

Polk County Public Schools

# COMPASS MIDDLE CHARTER SCHOOL



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

    A. School Mission and Vision ..... 2

    B. School Leadership Team, Stakeholder Involvement and SIP  
    Monitoring ..... 2

    C. Demographic Data..... 5

    D. Early Warning Systems ..... 6

II. Needs Assessment/Data Review ..... 9

    A. ESSA School, District, State Comparison ..... 10

    B. ESSA School-Level Data Review ..... 11

    C. ESSA Subgroup Data Review ..... 12

    D. Accountability Components by Subgroup..... 13

    E. Grade Level Data Review ..... 16

III. Planning for Improvement..... 17

IV. Positive Learning Environment ..... 21

V. Title I Requirements (optional)..... 25

VI. ATSI, TSI and CSI Resource Review ..... 29

VII. Budget to Support Areas of Focus ..... 31

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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The Mission of Compass Charter Middle School is to promote critical thinking and creativity, strong academic skills, and a commitment to creating lifelong learners. The school will empower students through high intellectual and conduct standards — building on their promise, as they prepare for high school, careers and citizenship.

### Provide the school's vision statement

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Compass Middle Charter School seeks to enable middle school young men and women to:

- (a) Develop the necessary skills to think critically, analytically, and creatively;
- (b) Attain strong skills in mathematics, language, literature, history, science, and technology;
- (c) Promote a respect and understanding of individual differences and cultures; and
- (d) Commit to a lifetime of learning and civic responsibility.

Compass Middle Charter School has taken an active part in addressing the needs of those students who lack motivation, and are disinterested in school, as well as meeting the needs of those students who have failed at least one year of school. These students range in ages from eleven to sixteen years old and are presently in grades five through eight.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Anita Fine

anita.fine@compassmiddlecharter.net

##### Position Title

Principal

### **Job Duties and Responsibilities**

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- To lead the team through guidance and direction.
- To make final decisions.

## **Leadership Team Member #2**

### **Employee's Name**

LeDarion Jones

ledarion.jones@compassmiddlecharter.net

### **Position Title**

Behavior Specialist

### **Job Duties and Responsibilities**

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Positive Behavior Interventionalist

## **Leadership Team Member #3**

### **Employee's Name**

Shelly Wilson

shelly.wilson@compassmiddlecharter.net

### **Position Title**

Reading Interventionist, MTSS Specialist, ESE Facilitator

### **Job Duties and Responsibilities**

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- Coach and support reading teachers
- Coach and support all teachers in implementation of MTSS
- Oversee ESE program

## **2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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At the conclusion of the 2024-2025 school year, climate surveys were sent out to stakeholders (staff, parents, students) to receive input to use in the SIP Development process.

### **3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP will be monitored and analyzed through each state progress monitoring assessment. The SIP will be revised to meet the needs and challenges seen through each assessment's data results.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>5-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)*</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>HISPANIC STUDENTS (HSP)*</b> <b>WHITE STUDENTS (WHT)*</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL IMPROVEMENT RATING HISTORY</b>	<b>2024-25:</b> <b>2023-24: MAINTAINING</b> <b>2022-23:</b> <b>2021-22: MAINTAINING</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment						38	51	25	37	151
Absent 10% or more school days						19	26	17	18	80
One or more suspensions						5	9	5	4	23
Course failure in English Language Arts (ELA)						0	0	0	0	0
Course failure in Math						0	0	0	0	0
Level 1 on statewide ELA assessment						15	14	14	17	60
Level 1 on statewide Math assessment						12	33	15	22	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators						15	14	14	17	60

#### Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year						0	0	0	0	0
Students retained two or more times						2	4		1	7



**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

**A. ESSA School, District, State Comparison**

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.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	34%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	307
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
34%	29%	19%	28%	18%		31%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	26%	Yes	6	6
English Language Learners	32%	Yes	6	
Black/African American Students	23%	Yes	6	6
Hispanic Students	34%	Yes	6	
White Students	36%	Yes	3	
Economically Disadvantaged Students	30%	Yes	6	6

