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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: 7/1/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Naples Area Teenage Parenting Program is to provide an alternative route to high school graduation for students who have not been successful in the traditional school setting due to pregnancy. Students may be behind their cohort, have failed state assessments, have low GPAs, or have chronic absenteeism due to the pregnancy and childcare needs. Students are encouraged to be active participants in their education and in the upbringing of their own child.

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

All of the young ladies that attend the Naples Area Teenage Parenting Program (TAPP) are either pregnant or already mothers. All of the students have experienced challenges in the traditional school setting due to their pregnancy. As a result, students at TAPP often enroll in the program behind their cohort, having failed state assessments, with low GPAs, and with a host of absences. During the enrollment process at TAPP, parents and students go through orientation conducted by the lead teacher/ social worker explaining program specific expectations and supports provided. Staff members work with students to establish academic goals, to set attendance targets, and to provide them with encouragement and positive feedback. In addition, all students complete parenting classes and they are encouraged to spend time with their children throughout the day by reading to them.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Klein, Brent	Principal	Mr. Klein monitors the Assistant Principals and handles all staff hiring for the Naples Area Teenage Parenting Program. He delegates the leadership teams duties and manages the finances. He reports to the district and ensures that TAPP is in compliance with all state and district requirements. Mr. Klein completes all staff evaluations and ensures that all three assistant principals are up to date with program and district information by holding weekly debriefs. He also leads bi-weekly Alternative School leadership team meetings.
Fike, Jay	Assistant Principal	Mr. Fike serves as the Assistant Principal for the Naples Area Teenage Parenting Program (TAPP). He facilitates student of concern meetings and holds monthly threat assessment meetings. He also compiles student data to help improve student instruction and completes the School Improvement Plan.
Cypress, Jennifer	Attendance/ Social Work	Ms. Cypress serves as the lead teacher for the Naples Area Teenage Parenting Program (TAPP). Her responsibilities include: enrolling and scheduling new students, counseling and referrals to outside agencies as needed, discipline, test coordinator, attendance, leading PLC meetings, facilitating parent conferences, serving as the liaison between childcare and TAPP, serving as the liaison and contact for regular high schools, serving as the liaison between the school and community, and administering all district & state assessments.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Not Applicable.

Demographic Information

Principal start date

Friday 7/1/2022, Brent Klein

Total number of students enrolled at the school.

18

Total number of teacher positions allocated to the school.

3

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

2022-23

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	0	1	7	4	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	6	2	9
One or more suspensions	0	0	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	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5

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	0	0	4	0	4

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	2	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	4	0	4

Date this data was collected or last updated

Tuesday 8/30/2022

2021-22 - 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	0	4	3	5	11	23
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	3	5	10	22
One or more suspensions	0	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	1	1	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	2	3	2	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	1	2	1	5

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	3	3	3	12

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	5	4	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					59%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								63%	54%
Math Achievement		45%	42%					66%	62%
Math Learning Gains								61%	59%
Math Lowest 25th Percentile								58%	52%
Science Achievement		59%	54%					46%	56%
Social Studies Achievement		56%	59%					83%	78%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	66%	-66%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	52%	-52%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

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	

ESSA Federal Index	
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	

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The Areas of Focus for the '21-'22 SY were: 1) Student Attendance; 2) Graduation; 3) ELA Achievement; and 4) Math Achievement. Progress monitoring for Student Attendance consisted of weekly monitoring by the lead teacher/social worker, a structured plan for communicating with parents, and monthly attendance meetings. Progress monitoring for graduation included daily tracking of student course completion on a shared academic spreadsheet, monitoring student FSA ELA & SAT EBRW scores, and monitoring Algebra 1 EOC performance and SAT math performance. The progress monitoring plan for ELA and Math achievement incorporated the same monitoring tools used to monitor student progress towards graduation.

Which data component showed the most improvement? What new actions did your school take in this area?

All students enrolled in a Florida teenage parenting program are required by statute to take a parenting course. Students are pre-tested upon enrollment and post-tested upon completion. This year, all 15 of the students enrolled in the course at TAPP demonstrated improvement in parenting skills upon completion. Every staff member works hard to create a family atmosphere at TAPP, and they work with the students to help them develop the skills needed to be a conscientious parent.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area in greatest need of improvement is attendance. The attendance rate at TAPP for the 2021 SY was 53.33%. Low attendance transcends ESSA subgroups and affects greatly student performance.

