



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ed Venture Charter School

113 EAST COAST AVE

Lantana, FL 33462

561-582-0650

www.jeffindustries.org

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ed Venture Charter School

Principal

Barbara Fitz

School Advisory Council chair

Candice Everhart

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

Name	Title
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Patricia Kealey	Director of Operations
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District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the principal and the school's governing board.

Involvement of the SAC in the development of the SIP

The SAC gives input to the construction of the SIP and approves the plan.

Activities of the SAC for the upcoming school year

There are 4 meetings scheduled this year and activities will include a focus on all targeted areas

Projected use of school improvement funds, including the amount allocated to each project

N/A we do not receive school improvement funds

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Barbara Fitz

Principal

Years as Administrator: 10

Years at Current School: 15

Credentials

Served 15 years at EdVenture of which 10 have been in administration.

Holds a Master of Social Work Degree and is Licensed as a Clinical Social Worker with the Florida Dept. of Medical Quality Assurance.

Performance Record

AYP met in reading in 2007 and 2009. Met in writing in 2008 and 2009. Prior to that our program was not graded. Due to significant impairments most of if not all of our students take the FAA. Our FAA results in the 7-9 performance level are 95% in both reading and math for 2010 and 88% in reading and 77% in math in 2011. It should be noted that due to the nature of our program and population we are not consistently testing the same students as a home school would so this data is not evident of our student's growth.

Patricia Kealey

Asst Principal

Years as Administrator: 1

Years at Current School: 8

Credentials

Bachelor of Liberal Studies with a Specialization in Social Welfare. Masters of Public Administration Certification in ESE K-12 as well as English 6-12. Currently seeking her doctorate in Educational Leadership.

Performance Record

According to Pre and Post testing, on average our students demonstrate growth and an increase in their achievement and performance by at least one grade level. Due to their cognitive abilities, most of our students participate in the FAA; our FAA scores range between the 7 - 9 performance level scoring. The growth of our population is most accurately reflected by pre and post testing, SRI scores, IEP goal mastery, portfolio completion and curriculum mastery. Our students maintain approximately 80% attendance; EVCS has a retention rate of approximately 80%. Clear expectations, individualized interventions along with consistent communication with teachers, parents, guardians and other stakeholders have been effective strategies for increasing our students' growth, attendance, retention and overall engagement.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

11

receiving effective rating or higher

11, 100%

Highly Qualified Teachers

91%

certified in-field

10, 91%

ESOL endorsed

2, 18%

reading endorsed

1, 9%

with advanced degrees

3, 27%

National Board Certified

0, 0%

first-year teachers

2, 18%

with 1-5 years of experience

4, 36%

with 6-14 years of experience

5, 45%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 trainings, and Flexible and supportive work environment.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with veteran teachers as mentors for their first school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Because we are an ESE Center School we do not implement Rtl 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.

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

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.

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

Any and all support systems this school has in place are reviewed weekly at the administrative team meeting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

N/A

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

N/A

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 0

N/A

Strategy Purpose(s)

""

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

N/A

Who is responsible for monitoring implementation of this strategy?

N/A

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Patricia Kealey	Director of Operations
Paula Welker	Academic Coordinator
Carly Abelson	Teacher

How the school-based LLT functions

The director of operations (AP), academic coordinator, teachers, SLP, and Palm Beach Literacy assistants make up our literacy leadership team. Teacher feedback, data analysis and student observation are discussed at minimum once per month.

Major initiatives of the LLT

To improve 75% of our student's reading by at least one grade level as determined by assessments.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

EdVenture Charter School's reading curriculum focuses on the individualized learner. Information is taught at the student's current instructional reading level. There is no more than a 1-10 ratio (teacher to student) in the classroom to provide small group and individualized instruction. Students are grouped in classes based on their reading levels (beginner, intermediate and advanced), their abilities, and results from the EdVenture pretest, which reviews competencies reflected in the curriculum and from the Brigance or DAR alternative assessment, which is administered as a part of the orientation procedure when a student enrolls in school.

Daily lesson plans reflect the:

- Instructional strategies
- Criteria for progress assessment
- Sunshine State Standards (SSS) or Access Point incorporation
- Objectives and materials used to assist the varying instructional levels (beginner, intermediate and

advanced).

Additionally, within the reading curriculum students must to master the following objectives:

- Comprehension of Verbal Information
- Expressive Language
- Functional Reading Skills
- Functional Writing Skills
- Other Special Employability Skills (i.e. employment application, etc)

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Our program fosters the student transition process through leadership classes, 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.

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Level 7	38	95%	95%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	100%	100%

Area 3: Mathematics

High School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		7%
Students scoring at or above Level 7	38	93%	93%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	21	88%	90%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Improve parent involvement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at the Title 1 annual meeting	1	1%	8%

Goals Summary

- G1. Improve Marzano strategies implemented.
- G2. Improve classroom management strategies

Goals Detail

G1. Improve Marzano strategies implemented.

