Collier County Public Schools

Immokalee Teen Parenting Prog

2019-20 Schoolwide Improvement Plan

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Immokalee Teen Parenting Prog

701 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: C (41%) 2015-16: C (42%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2016-17	2015-16	2013-14
Grade	C	C	B

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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 Immokalee 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 and position title for each member of the school leadership team**:**

Name	Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the Immokalee and Naples TAPP sites. She delegates the leadership teams duties and manages the finances. She reports to the district and ensures that TAPP is in compliance with all state and district requirements. She does the evaluations for each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.

Early Warning Systems

Current Year

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	1	3	4	12	20
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	2	4	9	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	2	2	8	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	2	7	11

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	1	1	2	4	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

1

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	4	9	3	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	1	7	3	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	3	12

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	61%	34%	60%	57%
ELA Learning Gains	0%	61%	59%	35%	55%	57%
ELA Lowest 25th Percentile	0%	63%	54%	28%	54%	51%
Math Achievement	0%	66%	62%	30%	63%	58%
Math Learning Gains	0%	61%	59%	28%	65%	56%
Math Lowest 25th Percentile	0%	58%	52%	27%	58%	50%
Science Achievement	0%	46%	56%	52%	68%	53%
Social Studies Achievement	0%	83%	78%	55%	79%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	1 (0)	3 (0)	4 (0)	12 (0)	20 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	1 ()	2 ()	4 ()	9 ()	16 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	2 (0)	8 (0)	12 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	0%	56%	-56%	55%	-55%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	59%	-59%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	52%	-52%	48%	-48%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	67%	-67%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	72%	-72%	70%	-70%
2018	0%	72%	-72%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	67%	-67%	61%	-61%
2018	0%	67%	-67%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018	0%	67%	-67%	56%	-56%

Subgroup Data

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**
2017 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 2015-16**	**C & C Accel 2015-16**
SWD	6	20	20	12	19	20	23	12		70	12
ELL		25	26	18	24	24	11	10		80	50
AMI	6	20		13	23						
BLK	35	39	24	27	27	17	41	47		95	33
HSP	34	35	30	31	28	29	55	56		90	35
WHT	36	30		26	25		44				
FRL	34	35	28	29	27	26	52	54		90	35

ESSA Data

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	

ESSA Federal Index	
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 Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing areas are the standardized state tests. Fourteen out of sixteen students scored a level one on the tests. This is not unusual for this population, and this data can be linked to their poor attendance rates. They have other priorities and responsibilities at this time in their lives, thus our focus the concordant scores.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We do not have comparison data because fewer than 10 students took the tests.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We do not have comparison data because fewer than 10 students took the tests.

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

We do not have comparison data because fewer than 10 students took the tests.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our biggest area of concern is in attendance. If we can successfully increase the attendance rate, we have a better chance of increasing the test scores. We are working on this with positive supports, and child care.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase the attendance rates
2. Improve test scores

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the Attendance Rate for TAPP-Naples & NTAPP-I
Rationale	We cannot educate students who are not present and engaged. We increase test scores and the graduation rate for students who are present.
State the measurable outcome the school plans to achieve	Increase the attendance rate by 2% from 58.48% to 60.48%.
Person responsible for monitoring outcome	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy	Both TAPP-N & TAPP-I are developing plans based on the population and protocols of the program. The common denominator is teacher/staff connections to families. The mentoring component will be documented along with the family phone calls in each program when the students are absent.
Rationale for Evidence-based Strategy	When the students and families understand the importance of attendance and the concern that the teachers have for their students, attendance should increase across the board.
Action Step	
Description	1. 1.Teachers have students that they are responsible for mentoring and documenting bi-weekly. 2. Teachers will be calling home when students are absent from school. 3. Teachers will inform the Guidance Counselor when students have repeated absences, and there will be a parent meeting scheduled., 4. The Guidance Counselor will inform the Lead Teacher and Principal and another meeting will be scheduled. 5. The Principal and Lead Teacher will meet with the parents to discuss options and consequences.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

#2	
Title	Increase passing rates for EOC's and FSA.
Rationale	This will increase the overall GPA's and graduation rate of our students, and make them eligible for financial aid in the event that they want to pursue secondary education.
State the measurable outcome the school plans to achieve	Increase our pass rate by 2% this year.
Person responsible for monitoring outcome	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy	The teachers who are teaching the EOC courses will hold pull-out sessions in preparation for the EOC's. We plan to provide them a pull-out space for the small groups. They are developing the study guides and lesson plans at this time. The FSA and Algebra I EOC testers will have the same focused preparation as the retake testers and the EOC testers.
Rationale for Evidence-based Strategy	Our students are utilizing an on-line competency-based platform and work independently the majority of the day. They have access to certified teachers who will tutor them, but there is no large group traditional direct instruction. This small group format will enable them to hear the discussions that would occur in an traditional class. This will allow the teachers to access what topics need more in depth coverage of the standards.
Action Step	
Description	1. Action-1. A schedule will be made for the testing preparation. 2. Space will be identified for the direct small group instruction. 3. Study Guides and discussion topics will be developed. 4. Teachers will monitor students and keep records of their progress. 5. Teachers will revisit topics with struggling students. 2. 3. 4. 5.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

. The Teenage Parenting Program is a credit accrual and recovery/GPA recovery program. With that in mind, our goal is to increase the number of students who successfully return to their home schools on track for graduation, and the 12th graders who complete all of their requirements to be graduated from their home schools.
The students with challenges will be tracked bi-weekly for successful completion of credits.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.

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

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.

TAPP has a mentoring program in place in which each teacher and staff member takes an active role. The teachers meet individually, bi-weekly with their students, checking not only on their academic progress, but their social and emotional status. Any concerns are directed to the guidance counselor, the social worker, or the school psychologist, along with the appropriate administrator.

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

Students are monitored and tracked as they move from school to school, and we have a transition specialist who does follow-up to ensure that students receive the services and support that they need.

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.

TAPP follows the district guidelines in regard to students who may come to us with a history of needing a support system in place immediately. The appropriate qualified staff members monitor these students and track their progress. The counselors report to the administrators and parents as needed. Students typically stay with TAPP until they graduate because of childcare needs, but the few who return to their home schools leave us with a support system in place at their home schools.

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

. The Guidance Counselor meets with the students regularly as they work through their academic programs and coursework. She also has small group meetings designed to motivate the students who need this attention. She has also scheduled meetings with students who are ready to move to the next stage of their educational journey. Beacon students attend a field trip to the Lorenzo Walked Technical College and the Immokalee Technical College. These trips are well-attended and well-received. TAPP has partnerships with military recruiters who visit the school twice a year to open students to those opportunities. Other technical colleges have also done presentations at TAPP. These vary from year to

year. the Social Worker on site serves as the Lead Teacher, and she invites community members in to talk to the girls about their future plans.