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

Due to the nature of the program, very little progress monitoring or state assessment data exists. Supplemental data can be used in conjunction with available state assessment data to recognize trends. Attendance, graduation, and retained student data all illustrate the challenging nature of the past year. Attendance increased from 44.45% in 2021 to 53.33% in 2022, the number of retained students decreased, and the graduation rate decreased from 56% (9 of 16 students) to 24% (4 of 16 students).

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

To accelerate learning, students need to be in school. All other interventions are tied to the school staff's ability to instruct the students. Therefore, a detailed and structured attendance plan can help boost student attendance and accelerate learning. Further, all staff must collaborate to boost overall student performance on the FSA ELA retake, SAT, ACT, and Algebra 1 EOC retake. To do this, staff can focus on three strategies. 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, NoRedInk, and Edgenuity. This third strategy enables students who are pregnant, on maternity leave or out of school for other reasons 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 to support teachers and leaders.

ELA and math teachers will receive ACT and SAT specific professional development to better familiarize them with test requirements and to expand their knowledge of available resources. The reading coach, who has a documented history of improving student reading performance, will model exemplary reading instruction and support teachers with their own implementation. The reading coach will also assist teachers with tracking sub-score data and using it to target areas of student weakness. All teachers will receive PD on mentoring students, tracking student progress, and helping students track their own progress.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

TAPP typically begins each year with a student population that earned a Level 1 or Level 2 on the state ELA assessment. The majority of these students are newly enrolled students from area high schools who are at-risk of not graduating with their cohort group due to the challenges associated with being a teenage parent. By enrolling at TAPP, these students hope to receive the support necessary to overcome these challenges to get back on track for grade promotion and graduation. To graduate, all students must demonstrate ELA proficiency on the state assessment, the ACT, or the SAT. The state recently increased the concordant score needed on the SAT while removing 2 additional methods of earning a concordant. For this reason, ELA proficiency and learning gains must be an area of focus.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students demonstrating learning gains on the ELA state assessment will exceed 75% for the 2023 SY.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Lead Teacher will monitor student registration for Saturday administrations of the ACT and SAT, and she will work with the reading coach to track student performance on these tests. The ELA/ Reading teacher will then analyze student performance data from the ACT, SAT, and FSA ELA to best target areas of group and individual weakness.

**Person responsible
for monitoring
outcome:**

Jennifer Cypress (cyprej@collierschools.com)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Students must pass the ELA FSA or earn a passing concordant score on the ACT or SAT to earn their diploma and graduate from high school. 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, NoRedInk, and Edgenuity. Data from each administration of the respective exams, as well as informal data from class instruction, will be analyzed continuously to ensure instruction remains pertinent to each student's specific area of weakness.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

First, small group instruction utilizing the College Board and ACT preparation books has resulted in improved scores each year. Second, the renewed focus on writing instruction stems from the 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 the ELA FSA retake which includes a writing section. The third strategy has also shown promise over the years to improve test performance and it provides students that struggle with attendance a virtual study option.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) The Lead Teacher and the classroom teacher will work together to identify students that need to pass the FSA ELA or earn a concordant reading score for graduation.

Person Responsible Jennifer Cypress (cyprej@collierschools.com)

2) The Lead Teacher will work with the classroom teacher to create small groups and to schedule instructional pull-outs.

Person Responsible Jennifer Cypress (cyprej@collierschools.com)

3) The Lead Teacher will monitor student performance on the state progress monitoring assessments, quarter benchmark assessment, ACT & SAT performance, and classroom assessment data. She will then work with the ELA/Reading teacher to make instructional adjustments.

Person Responsible Jennifer Cypress (cyprej@collierschools.com)

4) The principal will monitor student performance and progress on the FSA ELA, ACT, and SAT, as well as all of the aforementioned action steps to ensure each is completed with fidelity all year.

