

Polk County Public Schools

Compass Middle Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Compass Middle Charter School

550 CLOWER ST E, Bartow, FL 33830

<http://schools.polk-fl.net/compassmiddle>

School Board Approval

This plan was approved by the Polk County School Board on 8/28/2023.

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.

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.

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.

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
FINE, ANITA	Principal	To lead the team through guidance and direction. To make final decisions.
Jones, LeDarion	Behavior Specialist	Positive Behavior Interventionalist
Wilson, Shelly	Dean	Academic Dean

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.

At the conclusion of the 2022-2023 school year, climate surveys are sent out to stakeholders to receive input to use in the SIP Development process.

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))

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.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	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)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	18	34	11	23	86	
One or more suspensions	0	0	0	0	0	7	17	5	4	33	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	14	33	16	5	68	
Level 1 on statewide Math assessment	0	0	0	0	0	15	37	17	9	78	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	15	46	29	4	94	
	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	14	34	16	5	69	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	13	23	23	3	62	
Students retained two or more times	0	0	0	0	0	1	0	0	0	1	

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	16	20	7	43	
One or more suspensions	0	0	0	0	0	0	2	5	0	7	
Course failure in ELA	0	0	0	0	0	2	4	0	1	7	
Course failure in Math	0	0	0	0	0	0	1	0	1	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	18	47	18	10	93	
Level 1 on statewide Math assessment	0	0	0	0	0	20	50	18	9	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	18	47	18	10	93	

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	0	0	0	0	16	16	14	7	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days								16	20	7	43
One or more suspensions								2	5	0	7
Course failure in ELA							2	4	0	1	7
Course failure in Math								1	0	1	2
Level 1 on statewide ELA assessment							18	47	18	10	93
Level 1 on statewide Math assessment							20	50	18	9	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.							18	47	18	10	93

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	0	0	0	0	16	16	14	7	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	15	40	50	18	48	54
ELA Learning Gains	33	43	48	38	52	54
ELA Lowest 25th Percentile	37	36	38	46	48	47
Math Achievement*	12	40	54	22	50	58
Math Learning Gains	37	49	58	31	50	57
Math Lowest 25th Percentile	55	49	55	42	48	51
Science Achievement*	9	36	49	10	44	51
Social Studies Achievement*	22	66	71	15	72	72
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	36			53		

** 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	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	9
Percent Tested	98

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	19	Yes	3	3
ELL	24	Yes	3	1
AMI				
ASN				
BLK	22	Yes	3	3
HSP	26	Yes	3	1
MUL				
PAC				
WHT	41			
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)

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	15	33	37	12	37	55	9	22				36
SWD	8	35	33	0	37		0					
ELL	14	31	40	14	36		13	10				36
AMI												
ASN												
BLK	8	19	27	8	38	57	0	20				
HSP	15	33	36	12	34	46	12	10				37
MUL												
PAC												

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
WHT	27	60		20	52			46				
FRL	15	33	31	15	38	57	10	22				13

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	14	23	21	18	16	21	11	7				33
SWD	0	19	27	3	6	8	0	9				
ELL	14	25		27	14		9	21				33
AMI												
ASN												
BLK	15	19	17	10	15	27	12	0				
HSP	15	22	13	26	21	21	14	13				36
MUL												
PAC												
WHT	9	29		10	4							
FRL	12	25	23	16	15	12	16	9				38

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	18	38	46	22	31	42	10	15				53
SWD	0	22	33	3	29	45	0	0				
ELL	9	36		32	48			18				53
AMI												
ASN												
BLK	9	33		9	25	45		6				
HSP	22	41	36	35	38	45	9	16				58
MUL												
PAC												
WHT	22	42		15	25			30				
FRL	17	35	50	24	31	41	11	13				58

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
05	2023 - Spring	13%	43%	-30%	54%	-41%
07	2023 - Spring	6%	36%	-30%	47%	-41%
08	2023 - Spring	13%	39%	-26%	47%	-34%
06	2023 - Spring	11%	35%	-24%	47%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	6%	38%	-32%	54%	-48%
07	2023 - Spring	10%	35%	-25%	48%	-38%
08	2023 - Spring	0%	42%	-42%	55%	-55%
05	2023 - Spring	17%	44%	-27%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	7%	33%	-26%	44%	-37%
05	2023 - Spring	13%	39%	-26%	51%	-38%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	65%	-46%	66%	-47%

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.

