

The School District of Palm Beach County

Ed Venture Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Ed Venture Charter School

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www.edventurecharter.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 12/20/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mission

The mission of EdVenture Charter School is to create and operate an innovative educational program that cultivates a nurturing environment. EdVenture is a school to work initiative which prepares young adults with the necessary academic, vocational, and social skills to become responsible and productive citizens.

Provide the school's vision statement.

Vision

To be the leading program in the State of Florida that motivates students with disabilities who face serious cognitive and emotional challenges to graduate and become contributing members of the community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fitz, Barbara	Executive Director	The executive director is in charge of overseeing the strategic vision and leading organizational decisions to drive program growth. Duties include collaborating with the school leadership team and board of directors, implementing strategic plans for the organization's development, and managing relationships with stakeholders. Responsible for managing the policies, regulations, compliance, and procedures to ensure the school remains in compliance with all legislation and required district policies. Supports the principal as needed in regulatory activities.
Rudder, Catherine		The general overview of her job is that she is the educational leader who oversees the day-to-day school operation. She is responsible for managing the policies, regulations, compliance, and procedures to ensure that all students are supervised and in a safe learning environment. She has the position of fulfilling administrative responsibilities assigned by the School District of Palm Beach County and/or the Executive Director, maintaining standards of discipline, and meeting the professional expectations of the staff.
Becherer, Jason		The general overview of his job responsibilities is that he is responsible for the management and implementation of the school wide behavior program, student discipline, crisis intervention and student guidance.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our SAC consists of our Board of Directors, Executive Director, Principal, and Office/Compliance manager as listed below.

Dawn D'Amato board president/parent liaison
Russ Feldman board vice president
Derek Carnicom board treasurer
Howard Smolin board director
Linda Guzman board director
Mitch Adler board director
Barbara Fitz Executive Director
Cassie Rudder School Principal
Pamela McCoy School Compliance/Office Management

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student assessments include the new Progress Monitoring which occur 3 times per year. EVCS diagnostics include NWEA and IRI given 2-3 times per year for additional progress monitoring. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate) Academics: Professional Learning Communities occur monthly. New teachers meet with their coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales.

Monitoring will take place throughout the year. We will monitor mastery of IEP goals and student progress/growth through NWEA and IRI testing.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	25%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: I 2018-19: COMMENDABLE 2017-18: COMMENDABLE
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		52	50		55	51	9		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	5	38	38	14	42	38	39		
Math Learning Gains				27			73		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile									
Science Achievement*		68	64	0	43	40	21		
Social Studies Achievement*	20	67	66	0	53	48	24		
Middle School Acceleration					46	44			
Graduation Rate	28	90	89	33	65	61	33		
College and Career Acceleration		71	65		69	67			
ELP Progress		40	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	53
Total Components for the Federal Index	3
Percent Tested	99
Graduation Rate	28

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	74
Total Components for the Federal Index	5
Percent Tested	67

2021-22 ESSA Federal Index	
Graduation Rate	33

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	3	3
ELL				
AMI				
ASN				
BLK	23	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	26	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	2	2
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	26	Yes	3	3

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students				5				20		28		
SWD				5				20			3	
ELL												
AMI												
ASN												
BLK											1	
HSP												
MUL												
PAC												
WHT												
FRL											1	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students				14	27		0	0		33		
SWD				20	27					33		
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										26		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	9			39	73		21	24		33		
SWD	9			39	73		21	24		32		
ELL												
AMI												
ASN												
BLK				43						33		
HSP												
MUL												
PAC												
WHT												
FRL	9			44	73		23	31		35		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	9%	50%	-41%	50%	-41%
09	2023 - Spring	17%	48%	-31%	48%	-31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	62%	-49%	63%	-50%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

EdVenture is an ESE Center High School. We have a small percentage of students who fall under free and reduced lunch. This is due to the fact that the state only includes the percentages of students who are age 17 and under while our school serves students up to age 22. Our school programs provide a path to graduation for SWD who have continually struggled to make progress in other school settings. Our high school students, who are between the ages 14-22, come to EdVenture academically performing at a 3.6 grade level in math and a 4.0 grade level in reading/comprehension. This data is based off of the NWEA diagnostic testing given upon enrollment and again at the end of the school year. We use this diagnostic testing to determine growth for academic programming and IEP goals. All students engage in and benefit from direct/differentiated instruction, small school/class size, intensive behavioral health component, and a hands-on instructional approach. EdVenture is a small school setting with class size at no more than 10 in all core subject areas.