Person Responsible Brent Klein (kleinb@collierschools.com)

Monitoring ESSA**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student ELA data will be disaggregated by ESSA subgroup to monitor the ELA performance of students in each group. The ESE inclusion teacher that works with students with disabilities at TAPP will work with each classroom teacher to aid in the progress monitoring of students on their caseload. They will provide one-on-one support to target individual areas of weakness. The lead teacher will monitor student ACT and SAT registration to ensure all ELL students and SWD students receive appropriate accommodations on the respective exams. The ELL tutor and non-instructional assistants will also assist in the progress monitoring process.

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

TAPP typically begins each year with the majority of students earning a Level 1 on the state math assessment in the year(s) prior. The majority of these students are newly enrolled students who are at-risk of not graduating with their cohort group due to challenges associated with being a teenage parent. By enrolling at TAPP, these students hope to receive the support - both academic and with their child - necessary to get back on track to graduate from high school. To graduate, all students must demonstrate math proficiency on the Algebra 1 EOC or the Geometry EOC, the ACT, or the SAT. For this reason, math proficiency must be an area of focus.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students demonstrating learning gains on the state math assessment or earning a concordant math score on the ACT/SAT will exceed 75%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student math achievement will be monitored on a daily basis through classroom math assessments and Edgenuity coursework, on a bi-weekly basis through student performance during small group instruction, and on a monthly basis through student performance on ACT and SAT tests. Performance will also be monitored for all students through standards-aligned class assessments created to receive immediate feedback on student comprehension of taught standards.

Person responsible for monitoring outcome:

Jennifer Cypress (cyprej@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use explicit, systematic instruction tied to state standards during their small group math lessons. To meet the needs of individual learners and to improve areas of student weakness, teachers will use data gleaned from Edgenuity, from classroom assessments, and from past ACT and SAT administrations to provide corrective feedback and to differentiate instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) The math teacher at TAPP, the Lead Teacher/Social Worker, and the school counselor will work together to identify students that need to pass the Algebra 1 EOC, the Geometry EOC, or earn a concordant math score on the ACT or SAT.

Person Responsible

Jennifer Cypress (cyprej@collierschools.com)

2) The Lead Teacher/Social Worker will work with the math teacher to put small groups together and to schedule instructional pull-outs.

Person Responsible

Jennifer Cypress (cyprej@collierschools.com)

3) The Lead Teacher/Social Worker will coordinate student ACT and SAT registration and assist students with registering for the respective exams. She will also coordinate with the reading coach to ensure student performance data gets recorded on the Alternative Schools ACT/SAT data tracker.

Person Responsible Jennifer Cypress (cyprej@collierschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student math data will be disaggregated by ESSA subgroup to monitor the math performance of students in each group. The ESE inclusion teacher that works with students with disabilities at TAPP will work with each classroom teacher to aid in the progress monitoring of students on their caseload. They will provide one-on-one support to target individual areas of weakness. The lead teacher will monitor student ACT and SAT registration to ensure all ELL students and SWD students receive appropriate accommodations on the respective exams. The ELL tutor and non-instructional assistants will also assist in the progress monitoring process.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

The lead teacher will monitor attendance by homeroom and make contact with parents by the 3rd consecutive absence. She will record her parent contacts, or attempted contacts, in the MTSS section of FOCUS to ensure all attempts to improve a student's attendance are documented throughout the school year. Administrative staff will also monitor student attendance and they will be tasked with making 5-day absence calls, mailing 7- and 10-day absence letters, and setting up attendance meetings with students and parents. All contacts and meetings will be documented on the MTSS panel of FOCUS. PLC teams at each site will analyze attendance data monthly to identify areas of improvement and to discuss possible adjustments.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Student attendance data will be communicated at the individual and classroom level by the homeroom teacher. Positive student attendance data will be shared with students, staff, and parents. Student attendance will also be included on monthly staff and parent newsletters.

Describe how implementation will be progress monitored.

The lead teacher will monitor overall attendance and the individual attendance of the students. She will run weekly and monthly reports to identify students of concern to discuss in PLC meetings and to schedule parent attendance conferences. The lead teacher will also monitor for compliance of the Attendance Plan,

including the completion of 5-day absence calls, the mailing of the 7- and 10-day absence letters, and the documentation of all student and parent contacts on the MTSS panel in FOCUS.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
The lead teacher will monitor student attendance, implement the attendance action plan, and work with staff to make adjustments to help increase student attendance.	Cypress, Jennifer, cyprej@collierschools.com