

Collier County Public Schools

Immokalee Teen Parenting Prog



2021-22 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: 7/15/2012

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: C (41%)
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)	2020-21 Title I School	2020-21 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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<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 who have not been successful in the traditional school setting due to pregnancy. They may be behind their 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 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 with all of the lead teachers and key people in leadership roles.
Burton, Eugenia	Assistant Principal	Mrs. Burton serves as the Assistant Principal for the Immokalee Area Teenage Parenting Program (I-TAPP). She facilitates Student of Concern and Monthly Threat Assessment meetings. She also compiles data and completes the School Improvement Plan and oversees all state and district testing.
Groce, Michelle	Attendance/Social Work	Ms. Groce serves as the lead teacher for Immokalee Area Teenage Parenting Program (I-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.

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

26

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

1

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

1

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	1	0	3	7	11	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	3	7	11	
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	1	0	0	4	5	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	1	2	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	4	5	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	5	6	
Number of students with a substantial reading deficiency	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	0	1	6	8

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 8/23/2021

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	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	

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	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		

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					
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					
Cohort Comparison		0%				
08	2021					
	2019					
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	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

District benchmark assessments are used to monitor student progress in core content areas.

Grade 6				
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
	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
	All Students	0	0	0

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

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	2/0%
	Economically Disadvantaged	0	0	2/0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	2/0%
Mathematics	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
Science	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 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	0	0
	Economically Disadvantaged	1/0%	0	0
	Students With Disabilities	0	0	0
	English Language Learners	1/0%	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/0%	0	5/0%
	Economically Disadvantaged	3/0%	0	5/0%
	Students With Disabilities	0	0	1/0%
	English Language Learners	2/0%	0	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/0%	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/100%	3/100%	3/100%
	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	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	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 12				
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
	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
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

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?

With the exception of one 7th grader who demonstrated proficiency in ELA, Math, and Civics, the limited amount of data available shows that all students and all subgroups scored below district and state averages in all 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 early warning data all illustrate the challenging nature of the past year. Overall attendance decreased from 71.74% in FY20 to 51.72% in FY21, the number of students with 2 or more early warning indicators increased from 5 in FY20 to 8 in FY21, and the graduation rate decreased from 46% (15 of 32 students) to 24% (9 of 37 students). These are interrelated data points that were undoubtedly influenced by challenges associated with navigating the novel Covid-19 virus.

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

The decreases in graduation (46% to 24%) and attendance (71.74% to 51.72%) rates demonstrate the greatest needs 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. Almost half (5 out of 11) enrolled students 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?

FSA ELA grade 10 data remained consistent with 43% correct in FY19 and FY21 and the number of students earning a Level 1 on FSA decreased from 6 in FY19 to 5 in FY21. While students are still not where they need to be on FSA ELA, this data demonstrates a slight improvement.

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. In addition, supplemental support to LY students through the use of Rosetta Stone along with the increased implementation of ELL instructional strategies contributed to improvement.

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 Immokalee Area Teenage Parenting Program (I-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 Attendance

Area of Focus Description and Rationale: Student attendance over the past two years has been low (71.74% during the 2019-2020 SY and 51.72% during the 2020-2021 SY). Poor attendance has resulted in a decrease in the graduation rate (46% in 19-20 to 24% 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.

Measurable Outcome: Increase the overall attendance rate by 10% from 51.72% in SY21 to 62% in SY22.

Monitoring: 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.

Person responsible for monitoring outcome: Cynthia Janssen (janssecy@collierschools.com)

Evidence-based Strategy: Immokalee Teen Parenting Program teachers and staff will contact parents when students are absent and teachers/staff will build positive connections with students through our weekly Social and Emotional activities ("Connect for Success").

Rationale for Evidence-based Strategy: The past 18 months have been challenging for all parents and this is particularly true for teenage parents enrolled in the Immokalee Teenage Parenting Program (I-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. 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. Twice weekly SEL sessions ("Connect for Success") will also contribute to students building positive relationships with teachers/staff. 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. When student and families understand the importance of attendance and when positive relationships are formed among students and staff, attendance will increase.

Action Steps to Implement

Teachers/staff will contact students on a daily basis if they are absent.

Person Responsible Cynthia Janssen (janssecy@collierschools.com)

Teachers will receive professional development on the implementation of our district's SEL program, "Connect for Success".

Person Responsible Cynthia Janssen (janssecy@collierschools.com)

Teachers/staff will inform the social worker when students have repeated unexcused absences and will add students to the bi-weekly "student of concern" list for continued monitoring.

Person Responsible Eugenia Burton (burtoneu@collierschools.com)

Social worker and lead teacher will meet with the student and parent/guardian to determine how to improve student's attendance and what, if any, support is needed.

