

Collier County Public Schools

Immokalee Teen Parenting Prog



2020-21 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: 8/14/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Immokalee Teen Parenting Prog

701 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Friday 8/14/2020, 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.*

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.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	
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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	0	5	8	5	18	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	3	1	6	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA	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		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	4	5	3	12	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	3	3	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	1	1	0	2

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - 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	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	

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		
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		

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	
	(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.

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%				
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	
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 Teenage Parenting Program in Immokalee saw drops in ELA FSA passing scores at the 8th grade level and 10th grade level from SY18 to SY19. At the 8th grade students scored at 58% passing in SY19 down from 63% passing in SY18.

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

8th grade students scored at 58% passing in SY19 down from 63% passing in SY18. TAPPI had a first year teacher in the SY19 for ELA.

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.

8th grade students scored at 58% passing in SY19 down from 63% passing in SY18. TAPPI had a first year teacher in the SY19 for ELA.

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

9th grade ELA remained steady at 59% for both SY18 and SY19.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Instructional Practice specifically relating to ELA

Area of Focus	Increase the State Assessment Pass Rates, or the concordant test pass rates, ie. SAT or ACT.
Description and Rationale:	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.
Measurable Outcome:	The goal of our teachers is to increase the student pass rate on the FSA, SAT, or ACT by 5% this year. This will ensure that our students graduate from their home high school. If all teachers work to prepare the students in reading across all content areas, and support them with test taking strategies, students will increase their pass rate.
Person responsible for monitoring outcome:	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy:	The teacher who is teaching the ELA and reading courses will hold pull-out sessions in preparation for the FSA, SAT, and ACT. We provide them a pull-out space for the small groups. They have developed the study guides and lesson plans to support this endeavor. The FSA and FSA retake testers will have the same focused preparation through Kahn Academy and Edgenuity. The SAT and ACT prep is also small group working with the ELA teacher and Reading Coach, while utilizing the College Board prep books. The students will be tested in the school setting in the Fall and Spring for FSA and SAT. The ACT is not a school day that they must schedule with the College Board. We will assist them with waivers to increase their chances of passing.
Rationale for Evidence-based Strategy:	All sub-groups will receive small group instruction that will support cultural diversity and introduce background knowledge that may be lacking. This will address the gaps in common knowledge and vocabulary, which will increase their scores on the SAT and ACT. 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, and how to best prepare them for the concordant score tests.

Action Steps to Implement

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 sub-group struggling students.

Person Responsible Cynthia Janssen (janssecy@collierschools.com)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Increase the Attendance Rate for TAPP-Immokalee from from 54% to 58%. Rationale: We cannot educate students who are not present and engaged. We can only increase test scores and the graduation rate for students who are present. We need to address the cultural and familial issues that plague our teenage parents. When studying virtually, the teenage parents feel more safe and can attend to their young children.
Measurable Outcome:	Increase the attendance rate by 5% from 54.48% to 58.48%. This can be accomplished if we continue to offer a virtual option to the TAPP-I students until they feel safe returning to the school environment with their children. Teachers need to provide virtual support via technology and monitor all sub-groups for engagement in academic endeavors. Teachers will monitor and document progress in coursework.
Person responsible for monitoring outcome:	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy:	TAPP-I is developing a plan based on the population and protocols of the program. The common denominator is teacher/staff connections to families. The teacher 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 Steps to Implement

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 social worker when students have repeated absences, and there will be a parent meeting scheduled.
4. The social worker will inform the Lead Teacher and Principal and another meeting will be scheduled.
5. The Principal and social worker will meet with the parents to discuss options and consequences.

Person Responsible Cynthia Janssen (janssecy@collierschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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: 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 ensuring all stakeholders are involved.

TAPP students have not experienced success in school, hence why they come to an Alternative School Program. Their parents are not proud of them being enrolled in TAPP-I, so they are frequently as disenfranchised with school as their students. We work very hard to get them re-involved with their children's education. We required them to come to an orientation so that they will walk the building. We make many phone calls home advocating for their children. In some cases, we are asking that they take their children back into their homes, as we demonstrate their academic achievements. Our teachers are the reason that our students achieve success, earn a high school diploma, and become citizens of the community. On that day, our parents are very proud of their students and their having attended TAPP. We work to repair the rifts in a family, and open up opportunities for students who would have otherwise dropped out of school.

Parent Family and Engagement Plan (PFEP) Link

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