

Adult Education Center Of Palm Beach



2014-15 School Improvement Plan

Adult Education Center Of Palm Beach

2161 N MILITARY TRL, West Palm Beach, FL 33409

www.palmbeachschools.org/aec/

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 Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Adult Education Center's mission is to assure the opportunity for all students to acquire knowledge and develop skills to succeed in life and work.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

The AEC collects demographic data on each student via Adult Registration form 1700 - students self-report. The heart of the AEC, however, is the special bond in each class between students and the teacher. In addition, the AEC's Annual International Friendship Day showcases cultures and highlights the diversity that binds the AEC together as a community.

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

The AEC is open daily, excluding holidays, Monday-Thursday, 8:00 AM - 9:00 PM and Friday 8:00 AM - 4:00 PM. Students with valid ID and registration may attend classes and use computer labs, during regular school hours. Enrolled students are assigned to individual teachers for continuous instruction and support. To reiterate - the AEC offers continuous classes, day and evening.

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

A mandatory ID Badge is required of all students at the AEC - to be worn at all times when the student is on campus. The ID Badge is renewed each term when the student registers, and each term a new photo (with new background) is taken. Charge is \$5. Student behavior is rarely a problem at the AEC. Teachers routinely check ID's, as does administration.

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 AEC employs a full-time guidance counselor, with support staff, to ensure idea accommodations are provided, as well as local community agency support for adults with physical, emotional, and academic limitations. The AEC has a formal structure whereby each adult student is well known by at least one other adult advocate in the school who supports that adult student's educational experience.

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 The AEC serves, primarily, adult students. Students under 18 enrolled in ABE/GED classes are supported by local state agencies or parents with whom the guidance counselor maintains appropriate contact. Students under 18 at the AEC are a very small fraction of enrollment.

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

The AEC's School Advisory Council meets regularly as a diverse group that includes AEC students, business leaders, and school personnel. In addition, the guidance counselor coordinates a volunteer cadre that supports student learning day and 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
Swearingen, Rick	Principal
Fields, Elizabeth	Assistant Principal
errico, denise	Teacher, Adult
Nesenman, Steve	Instructional Technology
bowman, dianne	Teacher, Adult
landers, cheryl	Teacher, Adult
williams, ceola	Other
rose, rick	Guidance Counselor
McPherson, Nancy	Teacher, Adult
mcmillian, asia	Other

Duties

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

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

Teachers share ideas and strategies, materials and resources, coordinating and reviewing

purchases, as needed. The principal leads this group and members are encouraged to openly communicate formally and informally.

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 AEC receives no Title I funds; however, the AEC follows most accounting and reporting protocols with regard to personnel, instruction, and curriculum.

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

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rick Swearingen	Principal
Nancy McPherson	Teacher
Dawn Anderson	Education Support Employee
Anderson Louis	Teacher
Karen Parks	Teacher
Deborah Lundy	Business/Community
Charles Bazile	Student
Joel Thomas	Business/Community
Jazmin Rivera Lugo	Student
Brandy Macaluso	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

The AEC met or exceeded state and district learning goals in 2014 - compared to other adult programs.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The AEC receives no Title I funds.

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

No

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

The principal reaches out to district and community contacts to maintain compliance with SAC membership. In addition, teachers encourage student participation in order to maintain diversity. Compliance will be a SAC priority for 2015.

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

The AEC participates in district Professional Development Days, in-service components, and supports collegial planning before, during and after school. Teachers - part-time and full-time - are compensated for training that takes place outside their regular duty day.

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

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. Only ABE/GED teachers, full-time, are required to have appropriate certification. ESOL teachers are required to have only a bachelor's degree in any subject.

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

New AEC teachers are mentored and monitored by both the department chairs (ABE/GED or ESOL) and by the test coordinator. One-on-one assistance is provided, as well as regular department meetings to communicate updates.

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

The AEC follows the state's core curricula for adult ESOL and adult ABE/GED, including benchmarks and standards. These standards are regularly tested via the comprehensive assessment system of adult students (CASAS) for ESOL, and the Test of Adult Basic Education (TABE) for ABE/GED students.

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

The AEC participates in Marzano Frameworks for teaching and instruction - all full-time teachers are observed and evaluated using this model. Teachers monitor test results and provide, for example, additional listening lab time (before or after school), for students seeking extra support. Adult students are expected to be pro-active participants in their own learning.

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: 0

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

They have access to Edmodo, and offer specialized computer programs that support ESOL and ABE/GED.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Swearingen, Rick, rick.swearingen@palmbeachschools.org

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

Edmodo assignments and tests are recorded by each teacher. LCP's are reported each term by each teacher and analyzed by administration for teacher effectiveness. The master schedule is modified - course offerings, teachers, and sections - based on enrollment and test outcomes.

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 Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

e-CASAS and online TABE data is recorded.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

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 The AEC serves only adults.

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 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.

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

The AEC follows the course of studies for GED (General Education Development) for adult students.

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

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

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 Not used by the AEC, at this time.