2013-2014 SCHOOL IMPROVEMENT PLAN

Adult Education Center Of Palm Beach

2161 N MILITARY TRL

West Palm Beach, FL 33409

561-616-7800

www.palmbeachschools.org/aec//

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Other School	No	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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

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

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

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

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

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
Adult Ed. Center Of Palm Beach

Principal
Rickey Swearingen

School Advisory Council chair
Silvia Giovanardi

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

Name	Title
Rickey Swearingen	Principal
Elizabeth Fields	Assistant Principal
Nancy Tidwell	Assistant Principal
Stuart Mears	Instructional Specialist
Dianne Bowman	Teacher GED
Denise Edwards	Teacher Guidance
Cheryl Landers	Teacher ESOL
Nancy McPherson	Teacher Career Center
Steve Nesenman	Teacher Technology
Rick Rose	Teacher Guidance
Asia McMillian	Data Processor

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

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

Rickey Swearingen, Principal, AEC
Silvia Giovanardi, Teacher, SAC Chair, AEC
Dawn Anderson, Secretary, GED Office, AEC
Anderson Louis, GED Teacher, AEC

Karen Parks, ESOL Teacher, AEC
Walter Steve Ames, Community Relations Coordinator, One Blood Inc.
Jason Athas, Manager of Educational Programs, Debt Management Credit Counseling Corp, DMCC
Ksenija Ivanovic, student
Deborah Lundy, M.Ed., Volunteer
Brandy Macaluso, Coordinator of Victim Services, Coalition for Independent Living Options, CILO
Joel Thomas, GED Graduate, Volunteer
Charles M. Bazile, ESOL student
Nipapam Panek, GED student
Jazmin Rivera Lugo, ESOL student,
Kwan Po Suen, GED student
Breakdown: 5 District employees - 5 community members, non District - 5 students
3 Hispanics - 12 non-Hispanic
2 Asians
5 Black/African American
8 White

Involvement of the SAC in the development of the SIP

The SIP is evaluated and analyzed by all SAC members present during the meetings held prior to the final approval and submitting of the SIP.

Activities of the SAC for the upcoming school year

Hold five meetings: September 18, 2013, October 9, 2013, November 6, 2013, January 22, 2014, March 13, 2014.
Carry out a survey to determine different characteristics and interests of the student body.

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

As an adult education school, we are not required to have parent representation on the SAC.
Ref.: Rules of the School Board of Palm Beach County, Florida, Policy 2.09 School Advisory Councils - Composition of Councils (3) (iii)

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
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Rickey Swearingen		
Principal	Years as Administrator: 19	Years at Current School: 3

Credentials	B.A. Eastern Kentucky University M.S. Nova Sotheastern University Certification: General Science 5-9 Certification: School Principal All Levels 2007-2011 Atlantic Community High School,Delray Beach, Assistant Principal for Adult & Community Education 2011-present Adult Education Center, Principal
Performance Record	2007: C 2008: C 2009: B 2010: B 2011: A In FY 12: 25.77% of adult ABE/GED and ESOL students earned at least one Literacy Completion Point (LCP); a total of 1720 LCPs were recorded in the TABE and CASAS tests. In FY 13: Fifty-four percent (54%) of ESOL students who pre-tested and post-tested on the e-CASAS earned at least one Literacy Completion Point (LCP).

Elizabeth W. Fields		
Asst Principal	Years as Administrator: 9	Years at Current School: 5

Credentials	B.S. Southern University M.S. Nova Southeastern University Certification: Education Leadership, Social Science Middle Grades, Endorsement
Performance Record	2006-2009 Assistant Principal at JFK Middle School, West Palm Beach 2007: D 2008: D 2009: C 2010 - present: Assistant Principal at the Adult Education Center, West Palm Beach In FY10: 66.6% of adult ESOL students earned at least one Literacy Completion Points (LCPs). In FY 12: 25.77% of adult ABE/GED and ESOL students earned at least one Literacy Completion Point (LCP); a total of 1720 LCPs were recorded in the TABE and CASAS tests. In FY 13: Fifty-four percent (54%) of ESOL students who pre-tested and post-tested on the e-CASAS earned at least one Literacy Completion Point (LCP).

Nancy D. Tidwell		
Asst Principal	Years as Administrator: 17	Years at Current School: 5

Credentials	B.A. Florida State University M.S. Kansas State University Certification: English 6-12 Social Sciences: 6-12 Reading and ESOL Endorsements School Principal: All Levels
Performance Record	2002-2009 Administrator at South Tech Academy, a conversion charter high school, Boynton Beach. 2007: D 2008: D 2009: D 2010 - present: Assistant Principal at the Adult Education Center In FY10: 66.6% of adult ESOL students earned at least one Literacy Completion Points (LCPs). In FY 12: 25.77% of adult ABE/GED and ESOL students earned at least one Literacy Completion Point (LCP); a total of 1720 LCPs were recorded in the TABE and CASAS tests. In FY 13: Fifty-four percent (54%) of ESOL students who pre-tested and post-tested on the e-CASAS earned at least one Literacy Completion Point (LCP).

