

The School District of Palm Beach County

Ed Venture Charter School



2016-17 Schoolwide Improvement Plan

Ed Venture Charter School

115 EAST COAST AVE, Lantana, FL 33462

www.edventurecharter.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	83%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ed Venture Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Ed Venture Charter School is to create and operate innovative alternatives to traditional public school educational experiences for school aged youth and their families who face emotional and learning challenges and assist them in acquiring the knowledge and skills necessary to live and work in their community and in the future.

b. Provide the school's vision statement.

This is accomplished through a high expectation, zero pressure; positive reinforcement model that has been designed to work with a population of learners who have become increasingly disaffected in their public school settings. There is a budget that includes a significant allocation for student stipends and reinforcers. Ed Venture is a school to work initiative, which prepares young adults with the necessary rational and social skills to become responsible and productive citizens. Our goal is to instill in these young learners the requisite skills to secure and maintain a livelihood of independence.

2. School Environment

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

EdVenture Charter School targets youth with emotional and mental health disabilities ranging from serious psychiatric diagnosis to learning disorders. Many of these youth have multiple co-occurring problems. Typically, these young people come from economically disadvantaged backgrounds and are diagnosed with disabilities at an early age. EdVenture Charter School makes every effort to learn about students' cultures and build relationships between teachers and students. Teachers are trained yearly on PCM strategies which focus heavily on prevention of crisis by rapport building, knowing students medical and psychological history and personal aversion.

The staff at Ed Venture Charter School help create an atmosphere of learning and growth with youth who's natural instinct towards curiosity and learning has been crushed, damaging their essential ability to learn. Youth are encouraged in understanding that all learning begins with "not knowing"----- and that "not knowing" is sometimes frightening, like being lost, but it is not the same as being stupid and it is not shameful. Rather it is the important first step to learning. The following are visual representations of the process that occurs in a closed learning system versus the process that occurs in an open learning system.

A major tenet of Ed Venture's School-to-Work model is that guiding transition-aged mentally and behaviorally challenged youth into the workforce is the key to their recovery and their education, ultimately leading to self-sufficiency. The model ensures that education is relevant, serves a meaningful purpose, and makes a true difference in a student's life.

The model focuses on developing the essential skill sets that will ensure job readiness by integrating work-based learning and the development of academic competencies that will provide the foundation for economic empowerment. The curriculum is designed to lead the youth from the role of student to the role of employee.

Ed Venture Charter School students are supported and guided to confront and believe in themselves

as they face challenges about basic life choices around each developmental hurdle of educational goals, future career, social responsibilities, and self-management—both physical and emotional. With a competency-driven system students develop essential skills in behavior, social and workplace problem-solving, and maintenance of friendships.

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

EdVenture Charter School ensures the safety and security of students and staff by:

? Maintaining a low teacher to student ratio

? Employing a team of ESE, Mental Health and Behavioral Specialists who are on-site full time.

? Encompassing a researched based philosophy of student intervention and school-wide behavior program.

? Ensuring that all staff is trained in CPR, First Aid, and CPI de-escalation techniques allowing for effective student interventions.

? The employ of a Clinical Social Worker licensed with the Florida Department of Medical Quality Assurance, who is able to initiate the Baker Act if needed.

EdVenture Charter School is comprised of a 100% ESE population. As a center school site, we align with BPIE by looking at the whole student, not the disability. Yes, having a 100% ESE population of course we make sure accommodations and services are in place according to the IEP and student's ESE eligibility. EVCS creates a learning environment that all students regardless of ability have the opportunity to grown and be successful. Our students were not successful in traditional, general education learning environments and are now finding success with EVCS with our safe, person-person-centered environment playing a key factor in their success. Our teachers and staff continued to adhere to first-person language as found in BPIE.

EdVenture Charter School operates under a policy of zero tolerance for criminal behavior. Criminal activity will be promptly reported to the local police. In addition, the student may be dismissed from the program at the discretion of the Executive Director and or Principal in collaboration with the IEP team including district personnel.

Criminal behavior may include but is not limited to:

- Physical violence or assault resulting in willful harm to another person (Section 784.081);
- Felony theft (Section 812.014);
- Vandalism resulting in willful and irreparable damage to the property of another person or the physical facilities (806.13);
- Sexual assault, sexual battery and/or sexual harassment (794.011);
- Possession of a weapon (or facsimile) as defined by the criminal code or the use of any item as a weapon with the intent to inflict harm to another person (Section 790.115);
- Sale or possession of controlled substances within 1000 feet of the school (Section 893.13);
- Possession, use, sale, storage or distribution of an explosive device;
- Armed robbery; Homicide; Kidnapping or abduction.

c. 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.