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	24%		45%	64%	14%	28%	49%	7%	26%				50%
Students With Disabilities	10%		47%		15%	32%							
English Language Learners	16%		39%		13%	33%	62%	8%					50%
Black/African American Students	22%		44%		6%	31%	31%	7%	20%				
Hispanic Students	18%		38%	67%	11%	31%	65%	6%	14%				54%
White Students	33%		55%	64%	29%	24%		8%	36%				
Economically Disadvantaged Students	19%		38%	54%	12%	25%	48%	4%	17%				55%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	21%		34%	30%	12%	34%	48%	21%	19%				40%
Students With Disabilities	11%		24%	20%	6%	38%							
English Language Learners	27%		38%		10%	27%			18%				40%
Black/African American Students	19%		29%		6%	36%	50%	13%	9%				
Hispanic Students	22%		40%	29%	7%	30%	38%	14%	30%				
White Students	24%		28%		27%	41%							
Economically Disadvantaged Students	19%		32%	26%	8%	32%	46%	16%	16%				



2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	10%				7%			11%	19%				18%
Students With Disabilities	0%				0%								
English Language Learners	9%				6%			10%					46%
Black/African American Students	0%				0%								
Hispanic Students	10%				5%			5%	29%				48%
White Students	19%				15%								
Economically Disadvantaged Students	8%				5%			7%	19%				44%

## E. 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.

There is no assessment data available for this school.

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

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Compass decreased the percentage of learning gains in math to 28% in 2024-205 from 33% in 2023-2024, and improved the reading learning gains percentage to 44% in the 2024-2025 school year, from 34% learning gains in the the 2023-2024 school year. Reading, in all grades, showed the greatest area of improvement. The MTSS specialist utilized UFLI and phonics focused instruction with students struggling in Reading. Reading teachers utilized Learning Ally to allow students to pick high interest novels and dedicated 20 minutes to silent reading followed by standards focused open ended questions to complete at the end of each silent reading session.

##### **Lowest Performance**

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

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The lowest area of performance was in math. The biggest factor in last year's low performance was due to lack of student motivation and a novice teacher that had issues with classroom management.

##### **Greatest Decline**

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

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Sixth grade math learning gains showed the greatest decline from the previous year. Compass employed a new teacher to sixth grade math in March of 2024. The new teacher had a rough year, learning how to motivate students and in areas of classroom management. The teacher will remain with Compass in for the 2025-2026 school year. Compass had already set a professional development plan where the principal, the MTSS specialist, and the PBIS interventionist will rotate times in the classroom at least twice a week to model and observe that teacher throughout the school year.

##### **Greatest Gap**

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.

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The greatest gap is seen through a lower amount of learning gains and high amount of level one

students in both Reading and Math with Compass' seventh grade students. In both reading and math there are above state average students scoring low level ones. The greatest factor contributing to this issue is that Compass focuses on at-risk, lower level students. Compass Charter's focus is on students that are struggling academically in their zoned schools. Compass provides an environment where peers are struggling as well and they feel safe to take the risks needed to succeed, but most students come to Compass already struggling academically with large learning gaps

**EWS Areas of Concern**

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

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The greatest area from the EWS data to focus on is chronic absences. 46% of our students missed 10% or more days of school in the 2024-2025 school year. Also, the students with substantial reading deficits.

**Highest Priorities**

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

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Learning Gaps, Reading Deficits, Math Deficits, Attendance, Student Motivation

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

#### Instructional Practice specifically relating to Intervention

##### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Compass Charter will decrease the achievement gaps of students by engaging students in instruction that meets students' individual needs through the use of MTSS Intervention along with state identified highly effective instructional delivery practices. Compass Charter is an at-risk school that focuses on students that have struggled in a regular school atmosphere. The majority of our students have some sort of achievement gap due to our specific student population. The implementation of MTSS tier learning will allow students to progress by meeting their individualized needs.

##### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Compass Charter will continue to maintain learning gains with students in both ELA and Mathematics of at least 25% of students earning learning gains on the FAST. Compass will increase learning gains in ELA from 44% of students earning learning gains to 46% of students earning learning gains on the FAST from the 2025 third progress monitoring assessment to the 2026 third progress monitoring assessment. Compass will increase learning gains in Math from 28% of students earning learning gains to 30% of students earning learning gains on the FAST from the 2025 third progress monitoring assessment to the 2026 third progress monitoring assessment.

##### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

This area of focus will be monitored through the FSAT progress monitoring assessment data to show learning gains, through student course work to show understanding, and through administrative classroom observations. MTSS intervention systems will be analyzed monthly through meetings with the MTSS Specialist and Principal where student course work, teacher observations, and MTSS Specialist observations will be evaluated.

**Person responsible for monitoring outcome**

Anita Fine

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Compass will use the Multi-tiered System of Supports framework, MTSS with specific strategies utilized within the Marzano framework and through the Science of Reading and Learning.

**Rationale:**

MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the “whole child.” That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school). The Every Student Succeeds Act (ESSA) — the main education law for public schools — cites MTSS as a way to increase teacher effectiveness. The Marzano framework model establishes a rigorous, standards-based system in every classroom; it supports a relentless focus on student results with leading indicators; it provides an instructional model to scaffold instruction for complex tasks; and it empowers teachers with the tools and resources necessary to grow their practice. The Science of Reading emphasizes the importance of teaching phonics, phonemic awareness, vocabulary, fluency, and comprehension explicitly and systematically. Educators can use evidence-based instructional practices to help students develop these critical reading skills. Specific strategies that will be the strategies Compass Charter's implementation focus are academic teaming and student empowerment.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Learning Sciences International Conference

**Person Monitoring:**

Anita Fine

**By When/Frequency:**

Throughout the school year/quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Compass Charter's staff will attend the Learning Sciences International Conference in June of 2025 and June of 2026 in order to gain knowledge from experts on MTSS and the Marzano framework. Knowledge from the conference will be brought back to Compass and shared with the staff through professional development. Teachers will complete feedback forms on the effectiveness of the professional development workshops.

**Action Step #2**

**MTSS Implementation****Person Monitoring:**

Shelly Wilson

**By When/Frequency:**

Throughout the school year/monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Shelly Wilson will work in a supportive out of classroom role in order to implement individual and small group tier 3 interventions to identified students. She will also work with teachers, coaching and supporting their tier 1 and tier 2 interventions in their classrooms.

**Action Step #3**

Monitoring Implementation and Impact

**Person Monitoring:**

Anita Fine

**By When/Frequency:**

Throughout the school year/monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementation and Impact will be analyzed monthly through meetings with the MTSS Specialist and Principal where student course work, teacher observations, MTSS Specialist observations, and administration observations will be evaluated.

## IV. Positive Learning Environment

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**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility. Compass will utilized PBIS strategies in order to foster motivation for learning. The majority of students at Compass Charter have been retained at least one academic year before enrolling in the school. Students have low self confidence in academic ability and many are not motivated to perform in school due to their low self confidence. Compass Charter also has high levels of poverty, with many home environments that do not see education as a priority. Implementation of PBIS strategies will give Compass students motivation to attend school, to meet goals, and to instill a safe learning environment for our students.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Compass Charter will continue to maintain learning gains with students in both ELA and Mathematics

of at least 25% of students earning learning gains on the FAST. Compass will increase learning gains in ELA from 44% of students earning learning gains to 46% of students earning learning gains on the FAST from the 2025 third progress monitoring assessment to the 2026 third progress monitoring assessment. Compass will increase learning gains in Math from 28% of students earning learning gains to 30% of students earning learning gains on the FAST from the 2025 third progress monitoring assessment to the 2026 third progress monitoring assessment. Student referrals will total below 75 for the whole school year. Student attendance will increase from 54% at the end of the 2024-2025 school year to 56% with at least 90% attendance average for the school year. Specific Early Warning data from the 2024-2025 school year can be found in section 1, part E of this school improvement plan.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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This area of focus will be monitored through FSAT progress monitoring assessments to show learning gains and through student course work to show understanding. PBIS implementation and impact will be monitored through discipline and attendance reports as well as through administrative classroom observations and teacher feedback.

