local college counselor volunteers. IGCHS also supports increased participation and performance in advanced placement coursework such as AP courses and IB Diploma Programme.

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 certiifications
Pre-Architecture and Engineering - AutoCad, ADDA certifications
Pre-Medical/Practical Nursing - CMAA, CNA, EKG, Inclex-PN, 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

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 within 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. 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.

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 postsecondary readiness. 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.

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School Improvement Goals

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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 IGHS increases the promotion of a school wide culture of teaching and learning excellence across the content areas through rigorous standards-based instruction and increases parent engagement, then the Reading proficiency of our students will increase this year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If IGHS increases the promotion of a school wide culture of teaching and learning excellence across the content areas through rigorous standards-based instruction and increases parent engagement, then the Reading proficiency of our students will increase this year. `1a`

🔍 G037195

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	50.0

Resources Available to Support the Goal `2`

- Professional development, collaborative teaching opportunities, personnel, administrative support, and the availability of instructional materials aligned with the Florida Standards are all available to support the teachers in providing effective literacy instruction across the content areas.

Targeted Barriers to Achieving the Goal `3`

- Parent Involvement

- Developing new teachers

- Technical training needed

- Lack of funding for reading teachers

Plan to Monitor Progress Toward G1. `8`

NGSSS, FSA Diagnostics testing results, Florida Standards Assessments

Person Responsible

Kemia Lockhart

Schedule

Annually, from 10/3/2014 to 5/8/2015

Evidence of Completion

Data from diagnostic assessments and other most recent data will be used to monitor the progress. Also evidence will be gathered through the Marzano instructional observation tools from IObservation.

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 IGHS increases the promotion of a school wide culture of teaching and learning excellence across the content areas through rigorous standards-based instruction and increases parent engagement, then the Reading proficiency of our students will increase this year. 1

🔑 G037195

G1.B1 Parent Involvement 2

🔑 B089272

G1.B1.S1 Increase teacher-parent communication to promote more parent involvement. Utilize parent liaison to support parent involvement and communication. 4

🔑 S099919

Strategy Rationale

Communication with parents keeping them informed concerning the progress of their children would motivate them to become more involved.

Action Step 1 5

Teachers will use parent logs to document communication with parents. Teachers will update edline (online student progress reporting system) on a weekly basis.

Person Responsible

Jack Myszkowski

Schedule

Weekly, from 8/22/2014 to 6/1/2015

Evidence of Completion

Edline Reports, Parent Communication Logs checked monthly by administrators

Action Step 2 `5`

Use the parent liaison to facilitate parent meetings and trainings and serve as the contact for the school for parents.

Person Responsible

Francisco Lopez Ortiz

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent communication logs, parent conference appointment logs, and sign in sheets, ,

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

Verification of timely lesson plan submission and instructional observations and feedback communication will be done.

Person Responsible

Jack Myszkowski

Schedule

Weekly, from 8/15/2014 to 5/30/2015

Evidence of Completion

Lesson plans and IObservation reports

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

Parent contact log, meeting agenda and minutes, flyers, newsletters, parentlink messages.

Person Responsible

Francisco Lopez Ortiz

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Content of parent logs and conference notes and liaison schedule

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

Student and parent surveys

Person Responsible

Francisco Lopez Ortiz

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Survey results, parent logs, and conference notes

G1.B2 Developing new teachers `2`

🔍 B094565

G1.B2.S1 Provide new teachers with as many professional development opportunities as possible, for example in-service training and . the opportunity to visit classrooms that show evidence of highly effective instruction across the content areas. `4`

🔍 S106104

Strategy Rationale

New teachers gain insight on the practicality of effective instruction and can take away many creative ideas that promote student engagement.

Action Step 1 `5`

New teachers will be given training in edline and effective parent communication.