When addressing the data component that showed the "lowest performance", acknowledging that 100% of our student enrollment is SWD, and looking at our diagnostic data, all of the data points show as "lowest performance". Taking into account that 100% of our student enrollment is SWD who struggle to make progress, contributing factors vary by student and influencers related to their disabilities.

That being said, the greatest impact to student success within our student population is:

1. Engagement in learning/Instructional Strategies for SWD/FRL
2. Individualized/differentiated instruction for SWD/FRL
3. Classroom management for SWD/FRL
4. Push-in/pull-out tutorial services and remediation for SWD/FRL
5. Attendance/ Behavior Incentives for SWD/FRL

These data points are not specific to last year. Due to the nature of the student population we serve, our diagnostic data has generally been the same for over 20 years.

PM data shows the following (SWD/FRL):

PM1 ELA Reading 9 & 10th grade: 84% (16 students) L1, 11% (2 students) L2, 5% (1 student) L5

PM2 ELA Reading 9 & 10th grade: 82% (18 students) L1, 14% (3 students) L2, 5% (1 student) L3

PM3 ELA Reading 9 & 10th grade: 86% (18 students) L1, 5% (1 student) L3, 5% (1 student) L4, 5% (1 student) L5

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was the percent of students tested.

2017-18 = 97%

2018-19 = 98%

2019-20 = covid cancelled testing

2020-21 = 85% covid opt out of school rating

2021-22 = 67%

The factors that contributed to the decline were:

1. The primary reason is because the state/district does not recognize when a SWD state test is waived and continues to document these SWD as require re-testing. The system does not seem to acknowledge that we correct this in TIDE during testing windows, or during the EOY data report correction window in FSSAT. This gives us a false percent tested number that is significantly lower than the actual number.
2. In 20-21 the percent declined testing in Post Covid situations due to students declining to return to brick and mortar for in person testing.
3. In 21-22 the decline in the percent of students tested is directly correlated with our SWD being waived from the state assessment. (see reason #1)
4. We did have one teacher who works as a permanent sub and not as familiar with the rigor of the standards and the needs of our special accommodations.
5. Students were not familiar with the rigor of the new standards

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The PM state average for PM3 9th grade shows:

EVCS: 80% L1, 10% L3, 10% L4 **

DISTRICT: 31% L1, 20% L2, 18% L3, 18% L4, 12% L5

STATE: 69.6% L1, 45.7% L2, 40.7% L3, 40.9% L4, 25.2% L5

**It should be noted that EVCS is 100% SWD and the State and District reporting numbers are all students as we were not able to drill down the data to only show SWD for State and District numbers.

Which data component showed the most improvement? What new actions did your school take in this area?

Over the last 4 years the graduation rate has shown the most improvement.

2016-17 = 8%

2017-18 = 9.1%

2018-19 = 37.5%

2019-20 = 33.3%

2020-21 = 33.3%

2021-22 = 28%

New actions taken included a change from only offering the access point curriculum/diploma to including standard diploma curriculum.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

1. Attendance 10% or more
2. Suspensions

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Continue push in/pull out model for ELA and Math (100% SWD school)

Professional Learning focused on data analysis, planning for instruction, mental health, SWD, and best practices to ensure student growth and achievement for all students.

Incentives and strategies to improve student engagement and attendance. These would include attendance contracts, family support and outreach, agency referrals as needed, direct and differentiated instruction, graduation/transition coaching for a clear pathway to graduation.

Use of curricular supplements for struggling students who require additional intervention above what is already being provided (100% SWD school)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Through a positive culture EVCS will improve/maintain teacher retention and engage students/families. With a team of educators that have longevity with the school students benefit by learning from veteran teachers who master the curriculum and instructional strategies for our very specific population of students. Engaged students/families improve culture, student attendance, and student progress.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024 EVCS will have 80% teacher retention rate.

By January 2024 70% of Teachers will have received 15 professional development hours.

By January 2024 90% of Teachers will have received 30 professional development hours.