### **Person responsible for monitoring outcome**

Anita Fine

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Positive Behavioral Interventions and Support program. PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.

#### **Rationale:**

PBIS creates school atmospheres where all students succeed. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**



No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

PBIS and At-Risk Conferences

#### **Person Monitoring:**

Anita Fine

#### **By When/Frequency:**

June 2025, March 2026, and June 2026 each conference will be attended. Knowledge from the conferences will be brought back and shared with the staff through professional development.

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Compass will employ LeDarion Jones as a Positive Behavior Interventionist for Compass Charter School. This Positive Behavior Interventionist will attend the Southeastern Conference on School Climate and the principal will attend the National Youth Advocacy and Resilience Conference. Knowledge from each conference will be brought back to Compass and shared with the staff through professional development. Teachers will complete feedback forms on the effectiveness of the professional development workshops.

#### **Action Step #2**

PBIS PD

#### **Person Monitoring:**

LeDarion Jones

#### **By When/Frequency:**

Throughout the school year/quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Compass Charter teachers will attend professional development workshops lead by the Positive Behavior Interventionist and Principal from their gained knowledge of conferences the first week in August and again in March, focused on increasing student motivation through PBIS. Teachers will completed follow up forms on the effectiveness of the processional development workshops. The principal and the Positive Behavior Interventionist will conduct observations of classrooms to monitor implementation of the strategies covered. The principal and Positive Behavior Interventionist will be looking for increased student engagement and motivation in the classroom as evidence of impact. Evidence of impact will also be shown through increased attendance, improved grade reports, increased scores of the FAST progress monitoring assessments, and decreased referrals.

#### **Action Step #3**

Student Surveys

#### **Person Monitoring:**

LeDarion Jones

#### **By When/Frequency:**

Throughout the school year/quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will take surveys, three times, throughout the year to answer what would motivate them in school, what Compass is currently doing that helps, and what they would like to add to help motivation. Compass will implement incentives students vote on throughout the school year. The Positive Behavior Interventionist will analyze the surveys and participation in incentives in

correlation to increased attendance, decrease in referrals, increase in FAST progress monitoring assessment scores, and increase of grade reports for evidence of impact.

**Action Step #4**

PBIS Coaching

**Person Monitoring:**

LeDarion Jones

**By When/Frequency:**

Teachers will be identified by October 2025, with meetings and observations starting at that time and going through the end of the school year.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Positive Behavior Interventionalist will conduct classroom observations and monitor teacher referrals in order to identify teachers in need of support in implementing effective classroom management strategies. The Positive Behavior Interventionalist will meet monthly with these teachers to train and model effective classroom management strategies. Through out the school year, the positive behavior will conduct observations in these teacher's classrooms. He will look for increased engagement, less behavior issues, and improved student-teacher relationships when observing for evidence of impact of the strategies.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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<https://compassmiddlecharter.net/tt1-program>

At the conclusion of the 2024-2025 school year, climate surveys are sent out to stakeholders to receive input to use in the SIP Development process. The annual meeting for Title One will be conducted September 23, 2025. During the annual meeting administration will review the SIP, UniSIG budget and SWP. Compass has the Title I PEN notebook available in the front office for parents to review will all title I documents and budgets included. The school's webpage has the SIP available for public viewing. Compass will conduct new student enrollment meetings on July 22nd and July 23rd, 2025 and will review SIP to all new families. Community input is gathered through board meetings, the August 18th 2025 board meeting specifically will have the item of SIP review in its agenda. Parent and families nights are scheduled for November 13, 2025 and February 3, 2026. Updates on all programs will be discussed at these times.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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<https://compassmiddlecharter.net/tt1-program>

Creating a positive school culture is the first focus each year for Compass Charter. Specifically for Compass Charter an at-risk school, where many do not see education as a priority, if there is not a positive school culture students will not be motivated to perform or even attend school. Positive Behavior Intervention Supports and Incentives will be implemented throughout the year to foster positive relationships between staff and students.

