



2008 – 2009
School
Improvement
Plan

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Leon County School Board Members

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Divisional Director-Special Programs

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Nondiscrimination Contact Information LCS

“No person shall on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, or disability be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving Federal financial assistance, except as provided by law.”

An employee, student, parent or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

**Dr. Ruth S. Hobbs, Equity Officer
Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7306
hobbsr@mail.leon.k12.fl.us**

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

**Dr. Margot Palazesi, 504 Specialist
Leon County Schools Board Office
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7161
palazesim@mail.leon.k12.fl.us**

**Leon County School District
Tallahassee, Florida
Jackie Pons, Superintendent**

2008-2009 School Improvement Plan

School: Adult & Community Education

We have copies of the ACE School Improvement Plan on file at the school and posted on the ACE website. All faculty and staff have copies and have reviewed this plan.

VISION/MISSION/BELIEF STATEMENTS

Leon County Schools Vision: Leon County Schools will be an engaging, safe and respectful learning environment that embraces change and produces high academic achievers who appreciate diversity and become conscientious contributors in our society.

Adult & Community Education Mission Statement: The mission of Adult & Community Education (ACE) is to provide educational opportunities, through the use of school and community resources, enabling learners to become responsible, independent contributors in the community in which they live and work.

Our Beliefs:

- ***We believe that each individual is unique and has value and worth.***
- ***We believe in providing a safe, alternative educational environment for students in Leon County tailored to individualized needs.***
- ***We believe that all students are capable of academic success which may be achieved in different ways, at different rates and through varying instructional methods.***
- ***We believe in providing current, high quality, relevant instruction for adult students.***
- ***We believe in maintaining a high quality staff committed to on-going staff development for school improvement.***
- ***We believe in developing community partnerships in order to maximize resources and opportunities for students.***

Adult & Community Education School Profile

Leon County Schools Adult & Community Education (ACE) is the largest literacy provider (alternative center) in Leon County serving approximately 4,000 students in all adult education programs provided. All individuals enrolled must be 16+ years old and not enrolled in any other school. These individuals lack sufficient skills needed for daily living and work, a high school diploma, fluency in reading and/or writing the English language or need assistance in passing state testing requirements (FCAT). Students from area high schools may also co-enroll, with permission from their home school, to earn credits needed for high school graduation. Adult Basic Education, GED Preparation, ESOL, Adult High School Credit and programs for adults with disabilities and senior learners are provided. The main campus is located at 283 Trojan Trail with instruction also provided at approximately 30 off-campus locations in partnership with public and private community agencies, other schools and businesses. Classes are offered at various days/times, day and evening to meet the needs of adult students with work and family responsibilities. Adult Education is part of the workforce development program funded by the Florida Legislature and has been performance-based since 1997.

GOAL AREAS: Reading, Mathematics, Language

Five Year Goal: All students scoring below 9.0 (GE) on the Test of Adult Basic Education (TABE) or 235 (scale score) on CASAS will be placed in Adult Basic Education (ABE) or ESOL instruction for skills improvement in preparation for secondary education and/or employment.

Needs Assessment:

Student achievement in workforce development programs is measured by Literacy Completion Points (LCPs) defined by the Florida Department of Education. ABE has four levels of performance in reading, math and language (0.0-1.9; 2.0-3.9; 4.0-5.9; 6.0-8.9). ESOL has six performance levels from 0-235 (from foundations to advanced). During 2007-2008, students in these classes achieved 855 LCPs. Data sources reviewed were individual student progress reports indicating performances achieved and monthly management reports generated from the workforce development reporting system from October, 2007 to June, 2008.

End of Year Objective #1: ABE/ESOL students will achieve a minimum of 750 LCPs in reading, math and language during 2008-2009.

Strategies:

- Continue to review student performance data in ABE/ESOL on a regular basis.
- Train/update training on TABE/CASAS for ACE staff to insure accuracy and validity in student testing for placement and post-testing for progress.
- Continue using teachers with reading endorsement as reading coaches in these classes and place lower level students in specific reading classes.
- Provide teachers with professional resources on content area resources with emphasis on reading and differentiated instruction.
- Work with teachers to identify staff development needed for improving instruction in these programs.

Progress Monitoring:

- Individual teachers and administrators will monitor student progress in each class and will report progress (LCPs earned) on a monthly basis.
- Teachers will refer students for post-testing before the end of the semester and/or as needed.
- Management reports will be reviewed by school administration to determine progress made in each class. Instruction may be revised to better meet student needs.
- Students will be placed in GED Preparation or Academic Skills (ESOL) courses upon reaching 9.0 (GE) on TABE or scoring above 235 CASAS.

