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Title I Comprehensive Schoolwide Plan  
Ed Venture (2521)

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#ELA

**Explain how this area of focus is being addressed elsewhere:**  
Not applicable.

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#Math

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**Explain how this area of focus is being addressed elsewhere:**

Not applicable.

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#Science

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**Explain how this area of focus is being addressed elsewhere:**

Not applicable.

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#SocialStudies

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**Explain how this area of focus is being addressed elsewhere:**

Not applicable.

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#Acceleration

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**Explain how this area of focus is being addressed elsewhere:**

Not applicable.

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#Graduation	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	N/A	N/A	undefined	undefined	N/A

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1. According to data, what are your top priorities? Include needs assessment statements.

Improve number of seniors who graduate each year

2. List the root causes for the needs assessment statements for your top priorities.

attendance - main cause with sub causes that all relate back to attendance (i.e. teen parent, court/jail, mental health, transportation, community supports)

3. Share possible solutions that address the root causes.

xxxxx

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4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents With Special Needs)</i>
newsletters, text, email, phone, video meetings, in-person meetings	how to help parents support students to attend regularly and avoid pitfalls that result in non-attendance	how to better engage students in the classroom, improve school culture	handicapped ready facilities, options for training online or in person

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
Effective IEP meetings and implementation	xxxxx	Communication via IEP meetings, progress reporting, newsletters, absence calls, etc.

Action Step	Professional Development	Budget Total: \$445.00										
Acct Description	Description											
PD Webinar	<table border="1"> <thead> <tr> <th data-bbox="367 982 1360 1047">Item</th> <th data-bbox="1360 982 1570 1047">Quantity</th> <th data-bbox="1570 982 1711 1047">Cost</th> <th data-bbox="1711 982 1967 1047">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 1047 1360 1104">Advancement Courses <a href="http://www.advancementcourses.com">www.advancementcourses.com</a></td> <td data-bbox="1360 1047 1570 1104">4</td> <td data-bbox="1570 1047 1711 1104">\$111.25</td> <td data-bbox="1711 1047 1967 1104">\$445.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Advancement Courses <a href="http://www.advancementcourses.com">www.advancementcourses.com</a>	4	\$111.25	\$445.00			
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Advancement Courses <a href="http://www.advancementcourses.com">www.advancementcourses.com</a>	4	\$111.25	\$445.00									

Action Step	Parent Engagement	Budget Total: \$285.00										
Acct Description	Description											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="367 1294 1396 1359">Item</th> <th data-bbox="1396 1294 1570 1359">Quantity</th> <th data-bbox="1570 1294 1711 1359">Cost</th> <th data-bbox="1711 1294 1967 1359">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 1359 1396 1416">Mail Chimp subscription for monthly digital parent newsletter</td> <td data-bbox="1396 1359 1570 1416">9</td> <td data-bbox="1570 1359 1711 1416">\$30.00</td> <td data-bbox="1711 1359 1967 1416">\$270.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Mail Chimp subscription for monthly digital parent newsletter	9	\$30.00	\$270.00			
Item	Quantity	Cost	Total									
Mail Chimp subscription for monthly digital parent newsletter	9	\$30.00	\$270.00									

Action Step	Classroom Instruction	Budget Total: \$5,783.00		
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Acct Description	Description			
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Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
	Teachers Pay Teachers	1	\$5,500.00	\$5,500.00

Supplies	<b>Item</b>	<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
	Pencils, 24 pk	2	\$4.00	\$8.00

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement
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It is the mission of EdVenture Charter School to connect, communicate and collaborate with our students and their families to ensure the success of each and every student enrolled at EdVenture. We do this by communicating via a family's most easily understood and/or preferred language, celebrating students successes, and providing needed academic and emotional supports.
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## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Barbara Fitz	Executive Director
Cassie Ruder	Principal
Jason Becherer	Dean of Student Behavior
Pamela McCoy	Compliance Coordinator
Leah Levy	ESE Coordinator
Dawn D'Amato	Board President
Stephanie Rabb	Parent Liaison
Corine Bent	Behavioral Health Coordinator

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.**

Members are selected via email and personal contact as well as invited through newsletters, announcements on Facebook. All stakeholders who attend the stakeholder meeting are included in the process. The same is true of SAC meetings, where the stakeholders are collectively invited to equally participate.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Faculty CNA meeting held in March 2022, Board of Directors (SAC) meetings are held quarterly at 6PM on the last Wednesday in September, December, March, and June.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Input provided verbally and in writing. The stakeholders decided the Title I parent and family engagement funds will be used for parent training, curriculum supplements, and communication to help parents learn strategies to better assist their students engagement in school ultimately leading to graduation.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

