



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Desoto County Adult Education Center

310 W WHIDDEN ST

Arcadia, FL 34266

863-993-1333

<http://fsc.desotoschools.com>

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## School Demographics

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**School Type**

Other School

**Title I**

No

**Free and Reduced Lunch Rate***[Data Not Available]***Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate***[Data Not Available]*


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## School Grades History

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Desoto County Adult Education Center

##### Principal

Kathy Severson

##### School Advisory Council chair

Kathy Severson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kathy Severson, Principal	Leota Fussell, Intake Placement Specialist
Tara Welles-Jones, Instructor	Susan Barnes, Testing Administrator

#### District-Level Information

##### District

Desoto

##### Superintendent

Dr. Karyn Gary

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

School Administrator (SAC Chairperson), Intake Specialist (SAC Secretary), Testing Administrator, Instructional Staff, Students, Education Foundation  
Community - local Workforce Board, Sheriff's Office, County Commissioner, local hospital, representatives from the banking industry

#### Involvement of the SAC in the development of the SIP

N/A

#### Activities of the SAC for the upcoming school year

Meets quarterly.  
Updates on the Adult General Education, Family Literacy, and Vocational programs are given.  
Legislative updates are discussed.  
Reports from business and community members are given.

#### Projected use of school improvement funds, including the amount allocated to each project

N/A

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

SAC membership recruitment is focusing on minority sub-groups from the community.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Administrator Information:****Kathy Severson**

Principal

Years as Administrator: 1

Years at Current School: 20

**Credentials**

Bachelor of Science, ESE Certification K-12, ESOL Endorsement

**Performance Record****Classroom Teachers****# of classroom teachers**

9

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**# Highly Qualified Teachers**

0%

**# certified in-field**

, 0%

**# ESOL endorsed**

8, 89%

**# reading endorsed**

, 0%

**# with advanced degrees**

5, 56%

**# National Board Certified**

, 0%

**# first-year teachers**

1, 11%

**# with 1-5 years of experience**

1, 11%

**# with 6-14 years of experience**

2, 22%

**# with 15 or more years of experience**

6, 67%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Interview process will focus on highly qualified teacher applicants. Kathy Severson will be responsible.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Demonstrate registration, coding, goals, and different levels of competency; Maintaining accurate attendance records, enrolling, transferring and withdrawal procedures; Explore practices to implement student success - review standards, areas to remediate after testing; Learn to interpret assessment scores and data to facilitate appropriate curriculum construction; Review Common Core Standards and the New Generation GED Standards.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

N/A

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

N/A

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

N/A

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

N/A

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

N/A

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:**

N/A

**Strategy Purpose(s)**

""

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
N/A	

**How the school-based LLT functions**

N/A

**Major initiatives of the LLT**

N/A

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

N/A

**Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

N/A

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

N/A

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

N/A

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The objectives of all adult education programs in DeSoto County are to provide and assist adults in an integrated program of services that will increase the level of literacy and necessary skills for employment and self-sufficiency, obtain a GED and/or assist with reading, speaking and writing the English language. This is accomplished by an organized recruitment plan that includes mass marketing and advertisements. Specific strategies for the registration and enrollment process include the use of a trained testing specialist and guidance counselor who provide counseling and supportive assistance with career plans. The instructional and instructional support staff uses pre-assessment results, relevant curriculum and computer software materials for specific skill remediation. This is accomplished by group and one-on-one instruction. Students are post-tested based on publisher recommended timeframes to ensure that adequate progress is being made.

Services are coordinated and integrated throughout every aspect of adult education. We focus our attention on services that are identified needs of the targeted adults in our district by offering: 1) extended counseling opportunities; 2) pre & post educational assessments; 3) lower teacher-student ratio through the use of instructional support personnel; 4) career planning & credential assessments; 5) supplemental services to parents through the Family Literacy Project and, 6) providing training opportunities for staff & supplemental materials for adult students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## Appendix 2: Budget to Support School Improvement Goals