

Collier County Public Schools

# Naples Area Teenage Parenting



2021-22 Schoolwide Improvement Plan

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## Naples Area Teenage Parenting

2925 TITAN WAY, Naples, FL 34116

[ no web address on file ]

### Demographics

**Principal: Brent Klein**

Start Date for this Principal: 7/15/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK, 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Collier County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Naples Area Teenage Parenting

2925 TITAN WAY, Naples, FL 34116

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK, 6-12	No	%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Alternative Education	No	%

## School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2013-14</b>
<b>Grade</b>	C	B

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The goal of the Naples Teenage Parent Program is to provide an alternative route for students that have not been successful in the traditional school setting due to pregnancy. They may be behind cohort, have failed state assessments, have low GPAs, or have chronic absenteeism due to childcare needs. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

#### Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principal and Lead Teacher while also handling all staff hiring for the Naples Area Teenage Parenting Program (N-TAPP). She delegates the leadership team duties, manages finances, ensures N-TAPP complies with all district and state requirements, and conducts staff evaluations for instructional staff at N-TAPP. Dr. Janssen also ensures the Assistant Principal and Lead Teacher have all district and state information relevant to the program by leading weekly debriefs with pertinent staff and bi-weekly leadership meetings.
Klein, Brent	Assistant Principal	Mr. Klein serves as the Assistant Principal for the Naples Area Teenage Parenting Program (N-TAPP). He completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data. He oversees curriculum implementation, teacher instruction and development, and textbook and instructional supply acquisition. He also compiles data and completes the School Improvement Plan and oversees all state and district testing.
Cypress, Jennifer	Attendance/ Social Work	Jennifer Cypress is the lead teacher and social worker who handles the daily operations of the Naples Area Teenage Parenting Program. She meets with students daily to help them overcome the challenges that come with being a teenage parent. She works with her students' families to help them support both the student and her baby, and she works to connect her students with needed outside services. In addition to providing these services for the students, Ms. Cypress runs PLC meanings for the teachers and acts as the on-site leader when an administrator is not on campus.

**Demographic Information**

**Principal start date**

Sunday 7/15/2012, Brent Klein

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

2

**Total number of students enrolled at the school**

16

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	3	7	6	16
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	7	4	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	5	1	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	3	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	5	1	7

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	3	5	1	9

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	5	4	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	2

**Date this data was collected or last updated**

Sunday 8/29/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	1	1	5	11	18
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	1	4	11	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	3	8	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	1	1	4	7

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2

**2020-21 - Updated**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	1	5	11	18
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	4	11	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	1	1	3	8	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	1	1	4	7

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	61%		56%	60%
ELA Learning Gains					61%	59%		58%	57%
ELA Lowest 25th Percentile					63%	54%		49%	52%
Math Achievement					66%	62%		65%	61%
Math Learning Gains					61%	59%		63%	58%
Math Lowest 25th Percentile					58%	52%		59%	52%
Science Achievement					46%	56%		62%	57%
Social Studies Achievement					83%	78%		86%	77%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	56%	-56%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	66%	-66%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	52%	-52%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	72%	-72%	71%	-71%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	67%	-67%	61%	-61%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	59%	-59%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Quarter Benchmark Assessments are used to monitor progress for students enrolled in 6th through 9th grade.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1 / 0%	1 / 0%	0
	Economically Disadvantaged	1 / 0%	1 / 0%	0
	Students With Disabilities	1 / 0%	1 / 0%	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	1 / 0%
	Economically Disadvantaged	0	0	1 / 0%
	Students With Disabilities	0	0	1 / 0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	1 / 0%	0
	Economically Disadvantaged	0	1 / 0%	0
	Students With Disabilities	0	1 / 0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	1 / 0%	0
	Economically Disadvantaged	0	1 / 0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	1 / 0%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	1 / 0%	0
	Economically Disadvantaged	0	1 / 0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	1 / 0%	0



Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	1 / 0%	0
	Economically Disadvantaged		0	1 / 0%	0
	Students With Disabilities		0	0	0
	English Language Learners		0	1 / 0%	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Due to the nature of the program, very little progress monitoring data exists as does state assessment data. Supplemental data, however, can be used in conjunction with available state assessment data to recognize trends. First, attendance, graduation, and retained student data all illustrate the challenging nature of the past year. Overall attendance decreased from 58.48% to 51.8%, the number of retained students increased from 1 to 9, and the graduation rate decreased from 83% (5 of 6 students) to 56% (9 of 16 students). These are interrelated data points that were undoubtedly influenced by challenges associated with navigating the novel Covid-19 virus. Second, a positive trend has also emerged: the number of students earning a level 1 on the state math and reading assessments has decreased, as has the number of course failures. The number of students earning a level 1 on the ELA FSA dropped from 13 in '19-'20 to 7 in '20-'21 and no students failed an ELA course. The number of students earning a level 1 on the Math FSA dropped from 7 in '19-'20 to 4 in '20-'21 and no students failed a math course.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The decrease in graduation rate (83% to 56%) demonstrates the greatest need for improvement. Student reading performance on the ELA FSA, SAT, and ACT remain low and, as a result, must be a focus to increase the graduation rate. There are still 7 out of 16 enrolled students who earned a level

1 on the ELA FSA. In order to graduate these students must pass the ELA FSA by earning an achievement level of 3 or by earning a passing concordant score on the SAT or ACT.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Two key factors contribute to this need for improvement. First, traditionally, academics takes a backseat to navigating the world as a young mother and this results in a drastic decrease in the academic performance of the students. Second, the novel Covid-19 virus created havoc in the lives of the students and their babies causing many to postpone or forego their education in the hopes of keeping themselves and their babies healthy. This led to a decrease in attendance, a decrease in the number of students registered to take concordant exams, and a decrease in the number of courses completed throughout the year. Teachers and staff must renew their focus on re-establishing relationships with the students to make them feel comfortable to come to school daily and to prepare for their required reading and math exams with a renewed focus on graduating.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The number of students earning a level 1 on the state math and reading assessments decreased, as has the number of ELA course failures. The number of students earning a level 1 on the ELA FSA dropped from 13 in '19-'20 to 7 in '20-'21 and no students failed an ELA course. The number of students earning a level 1 on the Math FSA dropped from 7 in '19-'20 to 4 in '20-'21 and no students failed a math course. This data demonstrates that student achievement continues to improve, even if students are not quite earning the requisite scores they need to pass the reading and math exams needed to graduate.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Teachers and staff worked diligently to communicate with students forced to work virtually. They also provided virtual instruction when able and continually monitored students working from home. These actions helped students improve, albeit it was not to the extent we would have expected to see had the students been working in-person on a greater basis.

**What strategies will need to be implemented in order to accelerate learning?**

The ELA/Reading teacher, in collaboration with the Reading coach, will implement three key strategies to improve overall student performance on these exams. First, students will receive small group instruction utilizing College Board and ACT Prep books to improve their text-based analysis specific to text and questions they will see on the SAT and ACT. Second, students will receive writing instruction to prepare for the writing section of the ELA FSA. Third, students will enroll in self-paced, focused preparation courses on Khan Academy and Edgenuity. This third strategy enables students who are sick or out of school to continue to prepare for the needed reading exams.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will focus on writing development and test preparation strategies to prepare students for the SAT and ACT in reading and the ACT in math.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