Person Responsible Eugenia Burton (burtoneu@collierschools.com)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: The graduation rate decreased from 46% (15 of 32 students) in SY20 to 24% (9 of 37 students) in SY21. 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 16% from 24% in SY21 to 40% in SY22.

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: Cynthia Janssen (janssecy@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

The ELA and lead teacher will work together to identify senior students who need to pass the FSA ELA or earn a concordant reading score to graduate.

Person Responsible: Cynthia Janssen (janssecy@collierschools.com)

The ELA teacher will form small groups, schedule pull-out instructional time, plan the lessons, and implement them on a weekly basis for both test preparation and writing.

Person Responsible: Cynthia Janssen (janssecy@collierschools.com)

The ELA and lead teacher will ensure students are enrolled in the Khan Academy or Edgenuity preparation course.

Person Responsible Cynthia Janssen (janssecy@collierschools.com)

The ELA teacher, lead teacher, and principal will monitor student progress.

Person Responsible Cynthia Janssen (janssecy@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 327 (Level 1). Further, of the eleven enrolled 11th and 12th grade students, none have met the passing scale score of 350 on FSA ELA needed to graduate. Two of the eleven enrolled 11th and 12th graders have taken the SAT, but neither have the SAT EBRW score of 480 needed for graduation purposes.
Measurable Outcome:	Students will increase their scale score on the 10th grade FSA ELA retake by an average of 15 points or will increase their score on the SAT EBRW by an average of 30 points.
Monitoring:	The lead teacher of I-TAPP will assure that students take the FSA ELA and register for and take the SAT. The lead teacher and assistant principal will then track and monitor students' scores.
Person responsible for monitoring outcome:	Michelle Groce (groceemi@collierschools.com)
Evidence-based Strategy:	The ELA teacher will provide small group instruction focused on improving students' writing and providing 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

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

Person Responsible Michelle Groce (groceemi@collierschools.com)

The ELA teacher, lead teacher, and assistant principal will track students scores.

Person Responsible Eugenia Burton (burtoneu@collierschools.com)

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

Person Responsible Michelle Groce (groceemi@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 I-TAPP is 444 (Level 1). Further, of the 10 enrolled students who have take the exam, only 5 have met the passing scale score of 497 needed to graduate. The average score on the Geometry EOC was 488 with 2 out of 5 students who have taken it earning a passing score. Of the two students who have taken the SAT, one of the two earned a passing score of 420 or higher (490) and the other did not.

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

Monitoring: The lead teacher of I-TAPP will ensure that students take the Algebra 1 EOC and register for and take the SAT. The lead teacher and assistant principal will then track students' scores on these exams to monitor for the desired score increases.

Person responsible for monitoring outcome: Michelle Groce (groceemi@collierschools.com)

Evidence-based Strategy: ALEKS will be used weekly and the math teacher will monitor progress using ALEKS reports specific to each student. The math teacher will also support Math SAT test-prep utilizing Kahn Academy which provides students with practice aligned to the SAT.

Rationale for Evidence-based Strategy: District ALEKS data supports the correlation between regular use of ALEKS with increased achievement gains on FSA Math and FSA Algebra I. Kahn Academy provides students with specific practice aligned to SAT Math and can be facilitated by the math teacher in a small group setting or used by students independently.

Action Steps to Implement

The 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 Michelle Groce (groceemi@collierschools.com)

The math teacher, lead teacher, and assistant principal will track students' scores on the Algebra 1 EOC and SAT Math.

Person Responsible Michelle Groce (groceemi@collierschools.com)

The 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 Michelle Groce (groceemi@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.

Data for Immokalee Teen Parenting Program is not available on SafeSchoolsforAlex.org.

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.

I-TAPP students have not experienced success in a regular school setting, hence the reason for their enrollment in an alternative school program. During the enrollment process at I-TAPP, parents and students are provided with an orientation explaining expectations and supports provided. Staff members work with students to establish academic and attendance goals and provide them with encouragement and positive feedback. In addition, students participate in "Connect for Success", our district's social and emotional learning program, in an effort to support their emotional needs and build positive relationships among students and staff.

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

Input from representatives from a variety of stakeholder groups is used to increase involvement in school wide decision making and building a positive culture. Students and staff complete a Panorama survey in the fall and the spring to determine areas of strength and areas of concern with regard to student equity and social and emotional well-being. Instructional and non-instructional staff participate in social emotional learning sessions with students twice weekly ("Connect for Success") in an effort to build positive relationships among students and staff. Students and staff are recognized for their achievements during class and at staff meetings. Parents are invited to provide input through district surveys and to attend our Annual Title 1 Parent/Curriculum Night.