The philosophy of the EdVenture behavior program is to eradicate student behaviors that are barriers to employment and shape behaviors that maximize their ability to function in the community.

EdVenture utilizes a positive reinforcement token economy behavioral shaping system in order to promote positive behavior at school, work and home. Each student receives a behavioral point card on a daily basis, which documents the student's performance. In addition, each student has an

individualized target goal based on expected behavior when employed. Skills assessed include being on time, using appropriate language, appropriate attire, following directions, remaining focused and on task, being cooperative, actively participating and remaining mindful of all safety practices. Based on these skill areas, students are given points for these components throughout the day. Based on the number of points earned, students may be eligible to receive a variety of reinforcers for demonstration of appropriate classroom behaviors in school and work etiquette in our affirmative enterprise setting

d. 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.

Counseling and therapeutic treatment are infused throughout the day with individual meetings as needed and is supervised by a MSW level counselor as well as a Licensed Clinical Social Worker.

Additionally, EVCS provides case management to its students with linkages to community agencies in the areas of Food, Shelter, Counseling, Psychiatric, Medical and Emergency Needs. The value is that these partnerships create a safety net of services and provide continuity of care and support for our students who are among the district's most needy. We work very closely with the Exceptional Student Education Department through the Palm Beach County School District who holds our program in high regard.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Attendance below 70%
- Point card data indicating a student has dropped to the lowest behavior level
- 3-5 Incident Reports leading to suspension

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	16	12	36	77
One or more suspensions	0	0	0	0	0	0	0	0	0	8	14	9	14	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	5	1	1	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	12	11	6	13	42

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Ed Venture Charter endeavors to: implement the following to support improved achievement of all students:

- School-wide behavior system
- Tutorial through Americorps
- Individual behavior plan/behavior contract
- Student conference and/or counseling
- Parent-Teacher conference
- Referral to outside support agency when appropriate and with parent approval

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

EdVenture Charter School continues to work to improve parent involvement by daily calls home to report attendance, behavior and progress as well as conference and meetings as needed. EdVenture Charter School also sends home quarterly news letters to parents and quarterly parent nights are held.

2. 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.

EdVenture Charter School has affiliations with Jeff Industries, Parent Child Center, South County Mental Health Center, Palm Beach County Youth Services, Jerome Golden Center, Multilingual Center for mental health treatment and case management as needed. We also work closely with the Department of Juvenile Justice to prevent incarceration, and Literacy Coalition of Palm Beach County which provides literacy enrichment for our students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Ryan, Patricia	Principal
Fitz, Barbara	Other

b. Duties

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

As mentioned above, EdVenture only serves Exceptional Student Education (ESE) students. Therefore, the team will meet if deemed necessary. When the team convenes, they will review assessment data, competencies, psycho educational evaluations, Individual Education Plans (IEP's), Reevaluations, as well as parent, student and teacher input. Based on the above information, the team will identify professional development and resources. The team will problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

2. 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.

Because we are an ESE Center School we do not implement RtI however, being a program serving students with many needs we make every effort to ensure a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Title 1 - as we reflect upon the 2015-2016 SY, we used the title 1 allocation for Americorp Tutorials. We are not a Title 1 school for the 2016-1017 SY, therefor other fund will be used to maintain the Americorp Tutorials.

Title I Part C- EdVenture will provide support for every eligible migrant student through the district

Title II-EdVenture School elects to participate in district PD.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: EdVenture provides as much case management and support as possible to all students needing support. We make every effort to link students to community resources, Beth Lefler- the district contact and agencies.

Our school integrates Single School Culture in our beliefs, values, and practices in the support of high expectations for academic achievement, pro social behaviors, and nurturing and supportive environments for all students. We do this through the use of our researched-based mental health school model, alignment of curriculum/instruction to standards, student involvement in the academic process and learning goals, a school wide behavior program that includes individualized programming and targets, and the review of the data collected for all of these areas for continuous improvement.

EdVenture does not participate in the district food program. We do utilize community mental health services, department of juvenile justice, and other services offered through the district.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Candice Everhart	Business/Community
Derek Carnicom	Business/Community
Russ Feldman	Business/Community
Barbara Fitz	Principal
Karen Cook	Business/Community
Dawn D'Amato	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

It should be noted that pursuant to Florida Statute 1001.452 as noted in section 1002.33(16) our governing board act as and performs duties of SAC.