If learning gains were calculated using the same scale as the FSA, Compass students declined 3% in Reading learning gains and declined 4% in Math learning gains. Students improved in learning gains in all areas from 2020-2021 to 2021-2022. Tests switched from the FSA to the FAST and learning gains were not calculated due to the change in assessments, this may have been a contributing factor to the slight decline. Compass went through a new teacher in both Reading and Math in the 2022-2023 school year which was also a contributing factor, as well as the Reading teacher being out of field.

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

Seventh grade ELA learning gains and eighth grade Math learning gains showed the greatest decline from the prior year. Comparing 6th grade reading scores (cohort) from 2022 to 7th grade reading scores from 2023, learning gains did improve from 9% to 19%.

Even comparing cohort groups, 8th grade math scores declined. The 2023 group of eighth grade students had frequent absences and were not motivated to work. The veteran math teacher of seven years left the school at the end of the 2021-2022 school year and a new teacher was put into the math position for the 2022-2023 school year. While this teacher has taught math before, he was not as well received by the students. The curriculum utilized by this teacher was more straight from the textbook instead of high interest activities and lessons from outside sources and teacher created from the veteran teacher.

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.

Since learning gains were not calculated for 2023, there is not comparable gap data for school's earning school improvement ratings.

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

Fifth grade, specifically in math, showed the greatest area of improvement. The school had smaller fifth grade classrooms in the 2022-2023 school year and had a full time math teacher for the full year. During the 2021-2022 school year, a full time math teacher for the fifth grade was not acquired until December. Before that time, student were taught by a substitute teacher. The same teacher hired in December of 2021 stayed employed with Compass for the 2022-2023 school year. Having the students for the whole year helped to create a successful learning atmosphere where she created supportive relationships with students, set structure in the classroom, and was able to motivate students to success.

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

The greatest area from the EWS data to focus on is chronic absences. 41% of our students missed 10% or more days of school. Also, the students with substantial reading deficits.

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

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

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**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.

Compass Charter will decrease the achievement gaps of students by engaging students in instruction that meets students' individual needs through the use of 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. 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

31% of students earning learning gains to 33% of students earning learning gains on the FAST from the 2023 third progress monitoring assessment to the 2024 third progress monitoring assessment. Compass will increase learning gains in Math from 33% of students earning learning gains to 36% of students earning learning gains on the FAST from the 2023 third progress monitoring assessment to the 2024 third progress monitoring assessment.

Monitoring:

Describe how this Area of Focus will be monitored for 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.

Person responsible for monitoring outcome:

ANITA FINE (anita.fine@polk-fl.net)

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.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Compass Charter's principal and academic dean will attend the Learning Sciences International Conference in June of 2023 and June of 2024 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.

Person Responsible: ANITA FINE (anita.fine@polk-fl.net)

By When: June 2023 the principal and academic dean will attend the conference.

Compass Charter's staff attending the conferences will conduct a professional development workshop on MTSS and highly effective Marzano strategies 8/3/2023-8/10/2023 to all of Compass' instructional staff and on October 16, 2023 on the Science of Reading. Teachers will complete follow up forms on the effectiveness of the professional development workshops. The principal and the academic dean will conduct observations of classrooms to monitor implementation of the strategies covered. The principal and academic dean will be looking for increased student engagement and motivation in the classroom as evidence of impact. Evidence of impact will also be shown through improved grade reports and increased scores of the FAST progress monitoring assessments.

Person Responsible: Shelly Wilson (shelly.wilson@compassmiddlecharter.net)

By When: August 2023 and October 2023 the professional development workshops will be conducted.

Compass Charter's instructional staff's focus for PLC's throughout the year will be on MTSS to discuss strengths, weaknesses, and implementation. These PLC's will be utilized to analyze the implementation of strategies learned through the beginning of the year professional development workshops. Evidence of impact will be seen through improved grade reports, improved FAST progress monitoring assessments, increased student motivation and engagement in the classroom.

Person Responsible: ANITA FINE (anita.fine@polk-fl.net)

By When: September 2023 - May 2024 PLC's will be conducted monthly.

Compass Middle Charter school will send the academic dean to the Science of Reading Workshop in Miami in order to gain knowledge to prepare to implement high-impact techniques to build stronger literacy, specifically in MTSS, with your students. 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.

Person Responsible: Shelly Wilson (shelly.wilson@compassmiddlecharter.net)

By When: September 25, 2023 the academic dean will attend the conference.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility. 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. 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

31% of students earning learning gains to 33% of students earning learning gains on the FAST from the 2023 third progress monitoring assessment to the 2024 third progress monitoring assessment. Compass will increase learning gains in Math from 33% of students earning learning gains to 36% of students earning learning gains on the FAST from the 2023 third progress monitoring assessment to the 2024 third progress monitoring assessment.. Student referrals will total below 75 for the whole school year. Student attendance will increase from 59% at the end of the 2022-2023 school year to 64% with at least 90% attendance average for the school year.