Person Responsible

Jack Myszkowski

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

A copy of the agenda and sign-up sheet, parent logs, edline reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

E learning Management, collegiality opportunities

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

IObservation evaluation, collegiality documentation, certification points earned for the year

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of professional development

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2013 to 6/5/2015

Evidence of Completion

Professional development product such as lesson plans and assessment results

G1.B2.S2 Use Learning Team meetings to analyze the effects of instructional strategies and their relationship with student assessment data. 4

Strategy Rationale

🔑 S106121

The Professional Learning Community is a powerful staff-development approach and a potent strategy for school change and improvement. Establishing Professional Learning Communities the opportunity to meet regularly promotes unity in the commitment to achieving the goal. The team will have the opportunity to share best practices, analyze data, and create collectively.

Action Step 1 5

Marzano Teaching Foundations

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, teacher/administrator conference notes, reflection notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

IObservation results

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, conference notes, observation documentation and feedback.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

classroom walkthroughs, informal and formal observations, teacher/ administrator conferencing

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/15/2014 to 6/5/2015

Evidence of Completion

teacher evaluations, assessment results, LTM meeting minutes

G1.B2.S3 Provide teachers with Marzano-based library resources. `4`

S115826

Strategy Rationale

Teachers need to be provided resources and best eviidenced-based strategies to support successful academic outcomes and positive teacher evaluation results through the teacher evaluation model.

Action Step 1 `5`

Materials and Supplies for Marzano

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Pre and Post conferences through IObservation

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Book study groups and discussions

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

LTM meeting minutes and agenda, suggested instructional strategies implemented in instruction, lesson planning

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Teacher surveys, book discussions

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Survey results, lesson plans, reflection notes and teacher/administrator conferencing

G1.B3 Technical training needed 2

🔑 B095045

G1.B3.S1 Provide new teachers with professional development in edline use and effective parent communication using edline. 4

🔑 S106105

Strategy Rationale

Professional development in areas needed produces professional growth and impacts student achievement. Also, we exist a technology rich society where appropriate use of technology is necessary increase academic achievement.

Action Step 1 5

Teachers will be trained on how to use edline and effective parent communication strategies.

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress reports and parent conference logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will require teachers to update edline weekly and will monitor through edline reports.

Person Responsible

Jack Myszkowski

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

edline reports and teacher webpages

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administrators will check edline for weekly grade reporting and student'/parent conferencing with students whose grades are in jeopardy.

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Report cards, conference notes, parent/student meeting minutes edline reports

G1.B3.S2 Provide professional development to teachers to increase their teacher efficacy in teaching techniques and best practices using advanced placement practices that are aligned with Florida Standards. `4`

`S115795`

Strategy Rationale

Evidenced-based instructional strategies provided in advanced placement professional development increases student achievement.

Action Step 1 `5`

Provide Professional development in advanced placement instructional strategies.

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be shown through lesson planning and instructional observation.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Professional Development Certificates of Completion

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Standardized exam results, lesson plan and instructional implementation for all students, and classroom observations results

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Peer mentoring, observation and follow-up teacher administrative meetings

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development Certificates of Completion, IObservation reports and feedback conferencing notes, collegiality documentation

G1.B4 Lack of funding for reading teachers [2]

🔧 B095085

G1.B4.S1 Use Title I funds to provide two reading teaching positions and offer after school tutorials. [4]

🔧 S106146

Strategy Rationale

In order to fulfill Florida Statues Title I will supply two reading positions to accommodate all level 1 and level 2 students in Reading.

Action Step 1 [5]

Use Title I funding for two reading teaching positions and after school tutorials and classroom supplies.

