

Alternative School Profile

1. Demographics

School Name	Westport TAPP	
Location Number	916	
Program Type	Check One: A5 <input checked="" type="checkbox"/> A6 <input type="checkbox"/> See definitions in <i>Alternative Education Programs in KY</i>	
Program Capacity	Per Ralph Stephens only A-1 schools are provided with program and building capacity numbers.	
Building Capacity	Per Ralph Stephens only A-1 schools are provided with program and building capacity numbers.	
Total number students served 12-13	179	
Student Enrollment on Oct 1	111	
Diploma Awarded	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Ages Served	12-21	
Grades Served	6-12	
Administrative and Instructional Staff	Position	Identify Staff Member Name
	Principal –Full Time	Dr. DeLena Pritchett Alexander
	Assistant Principal/s –Full Time	Shawn Fick
	Counselor/s – Full Time	Tracy Reed
	Part Time Administrator/s	Gloria Pennington
	Other Administrative Staff- Describe position/duty	
	Other Instructional Staff – Describe position/duty	
		Identify Number Of Staff
	Regular Class Teacher	FTE only: 18
	ECE Teacher	FTE only: 1
	Instructional Assistant	FTE only: 1

2. Program Purpose

Mission:The mission of the Georgia Chaffee Teenage Parent Program is to prevent school dropout associated with teen pregnancy by ensuring that all pregnant and parenting students are engaged in tasks that promote higher levels of academic achievement, intellectual development, emotional stability, physical well-being and self sufficiency.

Vision:Teenage pregnancy is not an excuse to fail, rather it becomes the reason you MUST succeed.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. The program functions like all JCPS high schools in preparing students to be college and career ready including CTE. The unique piece of this program is that students are supported with a day care facility to allow them to continue to pursue their diploma and participate in a Project SMART program that supports enrollment into an accredited University.

3. Referral/Enrollment Procedures

Criteria for Entrance:	The student must be pregnant or parenting.
Procedure for Entrance	The procedures requires students to participate in a 2 hour intake process which consist of consultation with assistant principal, counselor, child care, medical clinic, and family programs (social workers).
Student Assignment	Involuntary <input type="checkbox"/> Describe procedure: Voluntary <input checked="" type="checkbox"/> Describe procedure: The students are provided information from their resides counselor or outside referral source and contact the counselor at the TAPP school to make an appointment.
Parent/Student Self-Referral	Describe procedure: Upon being contacted by student or parent a 2 hour intake process occurs which consist of consultation with assistant principal, counselor, child care, medical clinic, and family programs (social workers).
Enrollment Cycle	Check as appropriate: Open entry: <input checked="" type="checkbox"/> Term entry: <input type="checkbox"/> Other entry: <input type="checkbox"/>

4. Program Entry/Student Program Planning

Strategy	Description
Initial Assessment:	The students attend the TAPP school due pregnancy or parenting.
Program Planning: Identification of Behavioral Needs	NA
Program Planning: Identification of Academic Needs	The school adheres to JCPS guidelines and procedures for curriculum and instruction with usage of the diagnostic and proficiencies for EOC's as well as common assessments both formative and summative.
Describe Instructional Methods	The school utilizes Best practices in all core content areas and incorporation of technology through our Project SMART funding. SMART stands for Science, Math And the Right Technology.
Describe Instructional Tools and Technology	The funding through Project SMART allows us to keep up with technological changes and supports the needs of our diverse learners. We have laptop carts, proscopes, airliners, I-Pads, smart boards, and smart response clickers to name a few.
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> Content Recovery <input type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	The school has built in programming through our social workers (student advocates), seven counties and a ECE teacher to support and remove barriers to student learning.
System for Monitoring Behavioral Progress	The school has built in programming through our social workers (student advocates), seven counties and a ECE teacher to support and remove barriers to student learning.
System for Parent Communication	The school utilizes, telephone logs, e- mails, parent portal, letters, home visits, and constant communication between home and social workers (student advocates) designated to students.
System for Communication to Sending School	The counselors and records clerk communicates with students reside school and work through protocol for smooth transition.
Describe strategies to build capacity with teachers in high quality services and programming that conforms with best practices and guides all students to college and career readiness.	The teachers are working toward becoming effective PLC's with a focus on student data (EOC)'s with tracking of common assessments (formative and summative), district diagnostic and proficiency's. The teachers are utilizing smart response clickers (formative, summative, and common assessments) to support teachers and students understanding of students progress toward mastery of standards. Use of the smart response clickers provides teachers with immediate feedback and the capability to re-teach concepts in the same day or week.
Describe the types of programs used in your building to address individual learning needs.	Teachers are working toward understanding and developing the RTI (resonse to intervention) process to support student mastery.

5. Transition to A1 School

Assessment Tool Used for Exit	NA- The students have choice to stay to finish the required credits for graduation or return to their resides school.
Exit Criteria for Academic Performance	NA
Exit Criteria for Behavioral Performance	NA
Transition Strategies to Prepare Student for Exit	NA
Transition Strategies to Support Student Following Exit	NA
Attach Examples of Current Student Transition Plans	<input type="checkbox"/> See attached

6. Provisions of 704 KAR 19:002

Describe your building's procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	NA
Who will serve on the ILPA Team?	Tracy Reed/Social Workers (student advocates).
Who will guide completion of the ILPA?	Tracy Reed
Who will monitor student progress of the ILPA?	Tracy Reed/Social Workers (student advocates).