Monitoring:

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

This area of focus will be monitored through FSAT progress monitoring assessments to show learning gains, through student course work to show understanding, through FOCUS discipline and attendance reports, and through administrative classroom observations.

Person responsible for monitoring outcome:

ANITA FINE (anita.fine@polk-fl.net)

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.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(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 1 - Strong 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.

UniSIG will provide charter reimbursement for a Behavior Interventionist for Compass Charter School. This Behavior Interventionist will attend the Southeastern National PBIS Conference and the principal will attend the National Youth At Risk 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.

Person Responsible: LeDarion Jones (ledarion.jones@polk-fl.net)

By When: June 2023, March 2024, and June 2024 each conference will be attended. Knowledge from the conferences will be brought back and shared with the staff through professional development.

Compass Charter teachers will attend professional development workshops lead by the Positive Behavior Interventionist and Principal from their gained knowledge of conferences the second 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.

Person Responsible: LeDarion Jones (ledarion.jones@polk-fl.net)

By When: August 2023 and March 2024 professional developments will be held.

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.

Person Responsible: LeDarion Jones (ledarion.jones@polk-fl.net)

By When: August, December, and March students will complete surveys.

The Positive Behavior Interventionist will facilitate a mentor program between Compass' eighth graders and fifth graders. The Positive Behavior Interventionist will assign mentors to the fifth graders, plan activities and sessions with mentors and mentees, and monitor activities and sessions with mentors and mentees. The Positive Behavior Interventionist will analyze participation in mentor activites and session in correlation to increased attendance, decrease in referrals, increase in FAST progress monitoring assessment scores, and increase of grade reports for evidence of impact.

Person Responsible: LeDarion Jones (ledarion.jones@polk-fl.net)

By When: Starting September 2023 with sessions or activites once a month as well as lunch with mentors and mentees once a month thorough the end of the school year.

The Positive Behavior Interventionist 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 Interventionist 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.

Person Responsible: LeDarion Jones (ledarion.jones@polk-fl.net)

By When: Teacher will be identified by October 2023, with meetings and observations starting at that time and going through the end of the school year.

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).

The school leadership meets with a key stakeholders to discuss utilization of funding allocations and to ensure resources are allocated based on needs. Surveys were sent to parents in May of 2023 for input on utilization of funding allocations. They were shown a draft of the schools plans as well as were able to add ideas for areas of need they did not see addressed. In August of 2023 the utilization of funding allocations was reviewed with staff and a discussion was held for more ideas to meet student and staff needs. In August of 2023 the budget for the utilization of funding allocation was presented to the governing board of the school in its board meeting. Through these conversations and surveys several areas of need were discussed. The need for specialized instructional support through a specific MTSS teacher that would conduct small group and individualized pull outs for Compass' tier 3 students was discussed and agreed that ESSER 3 funds could support this additional unit. The idea of mentors between 5th and 8th grade students was brought up to improve student relationships as well as improve attendance for students by increasing motivation to come to school. It was agreed that this program could be conducted by the Positive Behavior Interventionalist and funded through UniSig. Through out the school year, Compass will meet with key stakeholders to analyze effectiveness of the planned use of allocation and revise as needed.

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.

At the conclusion of the 2022-2023 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 was be conducted October 7th, 2023. During the annual meeting administration reviewed 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 conducted new student enrollment meetings on August 1st and August 2nd 2023 to review SWP to all new families. Community input is gathered through board meetings, the August 28th 2023 board meeting specifical had the item of SIP review in its agenda. Parent and families nights are

scheduled for November 30, 2023 and February 1, 2024. Updates on all programs will be discussed at these times.

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))

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 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.

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)

Compass Charter will continue to implement MTSS strategies and tiers as describes 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.

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))

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 unties IDEA programs. Compass also participates in the Florida Charter School conference in order to network with other charter schools.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

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 are assigned fifth grade students to mentor throughout the school year and meet with students at least once a month to have lunch and chat with them.

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. (ESSA 1114(b)(7)(iii)(II))

Compass will hold a transition event for parents and students on November 30th, 2023, 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.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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 and confers will all students once the 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.

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. (ESSA 1114(b)(7)(iii)(IV))

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.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

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: Instructional Practice: Differentiation				\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$68,752.79
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	0932 - Compass Middle Charter School	UniSIG	0.8	\$68,752.79
			<i>Notes: Charter reimbursement for Behavior Interventionist</i>			
					Total:	\$71,250.00

Budget Approval

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

No