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/8/2014 to 6/29/2015

Evidence of Completion

Classroom observation, lesson plan monitoring

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

Classroom observations, Department meetings, monitor student data

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation results, department meeting minutes, student assessment data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Common assessment, diagnostic, and standardized assessment administration

Person Responsible

Kemia Lockhart

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Assessment data, LTM meeting minutes, department meeting minutes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will use parent logs to document communication with parents. Teachers will update edline (online student progress reporting system) on a weekly basis.	Myszkowski, Jack	8/22/2014	Edline Reports, Parent Communication Logs checked monthly by administrators	6/1/2015 weekly
G1.B2.S1.A1	New teachers will be given training in edline and effective parent communication.	Myszkowski, Jack	8/20/2014	A copy of the agenda and sign-up sheet, parent logs, edline reports	5/29/2015 weekly
G1.B2.S2.A1	Marzano Teaching Foundations	Myszkowski, Jack	8/18/2014	lesson plans, teacher/administrator conference notes, reflection notes	6/5/2015 annually
G1.B4.S1.A1	Use Title I funding for two reading teaching positions and after school tutorials and classroom supplies.	Lockhart, Kemia	8/8/2014	Classroom observation, lesson plan monitoring	6/29/2015 annually
G1.B2.S3.A1	Materials and Supplies for Marzano	Myszkowski, Jack	8/18/2014	Pre and Post conferences through IObservation	6/5/2015 annually
G1.B3.S2.A1	Provide Professional development in advanced placement instructional strategies.	Lockhart, Kemia	8/18/2014	Evidence will be shown through lesson planning and instructional observation.	6/5/2015 annually
G1.B3.S1.A1	Teachers will be trained on how to use edline and effective parent communication strategies.	Myszkowski, Jack	8/18/2014	Progress reports and parent conference logs	6/5/2015 annually
G1.B1.S1.A2	Use the parent liaison to facilitate parent meetings and trainings and serve as the contact for the school for parents.	Lopez Ortiz, Francisco	8/18/2014	Parent communication logs, parent conference appointment logs, and sign in sheets, ,	6/5/2015 annually
G1.MA1	NGSSS, FSA Diagnostics testing results, Florida Standards Assessments	Lockhart, Kemia	10/3/2014	Data from diagnostic assessments and other most recent data will be used to monitor the progress. Also evidence will be gathered through the Marzano instructional observation tools from IObservation.	5/8/2015 annually
G1.B1.S1.MA1	Student and parent surveys	Lopez Ortiz, Francisco	8/18/2014	Survey results, parent logs, and conference notes	6/5/2015 annually
G1.B1.S1.MA1	Verification of timely lesson plan submission and instructional observations and feedback communication will be done.	Myszkowski, Jack	8/15/2014	Lesson plans and IObservation reports	5/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3	Parent contact log, meeting agenda and minutes, flyers, newsletters, parentlink messages.	Lopez Ortiz, Francisco	8/18/2014	Content of parent logs and conference notes and liaison schedule	6/5/2015 annually
G1.B2.S1.MA1	Implementation of professional development	Lockhart, Kemia	8/18/2013	Professional development product such as lesson plans and assessment results	6/5/2015 annually
G1.B2.S1.MA1	E learning Management, collegiality opportunities	Lockhart, Kemia	8/18/2014	IObservation evaluation, collegiality documentation, certification points earned for the year	6/5/2015 annually
G1.B3.S1.MA1	Administrators will check edline for weekly grade reporting and student'/parent conferencing with students whose grades are in jeopardy.	Lockhart, Kemia	8/18/2014	Report cards, conference notes, parent/ student meeting minutes edline reports	6/5/2015 annually
G1.B3.S1.MA1	Administrators will require teachers to update edline weekly and will monitor through edline reports.	Myszkowski, Jack	8/18/2014	edline reports and teacher webpages	6/5/2015 annually
G1.B4.S1.MA1	Common assessment, diagnostic, and standardized assessment administration	Lockhart, Kemia	8/18/2014	Assessment data, LTM meeting minutes, department meeting minutes	6/5/2015 annually
G1.B4.S1.MA1	Classroom observations, Department meetings, monitor student data	Lockhart, Kemia	8/18/2014	Observation results, department meeting minutes, student assessment data	6/5/2015 annually
G1.B2.S2.MA1	classroom walkthroughs, informal and formal observations, teacher/ administrator conferencing	Myszkowski, Jack	8/15/2014	teacher evaluations, assessment results, LTM meeting minutes	6/5/2015 annually
G1.B2.S2.MA1	IObservation results	Myszkowski, Jack	8/18/2014	Lesson plans, conference notes, observation documentation and feedback.	6/5/2015 annually
G1.B3.S2.MA1	Peer mentoring, observation and follow-up teacher administrative meetings	Lockhart, Kemia	8/18/2014	Professional Development Certificates of Completion, IObservation reports and feedback conferencing notes, collegiality documentation	6/5/2015 annually
G1.B3.S2.MA1	Professional Development Certificates of Completion	Lockhart, Kemia	8/18/2014	Standardized exam results, lesson plan and instructional implementation for all students, and classroom observations results	6/5/2015 annually
G1.B2.S3.MA1	Teacher surveys, book discussions	Lockhart, Kemia	8/18/2014	Survey results, lesson plans, reflection notes and teacher/administrator conferencing	6/5/2015 annually
G1.B2.S3.MA1	Book study groups and discussions	Lockhart, Kemia	8/18/2014	LTM meeting minutes and agenda, suggested instructional strategies implemented in instruction, lesson planning	6/5/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If IGHS increases the promotion of a school wide culture of teaching and learning excellence across the content areas through rigorous standards-based instruction and increases parent engagement, then the Reading proficiency of our students will increase this year.