Please see Compass Charter's Parent and Family Engagement Plan at [www.compassmiddlecharter.net](http://www.compassmiddlecharter.net) for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

### **Plans to Strengthen the Academic Program**

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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Compass Charter will continue to implement MTSS strategies and tiers as described in Part III, Area of Focus, Instructional Practice specifically related to differentiation. Staff will receive training on highly effective instructional practices and conduct PLC's throughout the year to reflect and improve instruction as the year progresses.

### **How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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Compass Charter is a part of the school wide free lunch program as well as backpack food distribution services through the Catholic Charities. Compass staff participates in Title I Technical assistance through the district in specific trainings on use of funds, PFE input, and back to school meetings. Compass staff participates in monthly ESE trainings provided by the district and utilizes IDEA programs. Compass also participates in the Florida Charter School conference in order to network with other charter schools.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Compass Charter employees a mental health counselor that meets with both parents and students. Compass Charter provides an open door administration policy in which students are able to come and speak with an administrator of their choice at any time, in order to cool down or discuss issues. Eighth grade students assigned sixth grade students in need to mentor throughout the school year and meet with students at least once a month to have lunch and chat with them.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Compass will hold a transition event for parents and students on November 13th, 2025, on transitioning into high school. During this meeting Compass will inform student and parents of different high school and career pathways including, IB schools, career academies and vocational schools.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Compass Charter follows a step process for all discipline. Students first receive a warning, then Compass Cash deducted, then a detention, then a referral. Administration does step in and confers with all students once they hit the third step of discipline. Administration confers with both parents and students at the referral step of discipline. Out of school suspensions are a last resort at Compass and are not used frequently, only in repeated and major infractions.

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Compass Charter utilizes the pre-planning week before school starts to conduct professional learning on the major areas of focus for the whole year. Throughout the year, PLC's are conducted at least bi-monthly to reflect on implementation and improvement for the focus areas. Compass Charter tries to limit the time spent in meetings to give teachers as much time as possible for much needed planning. As individual areas of weakness arise in instruction throughout the year, teachers identified as needing improvement are assigned a mentor teacher.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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n/a

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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The school leadership meets with a key stakeholders to discuss utilization of funding allocations and to ensure resources are allocated based on needs in each of the school board meetings throughout the school year. Specific areas of need were discussed in detail when developing the budget in June of 2025 to identify need to supplemental staff and curriculum purchases. Surveys were sent to parents in May of 2025 for input on utilization of funding allocations. They were shown a draft of the school's plans as well as were able to add ideas for areas of need they did not see addressed. In August of 2025 the utilization of funding allocations will be reviewed with staff and a discussion will be held for more ideas to meet student and staff needs. In August of 2025 the budget for the utilization of funding allocation will be presented to the governing board of the school in its board meeting. Through these conversations and surveys identified areas of need will be discussed. Through out the school year, Compass will meet with key stakeholders to analyze effectiveness of the planned use of allocation and revise as needed.

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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- IReady Assessment and Instructional Curriculum will be utilized to meet student's individual learning gaps and focus on student's specific area of weakness, specifically to meet needs of Tier 3 MTSS students seen through the large amount of level 1 students in both Reading and Math on the states FAST PM3 Spring Assessment.
- MTSS Specialist and Reading Interventionalist, this staff member will work with the students scoring level 1 in Reading on the FAST Assessment that have large learning gaps and will need individual and small group learning in a secluded environment. This staff member will identify students for tier 3 MTSS instruction by the beginning of September and will meet with students weekly in small groups for individually. The staff member will continue to monitor students and analyze data to identify students in need throughout the school year.
- PBIS Specialist/Interventionalist, this staff member will work with students, staff, and families focusing on creating a positive school culture, motivating learning, and improving student attendance where were identified as areas in need of improvement. This staff member will analyze monthly attendance, grade, and discipline reports throughout the school year in order to identify students and families in need of PBIS supports.





## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00