We have implemented and complied with all title 1 requirements. Review of literacy data, student performance, and graduation rates showed gains and outcome completion.

Academic Measures:

As the district and the state are already aware, our FAA scores show that 89% of our students test score showed their Reading performance as Commended, and 89% of our students test score showed their Math performance as Commended.

Our VAM score is based upon our students' (students who received a full year of intervention) SRI and SMI scores. We look for growth to determine value in Math and Language Arts. For the 2015-2016 school year, SMI results show 64% of our students made gains or retained their Mathematical skills. The SRI results show 76% of our students made gains or retained their English Language Arts skills.

IEP Goals:

100% of students who received a full year of intervention made progress or better on their IEP goals

Behavior Goals:

81% of students on campus were able to reach top performance levels indicating consistent demonstration of acceptable workplace and community behaviors by the end of the school year

Employment/Graduation Goals

27% of total enrollment mastered and maintained mastery of all academic and behavior competencies and working toward community employment (Green Card Level).

67% of Students who achieved Green Card Level attained employment in the community.

62% of Students who attained employment were able to maintain that employment for 630 hours and earn their diploma.

1 student mastered and graduated with Standard via access points Diploma.

It should also be noted that EdVenture serves the lowest 25%. High school aged students enter our program between a second and third grade math and language arts level indicating consistent demonstration of performing significantly below grade level with achievement and performance deficits. EdVenture serves students in a 1:10 or less teacher/student ratio which allows for an individualized instructional approach, we also provide employability skill building in our school based

enterprises, mental health supports by licensed clinical staff members, and intensive transition planning with a full time job coach.

b. Development of this school improvement plan

The SAC consists of our Board of Directors and a parent representative. The SAC reviews academic programs, behavior programs, SIP, PIP, Compacts and provides input.

c. Preparation of the school's annual budget and plan

The board of directors and the Executive Director plan and prepare the school's annual budget.

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

N/A we do not receive school improvement funds

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ryan, Patricia	Principal
Workman, Carly	Teacher, K-12
	Teacher, ESE
Beltran, Nancy	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team is composed of the Principal, and ELA department. The goal of the team is to improve 75% or our student's reading by at least one grade level as determined by assessments. This is done through small group instruction, Literacy AmeriCorps tutoring, and varied instructional strategies. The team analyzed pre and post assessment data.

D. Public and Collaborative Teaching

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

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

EdVenture has a school wide behavior program which includes respectful interactions with all peers and staff members.

Consequences include loss of points in the token economy behavior system, parent involvement, student counseling, and suspensions.

For staff members it is a requirement to respect all students regardless of socioeconomic status, disability, gender, etc.

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

Ongoing 1:1 support as needed for new teachers, Partnering new teachers with veteran staff, Solicit referrals from current employees, district personnel, professionals within community, Provide coverage for teachers to attend professional development training, and Flexible and supportive work environment.

Teachers are recruited through internships, AmeriCorps placements, and referrals.

Teachers are retained by having a satisfactory evaluation, compliance with certification requirements and compliance with their contracts and the contract the school has with the district.

The school intends to hire certified and HQ staff.

Ongoing professional development is provided within the school and through the school district. Although there are no eligible staff, in the future the school intends to participate recruitment incentive for potential teachers through Title II.

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

We have a clinical educator and mentors onsite as a part of our ESP program. New teachers are paired with veteran teachers as mentors for their first school year. This pairing allows for sharing of best practices and sharing of classroom management techniques. Additionally new staff members are supported by their department manager through ongoing support and weekly department meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Florida Department of Education (FDOE) Access Points shall be used as the curriculum guidelines. FDOE course descriptions are incorporated. EdVenture implements an instructional program consistent with the program as specified in the Student Progression Plan of the School District of Palm Beach County. Course content and numbers are consistent with the State Course Code Directory.

b. Instructional Strategies

1. 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.

EdVenture ensures the provision of a full range of services to its students and often goes above and beyond the requirements of the IEP offering as many services and interventions as necessary for each and every student to experience success. Some examples of the services offered (but not

limited to) are: direct and specialized instruction, small class sizes usually not exceeding ten (10) students, a school wide behavior plan that is individualized to each students specific needs, a licensed clinical social worker on staff to ensure the implementation of the therapeutic program which is immersed in daily activities, Speech/Language Pathologist on contract, a High Expectation work/employment education model provided in state of the art Affirmative Enterprises, ESE specialists on staff, along with individualized and differentiated instruction.