Goal Area: Secondary Instruction (GED and Adult High School Credit)

Five Year Goal: All students scoring above 9.0 (GE) on the Test of Adult Basic Education (TABE) will be placed in adult secondary instruction (GED or Credit) with the goal of achieving a high school diploma.

Needs Assessment:

GED performance is measured by passage of each of the five sub-tests on the official GED Test and issuance of the State of Florida High School Diploma (GED). These sub-tests are: language arts/writing, language arts/reading, math, science and social studies (each sub-test is a completion point). Students functioning above 9.0 are placed in GED courses. Students are assessed for placement and progress on the Test of Adult Basic Education (TABE) and the GED Practice Exam. During 2007-2008, 762 completion points (LCPs) were achieved by GED students. 211 State of Florida High School diplomas were issued to ACE students.

Adult High School Credit (ACHS) performance is measured by achievement of each one-half credit by students enrolled in high school credit classes. There are 48 completion points (24 credits) that must be completed for issuance of the standard high school diploma. These students must also pass the statewide assessment test, FCAT. Co-enrolled area high school students and adult students achieved 323 completion points (one-half credits) during the 2007-2008 school year. Student enrollment in credit classes has continued to decline.

End of Year Objective #2: Adult secondary students (GED and Credit) will earn a minimum of 1,000 completion points and will earn at least 200 diplomas during 2008-2009.

Strategies:

- Continue to review student performance on a regular basis in secondary classes.
- Train/update training for ACE staff on student assessment for secondary students to insure accurate placement, progress, readiness for the official GED Test, credit completion and FCAT.
- Continue to provide teachers with professional resources related to subject areas in GED and credit courses.
- Provide students with alternative learning options (individualized classroom instruction, computer-based instruction, FAST TRACK classes, and online).
- Work with teachers to identify staff development needed for improving secondary instruction.

Progress Monitoring:

- **Individual teachers and administrators will monitor student progress in each class and will report progress (LCPs achieved/diplomas issued) on a monthly basis.**
- **Teachers will refer students for post-testing and/or administer the GED Practice Test to determine readiness for the official GED exam.**
- **Management reports will be reviewed by school administration to determine progress made in each class. Instruction may be revised to better meet student needs.**
- **Graduates will be provided information on post-secondary options available to them.**

Goal Area: Instruction for Adults with Disabilities and Senior Learners

Five Year Goal: All students in adults with disabilities and senior classes will complete a minimum of two objectives annually.

Needs Assessment:

Instruction for adults with disabilities and senior adult learners is a state grant funded program that has been in operation in Leon County for many years. An Individual Adult Education Plan is developed for each student enrolling and contains a minimum of two objectives that must be achieved during the school year. The focus of the adults with disabilities is to provide a variety of programs to address and meet the needs of varying disabled adults. Most classes are provided in cooperation with community agencies that serve this population. Focus areas include: Quality of Life; Workforce Preparation; and Lifelong Learning. Students are expected to develop/enhance such skills as: literacy, independent living, daily living, social, cognitive, community involvement and employment.

The focus of the Senior Adult Learner Program is to provide educational opportunities for senior citizens to improve or maintain cognitive skills to enrich quality of life, maintain independent living skills, and learn skills to enter the workforce or use technology. Instruction includes: reading, math, science, health and nutrition, consumer issues, safety and security and using the computer.

End of Year Objective #3: 80% of the students enrolled in adults with disabilities and senior learner classes, 2008-2009, will achieve a minimum of two objectives on their Individual Adult Education Plan.

Strategies:

- **Upon enrollment and based upon assessed needs, develop an Individual Adult Education Plan (IAEP) for each student with a minimum of two goals for annual achievement.**
- **Provide instructional materials, including adaptive technology, to meet the varying needs of students.**
- **Provide teachers with professional resources related to learning disabilities.**
- **Work with teachers to identify staff development needed.**
- **Provide training on effective instructional strategies for students with special needs and the elderly.**

Progress Monitoring:

- Teachers will review progress with students quarterly and will document on each individual education plan.
- Teachers will monitor student progress and will report objectives completed on a monthly basis.
- Management reports will be reviewed by school administration to determine progress made in each class.
- Progress will be reported to the Department of Education quarterly, October-May, as required for funding.

