

Desoto County Adult Education Center

310 W WHIDDEN ST, Arcadia, FL 34266

<http://fsc.desotoschools.com>

School Demographics

School Type

Other

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Desoto County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the School District of DeSoto is to prepare all students to be successful citizens and productive workers.

The goal for the DeSoto County Adult Education Center is simple: create an educational environment, staffed with highly qualified instructional staff, which is conducive for adult learners to increase their academic skills in reading, mathematics and language as evidenced by attainment of the GED credential and/or the increase in measurable educational gains and ultimately, employment.

Provide the school's vision statement

1. Students, the quality of instruction and services provided to students, and the needs of students will be central concerns in all decisions made in the School District of DeSoto County.
2. Integrity, honesty, openness, and responsiveness are core values in the School District of DeSoto County.
3. Decisions should be made as close to the point of implementation as possible and based on consideration of all available resources.
4. The schools belong to the community, whose input and partnerships are essential to effectively meet the needs of students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

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. Teachers focus on comprehensive activities and strategies that will increase student retention and thus student chances for success. Procedures will include enhancement of student services through academic guidance and counseling, increase offerings of contact hours, lower teacher-student ratio and multiple learning modality opportunities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School facility and staff work on a daily basis to make students feel safe and respected at all times. A district-wide anti-bullying program has been established in the event a student feels that they have been a victim of bullying and would prefer to report anonymously.

There is one point of entry and exit in the building thus limiting individuals that come into the building. Fire drills and tornado drills are conducted frequently to ensure that everyone is aware of the plan of action should the need arise.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

First Offense - Verbal Warning from Teacher
Second Offense - Meeting with Teacher, Administrator and Student
Third Offense - Dismissal of Student

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school works diligently to ensure that the needs of all students are being met. The following services are offered to our adult students: 1) extended counseling opportunities; 2) pre and post educational assessments; 3) lower teacher-student ratio through the use of instructional support personnel; 4) career planning and credential assessments; 5) providing training opportunities for staff and supplemental materials for adult students.

In addition, flexible schedules are offered through program offerings in the morning, afternoon and evening. Students may elect to transfer within the program from class to class depending on their work schedule, family situation and transportation. Distance education learning programs in the areas of ABE and GED are also available for those students for whom this is the only option and those students who must “stop out” of scheduled classes. Distance education classes are offered 24/7, 365 days a year.

Individuals with disabilities or other special needs are afforded the same opportunities. Support services are offered for special needs students during the day and limited services are available in the evening.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

N/A

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Workforce Education works cooperatively with agencies to provide educational services for all adult learners. Some of the collaborative partnerships have been in existence for over 10 years.

Vocational Rehabilitation - We provide testing, educational counseling and educational programs for VR clients.

DeSoto County High School – We work very closely with DeSoto County High School to identify those students who have dropped out of high school and are over 16 years of age. We work with the counselors to urge the young people to stay in school; however, if this is not a valid option, we offer our services in order for them to complete their formal education.

St. Paul's Catholic Church – Shared cooperation with Catholic Charities for mutual referrals.

DeSoto County Literacy Council – The Council offers training for volunteers and uses ProLiteracy materials for training. Trained tutors work with students during the day and/or evening.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Severson, Kathy	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Utilize appropriate strategies and problem-solving tools to make decisions regarding planning, utilization of funds, delivery of services and evaluation of services provided.
- Provide leadership for innovative and special programs.
- Promote high student performance.
- Provide support for school improvement planning throughout the district.
- Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
- Use appropriate styles and methods to motivate, gain commitment, and facilitate task accomplishment.
- Facilitate problem solving by individuals and groups.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The objectives of all adult education programs in DeSoto County are to provide adults with the necessary skills for employment and self-sufficiency, assist adults in obtaining a GED and/or increase literacy skills (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) providing training opportunities for staff & supplemental materials for adult students.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kathy Severson	Principal
Leota Fussell	Education Support Employee
Martha Jo Markey	Business/Community
Minerva Ortiz	Business/Community
Sheriff William Wise	Business/Community
Commisioner Jim Selph	Business/Community
Susan Barnes	Business/Community
Maria Gonzalez	Education Support Employee
Diana Manriquez	Student
Debbie Markham	Business/Community
Delorise Mathis	Student
Julie Price	Teacher
Carmen Rodriguez	Education Support Employee
Kristen Spahr	Education Support Employee
Elvia Valdovinos	Business/Community
Amanda Wood	Business/Community
John Worthington	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Plan was reviewed, discussed, and voted on for implementation.

Development of this school improvement plan

N/A

Preparation of the school's annual budget and plan

N/A

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

N/A

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Severson, Kathy	Other

Duties

Describe how the LLT promotes literacy within the school

LLT promotes literacy within the school by overseeing that all instructional materials and ancillary tools implemented by the instructors combined with other effective practices insure that the needs of the "total adult" are addressed.

After initial assessment, the literacy needs of the student are discussed and short and long-term goals established. The requirements of the student, in some cases, dictate the curriculum (workplace readiness skills, reading, math, writing skills, etc.).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are gathered together with support staff on a weekly basis to spend some time socializing amongst one another sharing the 'good news' of the week.

Staff meet monthly over a brown bag lunch to stay abreast of the happenings of the school as well as a time to share concerns.

Academic teachers meet every morning to discuss the day ahead.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program involves the veteran teacher assisting the new teacher in the following ways: Demonstrate registration, coding, goals, and different levels of competency; Give explanation of 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 (FSA) Common Core Standards and the New Generation GED Standards.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Staff follow the Florida Department of Education Curriculum Frameworks to assist in meeting the goals of the student for every class that they instruct.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Throughout the year, administration and staff monitor the progress of all programs. Data collected regarding recruitment, enrollment, persistence and educational gains by our students are the backbone of decisions made regarding program changes. Changes will assure success in every area whether it is curriculum, instructional or method change. This evaluation process appraises the effectiveness of each area of the programs at mid-term and at the close of the school year and the data drives the decisions that are made regarding the upcoming year.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Adult Career Pathways program provides career planning intervention to students during an initial orientation for new students. During this process, students engage in interest inventories, complete Florida CHOICES, and create an electronic portfolio. Project staff assist students in planning an appropriate postsecondary course of study, including vocational training and traditional transfer degree options. Students also have access to financial aid and college application workshops, as well as support services during their transition to postsecondary education. Students are encouraged to explore postsecondary options at a range of institutions throughout surrounding counties.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Licensed Practical Nursing - PN Industry Certification - FDMQA017
Certified Nursing Assistant Industry Certification - FDMQA002
Administrative Office Specialist - Microsoft Office Industry Certification - Miscr069 MCAS/MCAP Bundle

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A