All staff at the Naples Area Teenage Parenting Program (N-TAPP) will continue to collaborate to ensure all services are implemented with fidelity, monitored continuously, and adjusted as necessary to create an improvement model that can be sustained over time. Services that will be used year after year include Khan Academy SAT preparation, Edgenuity SAT/ACT preparation, Small Group instruction centered on College Board and ACT preparation guides, and Small group writing instruction. For math improvement, students will continue to use ALEKS. Provided we maintain continuity in our staff, our focus on using these services to target instruction should pay dividends as the year progresses and year after year, as evidenced by improved student performance on state assessments and an improved graduation rate.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Student attendance over the past two years has been below 60% (58.48% during the 2019-2020 SY and 51.8% during the 2020-2021 SY). Poor attendance has resulted in a decrease in the graduation rate (83% in '19-'20 to 56% in '20-'21) and an increase in dropouts (1 in '19-'20 to 8 in '20-'21). All of this data illustrates that attendance improves student outcomes and keeps students working towards graduation. Staff can only increase test scores needed to earn passing scores on the respective exams needed for graduation if students are present in class.
<b>Measurable Outcome:</b>	Increase the overall attendance rate by 10% from 51.8% to 62% while increasing the attendance rate including excused absences 7% from 68% to 75%.
<b>Monitoring:</b>	Attendance will be monitored daily by the lead teacher. The lead teacher will work with students and their parents to ensure students attend school when healthy and to ensure proper documentation is provided to excuse absences when student or baby is unable to attend. Personal phone calls will be made and documented daily to determine why students are absent and to determine if they need assistance. The assistant principal will meet with the lead teacher bi-weekly to monitor progress and offer support.
<b>Person responsible for monitoring outcome:</b>	Brent Klein (kleinb@collierschools.com)
<b>Evidence-based Strategy:</b>	Personal phone calls daily when students are absent and teacher mentoring of students.
<b>Rationale for Evidence-based Strategy:</b>	The past 18 months have been challenging for all parents and this is particularly true for teenage parents enrolled in the Naples Teenage Parenting Program (N-TAPP). These students are concerned for their health and the health of their babies. Given the contagious nature of Covid-19, staff has to balance the push for improved attendance with the human element of keeping young mothers and babies healthy. This is why the excused absence data outcome was included. The goal of the phone calls and mentoring is to improve the students connection to school while simultaneously teaching them to take greater responsibility in their education. Once students feel more connected to the program and realize it is a healthy environment for them and their babies, attendance should increase. In cases where students or their babies are ill, the goal is to encourage students to follow the best practice of seeing a doctor, which would consequently get their absence excused.

**Action Steps to Implement**

1. Lead teacher contacts students on a daily basis if they are absent without an doctor note.
2. Teachers/staff meet with their student mentees weekly.
3. Teachers/staff will inform the social worker when students have repeated unexcused absences.
4. Social worker, lead teacher, and assistant principal, when available, will meet with the student and their parent/guardian to determine how to improve the student's attendance and what, if any, support is needed.

**Person Responsible** Brent Klein (kleinb@collierschools.com)

**#2. Instructional Practice specifically relating to Graduation****Area of Focus Description and Rationale:**

The graduation rate decreased from 83% (5 out of 6 students) in the '19-'20 school year to 56% (9 out of 16 students) in the '20-'21 school year. Focusing on the overall graduation rate ensures that factors that influence the graduation rate - course completion, earning a passing score on the ELA FSA or concordant test, earning a passing score on the Algebra EOC or a concordant test - are also areas of focus as all three influence a student's ability to graduate.

**Measurable Outcome:**

The graduation rate will increase 14% from 56% to 70%.

**Monitoring:**

Student progress towards graduation will be monitored by the lead teacher, teacher/staff mentors, and the assistant principal. The lead teacher will work with teacher/staff mentors to keep track of each student's course completion progress to ensure the students are completing the necessary courses in a timely fashion. The lead teacher will also work with the students to ensure they register and take the FSAs and concordant tests students need to pass to graduate. The ELA and Reading teacher will work to prepare students for the reading test and the math teacher will do the same for the math tests. The assistant principal will meet with the lead teacher bi-weekly to monitor progress and provide necessary support.

**Person responsible for monitoring outcome:**

Brent Klein (kleinb@collierschools.com)

**Evidence-based Strategy:**

In order to graduate students must pass the ELA FSA or earn a passing concordant score on the ACT or SAT. The ELA/Reading teacher, in collaboration with the Reading coach, will implement three key strategies to improve overall student performance on these exams. First, students will receive small group instruction utilizing College Board and ACT Prep books to improve their text-based analysis specific to text and questions they will see on the SAT and ACT. Second, students will receive writing instruction to prepare for the writing section of the ELA FSA. Third, students will enroll in self-paced, focused preparation courses on Khan Academy and Edgenuity. This third strategy enables students who are sick or out of school to continue to prepare for the needed reading exams.