Goal Area: Recruitment, Retention and Follow-up Adult Students

Five Year Goal: Increase enrollment each year over the prior year.

Needs Assessment:

2004-05	2005-06	2006-07	2007-08
Enrollment: 5,500	Enrollment: 4,926	Enrollment: 4,480	Enrollment: 4,104

End of Year Objective #4: Increase and/or maintain, in 2008-09, enrollment in adult education programs above enrollment during 2007-08.

Strategies:

- Monitor program enrollments in all ACE classes district-wide.
- Communicate attendance/performance requirements to all students.
- Target classes that are under-enrolled and increase marketing for these classes.
- Hire marketing specialist to promote all programs using various means of advertising to the community.
- Maintain part-time recruitment specialist (resource teacher) to follow-up on high school dropouts (W26), ACE dropouts and those students who do not pass the GED.

Progress Monitoring:

- Monitor class enrollments quarterly using WDIS reports generated by the district.
- Increase promotional efforts for those classes with low enrollment.
- Analyze data in May/June to determine continuation of under-enrolled classes for 2009-2010.
- Close under-enrolled classes in June and reallocate resources to other programs based on need.

AGENCY PARTNERSHIP/ADVISOR GROUP

ACE staff meets with agency partners at least annually to establish partnership agreements and acquire input for class improvement based on needs of students served. Communication with partners is ongoing during the school year. Classes are revised during the school year as needs change for students served in ACE programs. Agency contacts/advisors are representative of all populations served by ACE in Leon County.

2008-2009 Partnerships

**A Life Recovery Center
Emma Hill
449 Georgia Street
224-9991**

**Leon County Detention Facility
Tameka Collins-Smith
P. O. Box 5678
922-3563**

**Big Bend Workforce Center
Dorcas Washington
2525 South Monroe Street Suite 3A
922-0023**

**Lively Technical Center
Fred Devore
500 Appleyard Drive
487-7555**

**Rickards High School
Martha Ray
3013 Jim Lee Road
488-1783**

**Leon Advocacy & Resource Center
Philip Hall
1589 Metropolitan Drive
422-0355**

**LifeLinks at Cathay
Kathy Mitten
2523 Cathay Court
385-0791**

**Woodmont
Aletha Starnes
3217 North Monroe Street
562-4123**

**B. L. Perry, Jr. Branch Library
Beverly Bass
2804 South Adams Street 32301
478-1815**

**Non-Secure Correctional Facility
Travis Brogdon
3190 Spring Hill Road 32305
575-5007**

**Godby High School
Zach Ansley/Diane Eakin
1717 Tharpe Street
488-5027**

**Leon County Public Library
Rhonda Cooper/Helen Moeller
200 West Park Avenue
487-4444**

**Goodwill Industries
Fred Shelfer
300 Mabry Street
576-5235**

**Pyramid on Tennessee Street
Marilyn Yon/Bill Fuller
2645 W. Tennessee Street
564-4978**

**FSU Personnel Services
Sandra Dixon
493 Stadium Drive
644-6468/6448724**

**Woodville Elementary School
Nancy Stokley
Woodville Highway
487-7043**

**Broadview Assisted Living
Thelma Muire
2110 Fleischmann Road
386-4300**

**Centre Pointe
Sharon Lee-Dawkins
2255 Centerville road
386-4054**

**Georgia Belle
Vicky Craft
301 E. Carolina Street
224-8021**

**Heritage Health Care
Karen Henry
1815 Ginger Drive
877-2177**

**Tallahassee Senior Center
Shelia Salyer/Nikki Freger
1400 North Monroe Street
891-4001**

**St. Augustine Plantation
Activity Director (TBA)
2507 Old St. Augustine Road
309-1982**

**RN Gooden/Nancy Russell Center
at Wesson
Martha Fletcher
2813 S. Meridian Street
487-4794**

**Elderly Day Stay
Beverly Kinloch
1600 North Monroe Street
487-2351**

**Westminster Oaks
Martha Inman/Lynn Kimmell
4449 Meandering Way
878-1136**

**Cherry Laurel
Activity Director (TBA)
1009 Concord Road
656-8758**

**Harbor Chase
Julie Lerner
100 John Knox Road
531-0404**

**Miracle Hill
Freddie Franklin
1329 Abraham Street
224-8486**

**Smith-Williams Center
Rick Harrison
2518 West Tennessee Street
487-2250**

**Sterling House
Activity Director (TBA)
1780 Hermitage Blvd.
422-3397**