The EdVenture program is specifically designed to serve ESE students who enter below grade level. All students are engaged in and benefit from the curriculum and hands on instructional approach. Academic materials and computer software are high interest and low level instruments recommended by the District and are aligned with the Sunshine State Standards/Access Points.

Instructional methods used include: (as previously mentioned)

- Small group setting
- Normalized work environment
- State of the art computer and facility equipment in the work and academic setting
- An employment department dedicated to refining student work skills, attaining and maintaining employment.
- Structured lessons
- Intensive instructional approach
- Individualized, differentiated instruction
- Intensive school wide and classroom behavior management system
- Division of all learning into manageable units
- Verbal pragmatics training for effective communication strategies
- Counseling and therapeutic treatment infused throughout the day and supervised by a Licensed Clinical Social Worker
- Close monitoring, supervision and coaching to ensure ongoing success
- Interactive software programs
- Community involvement
- Utilization of a multisensory approach in academic and vocational classes
- Active participation in classes
- Direct, specialized Instruction
- Role playing
- Peer teaching
- Modeling

2. 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: 1,000

Tutorial by Americorps

Strategy Rationale

Enrichment for students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ryan, Patricia, patricia.ryan@pbcharterschools.org

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

IEPs

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

EdVenture is an ESE Cluster site. Students leave EdVenture to become working productive members of their community, achieving varying post secondary school goals.

b. College and Career Readiness

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

N/A

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

Our program fosters the student transition process through academic courses, pre-vocational supported work experience, employability skills groups, employment placement, and employment monitoring.

Pre-vocational Activities are facilitated within our school based businesses providing hands-on work-like experience. Students earn a vocational reinforcer for acceptable employment behaviors. This system is based on the student's daily earned points and specified demonstration of pro-employment behaviors.

3. 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

4. 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. EdVenture has previously been strictly a Special Option 2 diploma school and this is not recognized in the graduation rate.

EdVenture currently awards Special Option 2 diplomas as well as Standard Diplomas via Access course curricula pathway, it has not been determined if this pathway will be recognized in the graduation rate

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Ed Venture Charter School provides embedded supplemental support such as AmeriCorps Tutorial services during the school day, then the students will have a lower ratio of intensified instruction and better pre-test and post-test results in SRI and SMI.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Ed Venture Charter School provides embedded supplemental support such as AmeriCorps Tutorial services during the school day, then the students will have a lower ratio of intensified instruction and better pre-test and post-test results in SRI and SMI. 1a

G084018

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement
- Basic programming does not meet all needs of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Americorp Tutoring
- FTE
- Mandatory IEP discussion with parent

Plan to Monitor Progress Toward G1. 8

Year-end SRI and SMI reports

Person Responsible

Patricia Ryan

Schedule

Annually, from 8/11/2016 to 6/30/2017

Evidence of Completion

Analyzed Year-end SRI and SMI reports

Plan to Monitor Progress Toward G1. 8

Year-end SRI and SMI reports as well as student behavior documentation

Person Responsible

Patricia Ryan

Schedule

Annually, from 8/11/2016 to 6/30/2017

Evidence of Completion

Analyzed Year-end SRI and SMI reports as well as daily point cards.

Plan to Monitor Progress Toward G1. 8

Year-end SRI and SMI reports as well as attendance report of parents during training.

Person Responsible

Patricia Ryan

Schedule

Annually, from 8/11/2016 to 6/30/2017

Evidence of Completion

Analyzed Year-end SRI and SMI reports as well as parent attendance reports and Title I survey results

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If Ed Venture Charter School provides embedded supplemental support such as AmeriCorps Tutorial services during the school day, then the students will have a lower ratio of intensified instruction and better pre-test and post-test results in SRI and SMI. **1**

 G084018

G1.B1 Lack of parent involvement **2**

 B223253

G1.B1.S1 Increase parent communication through parent trainings and newsletters **4**

 S235547

Strategy Rationale

Parents are partners in education.

Action Step 1 **5**

Parent training and sending of quarterly newsletters

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Agenda, sign-in sheets, minutes, evaluation of the training and sample newsletters.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Organize and schedule parent training and create newsletters, sending announcements and newsletters to parents.