**Rationale for Evidence-based Strategy:**

First, small group instruction utilizing the College Board and ACT preparation books has resulted in improved scores over the past few years. Second, the renewed focus on writing instruction stems from the recent SAT concordant score increase from 430 to 480, making it more difficult to earn that concordant score, and, consequently, increasing the importance of students doing well on re-takes of the ELA FSA which includes a writing section. The third strategy has also shown promise over the years to improve test performance and, given the continued presence of Covid-19, students need a virtual option to study in the event they get ill or have to quarantine.

**Action Steps to Implement**

1. The ELA Teacher and Lead Teacher will work together to identify senior students that need to pass the FSA ELA or earn a concordant reading score to graduation.
2. The ELA Teacher will put small groups together, schedule pull-out instructional time, plan the lessons, and implement them on a weekly basis for both test preparation and writing.
3. The ELA Teacher and Lead Teacher will ensure students are enrolled in the Khan Academy or Edgenuity preparation course.
4. The ELA teacher, Lead Teacher and Assistant Principal will monitor student progress.

**Person Responsible** Brent Klein (kleinb@collierschools.com)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The average scale score on the 10th grade FSA ELA or subsequent retakes for all enrolled 11th and 12th grade students who have taken the exam was 315 (Level 1). Further, of the 12 enrolled 11th and 12th grade students, only 2 have met the passing scale score of 350 needed to graduate. Another data point, the average SAT EBRW score, was also used as a data point to illustrate ELA is an area of critical need. When removing the outlier, the average SAT EBRW score was 407 or 73 points below the 480 score needed to pass for graduation purposes.

**Measurable Outcome:** Students will increase their scale score on the 10th grade ELA retake FSA by an average of 15 points or they will increase their score on the SAT EBRW by an average of 30 points.

**Monitoring:** The lead teacher of TAPP-N will make sure students take the FSA ELA, and register for and take the SAT. The lead teacher and assistant principal will then track their scores on these exams to monitor for the desired score increase.

**Person responsible for monitoring outcome:** Jennifer Cypress (cyprej@collierschools.com)

**Evidence-based Strategy:** The ELA teacher will provide small group instruction focused on improving their writing and SAT test-prep. The SAT test-prep will focus on text-based analysis specific to the text and questions the students will see on the SAT. The ELA teacher will also use the NoRedInk online program to help the students improve their grammar. Then, after FSA ELA scores or SAT scores are available to view, the ELA teacher will work with the students individually to analyze their scores in each sub-skill and create a new practice plan for the next exam based on the areas of weakness.

**Rationale for Evidence-based Strategy:** Small group instruction focused on SAT test-prep utilizing SAT questions has resulted in improved scores over the past few years. Second, the focus on writing instruction stems from the recent SAT concordant score increase from 430 to 480, making it more difficult to earn that concordant score, and, consequently, increasing the importance of students doing well on re-takes of the ELA FSA which includes a writing section. Third, an individual review session between the teacher and students to analyze the scores will help the student better understand what they should focus on in preparation of the next exam.

**Action Steps to Implement**

Lead teacher will identify, register, and make sure students take the requisite FSA ELA and SAT exams throughout the year.

**Person Responsible** Jennifer Cypress (cyprej@collierschools.com)

Lead teacher, assistant principal, and ELA teacher will track the students' scores.

**Person Responsible** Brent Klein (kleinb@collierschools.com)

Lead Teacher will work with the ELA teacher to create the small groups for targeted instruction, plan the lessons, and oversee the implementation of the SAT test-prep and writing lessons.

**Person Responsible** Jennifer Cypress (cyprej@collierschools.com)

Lead teacher will ensure the ELA teacher has the scores upon their release and will ensure the ELA teacher meets with the students individually to analyze their scores and modify their practice plan.