Name	Title
Barbara Fitz	Executive Director
Type in the name of member/stakeholder	Type in the title of member/stakeholder

# Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative
<b>1. What is the actual date, time and location of the Annual Meeting?</b>
August 8, 2022 by Zoom and live in EVCS Café @ 5:30.
<b>2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).</b>
Notification/Invitation sent via direct email, in the newsletter, and on Facebook Page
<b>3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.</b>
Invitation, agenda, sign-in sheet/electronic sign-in, recording templates, evaluation, PowerPoint presentation, and zoom platform for the virtual meeting. Copies of the FY23 School-Parent Compact and FY23 Parent and Family Engagement Plan.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

### Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Giving Positive Feedback for students & caregivers	Staff will learn strategies related to providing feedback to students and caregivers to build rapport with both students and their caregivers.	improved relationships, improved classroom management, improved academic effort/performance	behavior data, grades	January 2023	Barbara Fitz

### Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Engaging Families With Social and Emotional Learning Strategies	Staff will learn and implement SEL strategies that they can use both in the classroom with their students, that they can teach their students to use at home with their families, and that the teachers can use when interacting with parents/guardians.	A stronger home-school connection.	behavior data, grades	October 2022	Barbara Fitz



## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
Understanding Graduation Requirements and Transition Planning	Using the Student Graduation Tracker - families will: - learn what credits/courses are required - learn what state tests are required - learn other requirements as outlined by the state - determine what is needed for my child to graduate high school - learn what post-secondary options are available	Parents will complete the Student graduation plan/tracker during the training	Parents will better understand what their student needs to complete to graduate high school as well as post-secondary resources and options.	October 2022	Barbara Fitz	Graduation Tracking Sheet	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
How student attendance impacts performance and grades.	Parents will have a better understanding on how student attendance affects progress, grades and graduation	Parents will receive their child's attendance, behavior, and grade data. We will analyze that data with each family during the training.	Improved attendance Improved graduation rates	January 2022	Barbara Fitz	TBD	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
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Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount <input type="text" value="\$0.00"/>
N/A	N/A	N/A	N/A	N/A	N/A	N/A	

## Coordination and Integration

Describe 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. Identify the three (3) most relevant agencies/organizations that support your school's parent and family engagement goal.

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
PBCSD McKinney-Vento Program	address problems often faced by children experiencing homelessness and youth enrolling, attending, and succeeding in school	collaboration and communication with district MVP staff	as needed

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
PBCSD ESE Department	EVCS works closely with our assigned ART as well as the ESE department to provide ESE services to students in the district who are struggling on a traditional school campus. The ESE department assists to match students in need with appropriate academic settings. EVCS is able to provide a small setting with intensive instructional, emotional and behavioral supports to meet these students needs.	collaboration and communication with district staff including but not limited to ART, ESE Director, EBD Program Manager, SEDNET coordinator, etc.	As needed

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Vocational Rehabilitation	linking students to postsecondary vocational programming and funds - planning begins in the last semester of their senior year	letter with VR caseworker assignment for our school	offered to all graduating seniors

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p><b>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>EVCS produces and distributes a newsletter quarterly and as needed with timely information about the Title I programs, meetings, school happenings, important announcements, and other activities.</p>	<p>Newsletter Samples</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>This information is shared in the IEP meetings and goal progress reports.</p>	<p>sample IEP and goal progress report</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>This information is shared in the IEP meeting</p>	<p>sample IEP with assessment information</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Parents are given the opportunity to participate in decision-making in the IEP meeting. Also, during Stakeholder Meeting and Title I Annual Meeting.</p>	<p>sample IEP with parent input information</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Meetings are always scheduled at the convenience of the parent to the best of the school's ability. Meetings can be held anytime between the hours of 7AM and 4PM. Participation is offered by phone, via TEAMS video conferencing, and in person</p>	<p>PPN, Contact/Communication Logs</p>