G1.B1 Parent Involvement

G1.B1.S1 Increase teacher-parent communication to promote more parent involvement. Utilize parent liaison to support parent involvement and communication.

PD Opportunity 1

Teachers will use parent logs to document communication with parents. Teachers will update edline (online student progress reporting system) on a weekly basis.

Facilitator

Administrators

Participants

Teachers

Schedule

Weekly, from 8/22/2014 to 6/1/2015

G1.B2 Developing new teachers

G1.B2.S1 Provide new teachers with as many professional development opportunities as possible, for example in-service training and . the opportunity to visit classrooms that show evidence of highly effective instruction across the content areas.

PD Opportunity 1

New teachers will be given training in edline and effective parent communication.

Facilitator

Jack myszkowski

Participants

Faculty and Staff

Schedule

Weekly, from 8/20/2014 to 5/29/2015

G1.B2.S2 Use Learning Team meetings to analyze the effects of instructional strategies and their relationship with student assessment data.

PD Opportunity 1

Marzano Teaching Foundations

Facilitator

Learning Sciences Consultant

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 6/5/2015

G1.B2.S3 Provide teachers with Marzano-based library resources.

PD Opportunity 1

Materials and Supplies for Marzano

Facilitator

Administration Staff

Participants

All teachers

Schedule

Annually, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: If IGHS increases the promotion of a school wide culture of teaching and learning excellence across the content areas through rigorous standards-based instruction and increases parent engagement, then the Reading proficiency of our students will increase this year.	153,341
Grand Total	**153,341**

Goal 1: If IGHS increases the promotion of a school wide culture of teaching and learning excellence across the content areas through rigorous standards-based instruction and increases parent engagement, then the Reading proficiency of our students will increase this year.		
Description	**Source**	**Total**
B1.S1.A1 - Parent Liasion	Title I Part A	36,645
B1.S1.A1 - Parent Communication supplies and postage	Title I Part A	1,299
B2.S1.A1 - Staff Training by Mr. Lopez and Ms. Pientka	General Fund	0
B2.S2.A1 - Supplies (paper, ink, chart paper, pens, highlighter, binder, etc.) Learning Sciences International Consultant	Title I Part A	11,000
B2.S3.A1 - Online Subscription, webinars and Marzano protocol (Consultant) library, software licenses, modules	Title I Part A	2,883
B3.S2.A1 - Professional Development- Out of county attendance to the different conferences like (Reading/Language Conference) registration, travel, expenses etc. Supplies for in-house training: paper, ink, printer, etc.	Title I Part A	1,154
B4.S1.A1 - Reading Teacher Positions	Title I Part A	98,331
B4.S1.A1 - After school tutorials; classroom supplies	Title I Part A	2,029
Total Goal 1		**153,341**