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Minutes of team meetings discussing the effectiveness of parent training and newsletters. Noting areas that need improvement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Survey the staff and parents on the effectiveness of training and newsletter

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Staff and parent feedback via surveys

G1.B2 Basic programming does not meet all needs of students **2**

 B223254

G1.B2.S1 Provide small group extended learning opportunities through a third party to increase reading proficiency of lowest 25% **4**

 S235548

Strategy Rationale

To meet the unique needs of the students

Action Step 1 **5**

AmeriCorps services for tutorials

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Consulting contract, tutoring schedule, student sign-in and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Prepare a tutorial schedule and collect tutoring logs and weekly minutes

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Consulting contract, tutoring schedule, student sign-in, lesson plans and weekly minutes of AmeriCorps meeting / PD with Academic Coordinator and as a part of the whole team where applicable.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The principal will collect the weekly AmeriCorps minutes of the meeting and address issues and concerns

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Noted weekly AmeriCorps minutes of the meeting.

G1.B2.S2 Analyze students' data and progress and suggest remedial plan of action 4

 S235549

Strategy Rationale

To provide further support to students

Action Step 1 5

Student data chat/review at team meetings

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Meeting agenda, sign-in, agenda, minutes and data discussed

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Regular team meeting will be held and will collect minutes indicating team's discussion of student data.

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Sign-in sheet, agenda, minutes and sample student data discussed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Dissemination of student data information via departmental meetings. Scheduling of parent conferences as needed.

Person Responsible

Patricia Ryan

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Sign-in sheets, agenda, minutes and sample data discussed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M308894	Year-end SRI and SMI reports	Ryan, Patricia	8/11/2016	Analyzed Year-end SRI and SMI reports	6/30/2017 annually
G1.MA2 M308895	Year-end SRI and SMI reports as well as student behavior documentation	Ryan, Patricia	8/11/2016	Analyzed Year-end SRI and SMI reports as well as daily point cards.	6/30/2017 annually
G1.MA3 M308896	Year-end SRI and SMI reports as well as attendance report of parents during training.	Ryan, Patricia	8/11/2016	Analyzed Year-end SRI and SMI reports as well as parent attendance reports and Title I survey results	6/30/2017 annually
G1.B1.S1.MA1 M308888	Survey the staff and parents on the effectiveness of training and newsletter	Ryan, Patricia	8/11/2016	Staff and parent feedback via surveys	6/30/2017 quarterly
G1.B1.S1.MA1 M308889	Organize and schedule parent training and create newsletters, sending announcements and newsletters...	Ryan, Patricia	8/11/2016	Minutes of team meetings discussing the effectiveness of parent training and newsletters. Noting areas that need improvement.	6/30/2017 quarterly
G1.B1.S1.A1 A303675	Parent training and sending of quarterly newsletters	Ryan, Patricia	8/11/2016	Agenda, sign-in sheets, minutes, evaluation of the training and sample newsletters.	6/30/2017 quarterly
G1.B2.S1.MA1 M308890	The principal will collect the weekly AmeriCorps minutes of the meeting and address issues and...	Ryan, Patricia	8/11/2016	Noted weekly AmeriCorps minutes of the meeting.	6/30/2017 quarterly
G1.B2.S1.MA1 M308891	Prepare a tutorial schedule and collect tutoring logs and weekly minutes	Ryan, Patricia	8/11/2016	Consulting contract, tutoring schedule, student sign-in, lesson plans and weekly minutes of AmeriCorps meeting / PD with Academic Coordinator and as a part of the whole team where applicable.	6/30/2017 quarterly
G1.B2.S1.A1 A303676	AmeriCorps services for tutorials	Ryan, Patricia	8/11/2016	Consulting contract, tutoring schedule, student sign-in and lesson plans	6/30/2017 quarterly
G1.B2.S2.MA1 M308892	Dissemination of student data information via departmental meetings. Scheduling of parent...	Ryan, Patricia	8/11/2016	Sign-in sheets, agenda, minutes and sample data discussed.	6/30/2017 quarterly
G1.B2.S2.MA1 M308893	Regular team meeting will be held and will collect minutes indicating team's discussion of student...	Ryan, Patricia	8/11/2016	Sign-in sheet, agenda, minutes and sample student data discussed.	6/30/2017 quarterly
G1.B2.S2.A1 A303677	Student data chat/review at team meetings	Ryan, Patricia	8/11/2016	Meeting agenda, sign-in, agenda, minutes and data discussed	6/30/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Parent training and sending of quarterly newsletters	\$0.00
2	G1.B2.S1.A1	AmeriCorps services for tutorials	\$0.00
3	G1.B2.S2.A1	Student data chat/review at team meetings	\$0.00
Total:			\$0.00