By June 2024 80% of Teachers will have maintained a 90% attendance rate

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Tracking employment data

Tracking professional development participation

Track teacher attendance

Person responsible for monitoring outcome:

Barbara Fitz (barbara.fitz@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through consultation with Human Resource professionals and research EVCS will provide a plan for incentivizing teacher growth and development, mastery of engaging lesson planning, and regular attendance.

Positive work culture is a crucial factor in retaining teachers. According to a blog post by Frontline Education, cultivating a positive school culture that makes teachers feel valued, empowered, and supported can help retain great educators. Strategies include valuing mental health, providing professional development opportunities, and providing opportunity for feedback/surveys. Teacher professional development is an evidenced based strategy to improve job satisfaction while being an effective way to improve student engagement and academic growth. According to a research brief by the US Department of Education, there is a positive correlation between teacher professional development and student achievement. The Learning Policy Institute reviewed 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With a team of educators that have longevity with the school students benefit by learning from veteran teachers who master the curriculum and instructional strategies for our very specific population of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher/Staff will engage in 30 hours of professional development and PLC activities that will build expertise for instruction and mental health. A Human Resource Exchange article identifies four key factors that impact teacher retention, one of which is professional development. (unisig)

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: June 2024

School will improve communication with regular production of email updates and newsletters. (unisig)

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: July 2024

Teacher attendance will remain high throughout the year lessening the need for substitute teachers and increasing quality of instruction.

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: June 2023

Lesson plans will be of a higher quality and include a variety of activities that promote student engagement.

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: June 2023

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If EdVenture Charter School provides embedded supplemental support such as ESE push-in/pull-out tutorial services during the school day, students will have a lower teacher-to-student ratio of intensified instruction and better test results as measured by the NWEA progress monitoring testing thus improving graduations rates. Research shows that both push-in and pull-out remediation can be considered evidence-based practices in special education.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By January 2024 50% of students will be on track to make a minimum of one year of growth.

By June 2024 70% of students will have made a minimum of one year of growth.

Ensure 82% 12th grade students who are eligible based upon remaining credits to graduate receive the support accommodations and resources towards graduation.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact on NWEA test results. At EVCS we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Barbara Fitz (barbara.fitz@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Push-in and pull-out remediation and direct instruction provided via 1:1 or very small group delivering instruction of the course curriculum and prescriptive curricular support activities/materials.

Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to

focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Lowest 25% performing students will benefit from curricular supports and intensive individualized instruction and improve skill as evidenced by improved test scores. Research shows that both push-in and pull-out remediation can be considered evidence-based practices in special education.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students needing strategic support are identified and scheduled for push-in/pull-out remediation.

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: October 2023

Tutor will push into classrooms to provide direct, differentiated instruction. Individual and small group academic intervention will target the ESSA subgroup of SWD/FRL.

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: May 2024

EdVenture will employ one academic tutor for push-in/pull-out remediation.(unisig)

Person Responsible: Barbara Fitz (barbara.fitz@pbcharterschools.org)

By When: August 2023

Teachers participate in professional development focusing on strategic lesson planning and appropriate use of resources. (unisig)

Person Responsible: Catherine Rudder (catherine.rudder@pbcharterschools.org)

By When: August 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order for an FL school to exit CSI these Low-performing and low-graduation-rate schools must meet all of the following criteria:

A composite index score of 41% or higher

- EVCS is an ESE center with a focus on serving low-performing students in the district. We take on the students who are not making progress from other schools and work to assist them in making gains when they have not been able to do so in their previous school settings. We strive to increase yearly performance/ academic growth by 1 school year from current levels.

State summative rating “C” or higher

- EdVenture receives a school improvement rating not graded

Four-year graduation rate greater than 67%

- NOTE: EVCS is an ESE center and students have the right to their education until age 22 eliminating the mandate of cohorts which is not taken into consideration with this measurement.
- EdVenture is an ESE Center serving the lowest achieving students which means that a high number of our students come to us out of alignment of their graduation cohort and need the extra time that IDEA provides them to earn all of their graduation credits. The current graduation rate measurement is not an accurate

measure for our school. A measure of ELIGIBLE 12 grade graduates vs 12 grade/year 4 graduates is the more accurate graduation rate measure for ESE students electing to take advantage of their IDEA rights.