Targets Supported

Resources Available to Support the Goal

- A Handbook for Art and Science of Teaching - A training conducted for all staff to understand and implement Marzano strategies.

Targeted Barriers to Achieving the Goal

- This is a new concept for our staff.

Plan to Monitor Progress Toward the Goal

informal and formal observations

Person or Persons Responsible

administrative staff

Target Dates or Schedule:

ongoing

Evidence of Completion:

feedback from formal and informal observations

G2. Improve classroom management strategies

Targets Supported

Resources Available to Support the Goal

- PCM certified instructor on staff

Targeted Barriers to Achieving the Goal

- we serve a traditionally difficult population of students who have mental and emotional instability

Plan to Monitor Progress Toward the Goal

review of student progress

Person or Persons Responsible

Barbara Fitz

Target Dates or Schedule:

daily/weekly

Evidence of Completion:

agenda, meeting notes, documented interventions

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve Marzano strategies implemented.

G1.B1 This is a new concept for our staff.

G1.B1.S1 Ongoing training using A Handbook for The Art and Science of Teaching as well as support in Learning Team Meetings.

Action Step 1

Training in Marzano strategies

Person or Persons Responsible

all instructional and support staff

Target Dates or Schedule

scheduled training times

Evidence of Completion

Agendas, completed workbooks, KWL chart

Facilitator:

Administrative Staff

Participants:

all instructional and support staff

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

Agendas, completed workbooks, KWL chart

Person or Persons Responsible

administrative staff

Target Dates or Schedule

ongoing

Evidence of Completion

Agendas, completed workbooks, KWL chart

Plan to Monitor Effectiveness of G1.B1.S1

informal and formal observations

Person or Persons Responsible

administrative staff

Target Dates or Schedule

ongoing

Evidence of Completion

feedback from the informal and formal observations

G2. Improve classroom management strategies

G2.B1 we serve a traditionally difficult population of students who have mental and emotional instability

G2.B1.S1 Train all staff in PCM

Action Step 1

conduct PCM training

Person or Persons Responsible

Barbara Fitz

Target Dates or Schedule

periodically throughout the year

Evidence of Completion

certificate from PCMA

Facilitator:

Barbara Fitz

Participants:

all instructional and support staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

review of PD schedule

Person or Persons Responsible

Barbara Fitz

Target Dates or Schedule

ongoing

Evidence of Completion

event is listed on the PD schedule, agenda, sign in sheets, certificates

Plan to Monitor Effectiveness of G2.B1.S1

scanning, tracking and documenting student progress in behaviors

Person or Persons Responsible

Administrators, Coordinators, Behavior staff

Target Dates or Schedule

ongoing

Evidence of Completion

incident reports, anecdotal, student's point card & checklist, informal/formal observations

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I: EdVenture is set to receive \$4,740 in Title 1 funding for the 2013-2014 school year. This funding is being used to fund a portion of the AmeriCorps reading tutor cost and provide educational materials to families.

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 and agencies.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Improve Marzano strategies implemented.

G1.B1 This is a new concept for our staff.

G1.B1.S1 Ongoing training using A Handbook for The Art and Science of Teaching as well as support in Learning Team Meetings.

PD Opportunity 1

Training in Marzano strategies

Facilitator

Administrative Staff

Participants

all instructional and support staff

Target Dates or Schedule

scheduled training times

Evidence of Completion

Agendas, completed workbooks, KWL chart

G2. Improve classroom management strategies

G2.B1 we serve a traditionally difficult population of students who have mental and emotional instability

G2.B1.S1 Train all staff in PCM

PD Opportunity 1

conduct PCM training

Facilitator

Barbara Fitz

Participants

all instructional and support staff

Target Dates or Schedule

periodically throughout the year

Evidence of Completion

certificate from PCMA

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve Marzano strategies implemented.	\$420
G2.	Improve classroom management strategies	\$500
Total		\$920

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
FEFP funds	\$420	\$500	\$920
Total	\$420	\$500	\$920

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve Marzano strategies implemented.

G1.B1 This is a new concept for our staff.

G1.B1.S1 Ongoing training using A Handbook for The Art and Science of Teaching as well as support in Learning Team Meetings.

Action Step 1

Training in Marzano strategies

Resource Type

Evidence-Based Materials

Resource

Workbook

Funding Source

FEFP funds

Amount Needed

\$420

G2. Improve classroom management strategies

G2.B1 we serve a traditionally difficult population of students who have mental and emotional instability

G2.B1.S1 Train all staff in PCM

Action Step 1

conduct PCM training

Resource Type

Evidence-Based Program

Resource

PCM instruction materials

Funding Source

FEFP funds

Amount Needed

\$500