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
13

 # receiving effective rating or higher
13, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
13, 100%

 # ESOL endorsed
7, 54%

 # reading endorsed
2, 15%

 # with advanced degrees
4, 31%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

2, 15%

 # with 6-14 years of experience

2, 15%

 # with 15 or more years of experience

9, 69%

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

All the Adult Education Center Administration is involved in the recruitment, development and retention of highly qualified, certified-in-field, and effective teachers. Strategies include salaries commensurate with District policies and competitive with other districts and states, safe and collegial working environment, regular and continuous Professional Development opportunities both at school and district levels.

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

Pre-testing and post-testing drives both primary and remedial literacy and math instruction.

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

Routinely reviews post-testing in order to monitor student achievement and modifies master schedule as needed.

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

The leadership team reviews post-testing data for out-of-range and other anomalies.

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

Students are monitored and data is accessed and analyzed through the use of CASAS e-test, TABE online, and TopsPro.
ESOL reading is done primarily through ELLIS, Reading Horizons and Rosetta Stone, as well as through software of the textbooks used in the classroom. Additional reading practice is provided through the use

of computers.

ABE/GED uses SAMS for reading, language and math; they also use MHC Interactive for all 5 GED subjects.

For Mathematics we do pull-outs on Monday-Thursday with 10% of ABE/GED students. Math instruction is done in small groups or one-on-one.

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

Staff does Professional Development activities and analysis of data reports to determine who has performed successfully and who hasn't.

Full-time staff are eligible for in-service points for re-certification.

In-service components have been submitted and approved by the District for AEC development.

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:

Our adult students have access to computers, I-pads and laptops before and after class, all year round. They have access to Edmodo.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Edmodo assignments and tests are recorded by each teacher.

Who is responsible for monitoring implementation of this strategy?

Teachers have regular opportunities for collaboration, planning and professional development.

Strategy: Summer Program

Minutes added to school year:

Adult summer classes are available both for ESOL and ABE/GED students.
CASAS and TABE assessments are administered regularly during summer classes.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

e-CASAS and online TABE data is recorded.

Who is responsible for monitoring implementation of this strategy?

Teachers and proctors.

Strategy: Extended Day for All Students

Minutes added to school year:

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?

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

We follow the course of studies for GED (General Education Development) for adult students.

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

The Adult Education Center employs full-time guidance counselors and provides information about supplement career courses, such as Florida Choice, to guide students to career and college goals.
The Career Center provides information and advice on courses at local vocational schools and colleges.
The Career Center also helps students with their résumés and job-application forms, and also trains them in job-search skills.

Strategies for improving student readiness for the public postsecondary level

Students prove their readiness for post-secondary education by passing the GED exam.
The AEC provides daily practice of ABE/GED student specific skills.

Expected Improvements

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

Area 10: Additional Targets

Additional targets for the school

The State Performance Targets from the Department of Adult and Community Education for the year 2013-2014 are as follows:
ABE Beginning Literacy: 32%
ABE Beginning: 42%
ABE Low Intermediate: 47%
ABE High Intermediate: 50%
ABE Low: 55%
ESL Beginning Literacy: 45%
ESL Low Beginning: 42%
ESL High Beginning: 40%
ESL Low Intermediate: 38%
ESL High Intermediate: 36%
ESL Advanced: 30%

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The Adult Ed Center will increase LCPs earned by ABE/GED and ESOL students to continue to exceed the district average.

Goals Detail

G1. The Adult Ed Center will increase LCPs earned by ABE/GED and ESOL students to continue to exceed the district average.

Targets Supported

Resources Available to Support the Goal
- Up-to-date technology, highly-qualified staff and extended learning opportunities, including before, after school and summer.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Increase LCPs.

Person or Persons Responsible
Administration and Teachers.

Target Dates or Schedule:
Throughout the year, during post-testing.

Evidence of Completion:
LCP data.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

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

We provide waivers to homeless and sheltered people or students identified as such.
Enrollment data provides the school with workforce funding from the State of Florida.
The Adult Education Center integrates the concepts of Single School Culture and Multicultural Diversity via the following strategies:
• Mandatory Identification Badges (renewed each term and checked by school police, administration, and teachers) are a constant and visual reminder of the AEC's commitment to safety, expected behaviors, and a climate conducive to learning.
• Recognition and Awards Ceremonies each term focus on students who demonstrate academic progress.
• Students from over 52 countries are enrolled at the AEC, each term, in ESOL and ABE/GED classes; AEC teachers and administration support and respect the cultures of other countries and celebrate diversity during the annual campus-wide International Friendship Days, and in individual classrooms at the end of each term.