The state requires every school categorized as a Comprehensive Support & Improvement (CS&I), to complete a School Improvement Plan focused on personalized, one-on-one, or small-group support to assist the students in growth and achievement.

The principal and leadership teams focus in developing comprehensive plans of action steps in the SIP for improving student achievement. The District offers training sessions. These sessions ensure SIP and Strategic Plan alignment and provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them.

Working in collaboration with the school leadership team, the Charter Department, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the Governing Board and the Office of School Improvement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

EVCS is not title 1 this year and does not have an SWP. Last year the school was title 1 and disseminated the SWP to stakeholders via website, newsletter and email.

The methodology for dissemination for required documents this year as a UniSig school will be the same.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

EVCS is not title 1 this year and does not have an SWP. Last year the school was title 1. Our plan addressed in the Accessibility section our strategies to engage family participation and we continue to be committed to engaging families and the community as equal partners to assist with providing quality education with excellence and equity that empowers each student to reach his or her highest potential. EVCS ensures families are able to attend decision making meetings and are informed about significant student/school information by:

1. Sending out timely notices of training/meeting dates/times as well as newsletters and important update communication.
2. Offering flexible dates and times.

3. Offering meetings virtually or by phone.
4. Making accommodations for physical challenges (examples include printed materials, first floor only access, and handicapped parking).
5. Providing Spanish and Haitian Creole translation services and written materials
6. Referrals and case management is provided to families who are engaged in migrant work so that they may be able to better participate in school functions and activities.
7. Referrals and case management is provided to families who are experiencing homelessness so that they may be able to better participate in school functions and activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

If EdVenture Charter School provides embedded supplemental support such as ESE push-in/pull-out tutorial services during the school day, students will have a lower teacher-to-student ratio of intensified instruction and better test results as measured by the NWEA progress monitoring testing thus improving graduations rates.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

EVCS is not title 1 this year and does not have an SWP. Last year the school was title 1 and our plan addressed how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities in the Coordination and Integration for Parent and Family Engagement sections. Agencies identified included:

1. PBCSD McKinney-Vento Program
2. PBCSD ESE Department
3. Vocational Rehabilitation
4. Translation resources

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$4,924.01
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$2,857.01
			<i>Notes: Virtual conferences: Allowing teachers to 3 staff attend 4-hour virtual seminar on coaching, mentoring, leadership and management skills (\$845.01), Allow 4 staff to attend Acend Math training (\$500), Allow 8 staff to attend Advancementcourses.org (\$1,512). Total = \$2,857.01. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$1,920.00

			<i>Notes: PD substitutes to allow teachers to attend PD and training. 8 subs x \$240/day = \$1,920. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$147.00
			<i>Notes: Benefits for PD Subs: \$1,920 * 7.65% benefits = \$147. SDPBC Code 397 - Charter School Reimbursement.</i>			
2	III.B.	Area of Focus: Graduation: Graduation				\$42,575.99
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$9,910.00
			<i>Notes: Online subscriptions: Destination Knowledge Acend Math to supplement math instruction (\$1,880); Vocabulary.com class license (\$530); Labster Site License (\$3,000); Otus PLC and Student Progress Monitoring subscription (\$4,500). Total = \$9,910. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$823.99
			<i>Notes: Instructional Supplies: paper, classroom dictionaries, classroom library book novel set. Total = \$823.99.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG	0.5	\$28,058.00
			<i>Notes: Resource Teacher to provide ESE push-in/pull-out for ESE Remediation in grades 9-12. 0.5 FTE x \$56,116 = \$28,058. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$2,146.00
			<i>Notes: Benefits for Parent Liaison: \$28,058 * 7.65% benefits = \$2,146. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$1,200.00
			<i>Notes: Technology Supplies: Ink. Total = \$1,200. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$240.00
			<i>Notes: Online subscription: MailChimp will allow to create newsletters for parent engagement. Total = \$240. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	2521 - Ed Venture Charter School	UniSIG		\$198.00
			<i>Notes: Postage to send communication regarding invitations, conference notes, etc. to families. Total = \$198.00 SDPBC Code 397 - Charter School Reimbursement.</i>			
					Total:	\$47,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No