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>Translators are available at the meetings for any parent/family with limited English proficiency. We also send home communications in multiple languages, as feasible. Additionally, we aim to connect staff members who speak the family's native language with families so that they can receive real-time services and support when visiting the school.</p>	<p>translators schedules, copies of communications sent to parents in multiple languages</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>As needed accommodations are made for parents and families with disabilities via seating position, ADA compliant facilities, handicapped parking spaces, sign language interpreter, and translators. Also meetings are held on the first floor. Also, we provide handouts for those visually impaired that might not be able to see projector screens well. Additional room is made in meetings and trainings to accommodate wheelchairs. Audio projection is used during meeting to accommodate hearing impaired.</p>	<p>photos of handicapped spaces and building accessibility, copies of sign language interpreters schedules, photos of sign language interpreters translating, photos of wheelchair space in meetings, copies of communications with staff and families regarding accessibility coordination for impairments</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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. This includes on campus meetings, phone calls to families, and continuing to follow up with families throughout the year to ensure continuous support. We work with the district's migrant department as well.</p>	<p>communications with migrant families and/or staff regarding migrant support, phone logs, conference notes, SIS Migrant roster (or verification of lack thereof)</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>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. This includes on campus meetings, phone calls to families, and continuing to follow up with families throughout the year to ensure continuous support. We work with the district's homeless/McKinney Vento department as well.</p>	<p>communications with homeless families and/or staff regarding support for the homeless, phone logs, conference notes, SIS homeless roster (or verification of lack thereof)</p>	



## Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

EVCS offers an SEL curriculum to all students as well as a school wide behavior program that addresses the following areas:

Build coping skills;

Address social/emotional needs;

Foster a growth mindset;

Teach resilience and persistence;

Promote healthy habits;

Promote positive behavior;

Develop students organization skills;

Build strong study habits;

Build character and/or Develop a sense of service for others

Additionally the MSW/Behavioral Health department has offered psychoeducational online groups and individual counseling in person and over the phone that address many of the same points on a personal level. We are able to do this through a collaboration with FAU who provide us with MSW interns as well as Palm Beach Youth Services who provide us with 2 licensed therapists on campus once per week. During COVID times this is done through telehealth with PB Youth, and in person with distancing and masks.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. Intervention time allotted in the master board schedule for Supplemental (Tier 2) and Intensive (Tier 3) interventions as evidenced by:

Master Schedule

Master differentiated instruction sheet

Master accommodation/modification sheet

School Wide Behavior Plan

2. PS/SBT meetings scheduled as needed but not fewer than monthly and at least 4 core team members consistently attend PS/SBT as evidenced by:

A master schedule for meetings as well as agendas for each meeting.

3. Individual, small group and large group data is used when problem solving. Master differentiated instruction sheet as evidenced by:

Master accommodation/modification sheet

Behavior Data Report

Test Score data report

FBA Reinforcement tracking sheet

FBA skill acquisition sheet

Palm Beach Youth Schedule

Teen Parenting plans

Matrix Monitoring Documentation Spreadsheet

4. Progress monitoring tools are evidence based, match the intervention, data is documented and graphed as evidenced by:

IEP Goal Pages – Goal Reports

Behavior Level Report

Student Behavior tracking

Student Mental Status Monitoring

Student Communication Monitoring/Counseling

5. Ongoing communication to parents/guardians as evidenced by:

Conference Staffing Notes

Parent/Support Staff Contact Log

Parent/Support Staff Communication Log

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

*\*The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

The EVCS program focuses on readiness for postsecondary opportunities and the workforce. Originally formed as a Special Diploma Option 2 program our program has a heavy focus on transition which is infused throughout the day.

Additionally we provide the following:

- Shaping and modeling of employment readiness behaviors
- Case management/job coaching
- Career and technical courses;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- Employment preparation courses/credits
- Employment placement courses/credits

## Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

EVCS provides opportunities for instructional staff to improve the delivery of instruction and the use of data to support instructional decisions via the following methods:

- Mentoring
- PLC Meetings
- Peer Observation program
- ESE trainings
- Curriculum/Lesson plan support
- Opportunity for PGP development and guidance
- Conferences
- Online Workshops
- District Offered Professional Development

## Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

### Recruitment:

Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

Word of Mouth

Social Media

LinkedIn

### Retention:

Orientation

Contribution to the strategic planning process

Allowed latitude in decision-making

Communication made a priority

Support teachers on disciplinary issues

Respectful environment for all students and teachers

Mentoring/Peer Teacher

Coaching Support

School/Employee Morale

Professional Development

Open Door Policy

Schedule adaptation when needed/able

Opportunities for supplemental pay (i.e. summer camp)