**Person Responsible** Jennifer Cypress (cyprej@collierschools.com)

**#4. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** The average scale score on the Algebra 1 EOC exam achieved by students enrolled at TAPP-N was 477 (Level 1). Further, of the 12 enrolled students that took the exam, only 3 have met the passing scale score of 497 needed to graduate. The average score on the Geometry EOC was similar - 477 - and none of the students that took the exam earned a passing score of 499. Another data point, the SAT Math score, showed more promise from a pass/fail analysis (2 out of 5 earned a passing score of 420 or higher), but had a similar low average score of 384.

**Measurable Outcome:** Students will increase their scale score on the Algebra 1 EOC by an average of 15 points or they will increase their SAT Math score by an average of 30 points.

**Monitoring:** The lead teacher of TAPP-N will ensure students take the Algebra 1 EOC during each testing window (fall, winter, spring), and will ensure the students take the school day SAT, as well as applicable Saturday SAT administrations. The lead teacher and assistant principal will then track students' scores on these exams to monitor for the desired score increase.

**Person responsible for monitoring outcome:** Jennifer Cypress (cyprej@collierschools.com)

**Evidence-based Strategy:** ALEKS will be used weekly by the math teacher, and the lead teacher and math teacher will monitor the success of each student. The math teacher will also use the CCPS district created intensive preparation course to help the students prepare for the SAT Math and the Algebra 1 EOC.

**Rationale for Evidence-based Strategy:** District data shows a strong correlation between regular ALEKS use and increased achievement gains on the FSA Math and FSA Algebra 1 EOC. The secondary math team at the district created the Concordant Prep Course by implementing best practices from teachers across the district and focusing on the Algebra 1 standards and the SAT Math test specs.

**Action Steps to Implement**

Lead teacher will identify, register, and make sure students take the Algebra 1 EOC during each testing session and take the SAT Math when offered.

**Person Responsible:** Jennifer Cypress (cyprej@collierschools.com)

Lead teacher, assistant principal, and math teacher will track the students' scores on the aforementioned exams.

**Person Responsible:** Jennifer Cypress (cyprej@collierschools.com)

Lead teacher will work with the math teacher to ensure all students who need to pass the Algebra 1 EOC or earn a concordant score are enrolled and completing work in ALEKS and the district created Concordant Intensive Math Course.

**Person Responsible:** Jennifer Cypress (cyprej@collierschools.com)

Lead teacher and math teacher will monitor the students as they complete their course work and will make adjustments as necessary.

**Person Responsible:** Jennifer Cypress (cyprej@collierschools.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The Naples Teenage Parenting Program (N-TAPP) does not have data on the SafeSchoolsforAlex.org website. Comparing major discipline incidents from the 2020-2021 school year to the previous year, we see a decline in incidents from 2 that resulted in suspensions during the 2019-2020 school year to 0 incidents resulting in a suspension during the 2020-2021 school year. Over the past 3 years, student discipline has not been an issue at N-TAPP. Areas of concern beyond major discipline incidents include teaching students to be conscientious parents, getting students to attend school, and keeping students on-task when they are at school.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Students in the Naples Area Teenage Parenting Program (N-TAPP) are often struggling academically. This may be due to past academic challenges or due to recent struggles resulting from new found challenges that come with teenage pregnancy, or both. The teachers and staff at N-TAPP work hard from the time of initial enrollment to keep the student's parents involved in their child's education. Parents/guardians are required to accompany their child to orientation and to tour the building so they can visualize where their child and grandchild will attend school. As students progress in the program, their academic achievements are celebrated and parents are encouraged to partake in these celebrations. The teachers and staff play a critical role in creating a warm, trusting environment for the young mothers in the program.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Naples Area Teenage Parenting Program (N-TAPP) has a unique group of stakeholders. Like all schools, students, parents/guardians, teachers, and staff are key stakeholders. Additional stakeholders at N-TAPP include the babies and, at times, the fathers of the babies. All of these stakeholders play a role in the students' ability to be good parents, to be model students that focus on their education and, ultimately, to graduate.