

Polk County Public Schools

COMPASS MIDDLE CHARTER SCHOOL



2026-27 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

The mission of Compass Middle Charter 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.

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

- 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

Positive Behavior Interventionalist

Leadership Team Member #3

Employee's Name

Shelly Wilson

shelly.wilson@compassmiddlecharter.net

Position Title

Reading Interventionist, MTSS Specialist, ESE Coordinator

Job Duties and Responsibilities

- 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.

At the conclusion of the 2025-2026 school year, climate surveys were sent out to stakeholders (staff, parents, and, 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)).

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

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 5-8
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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						37	52	40	22	151
Absent 10% or more school days						19	22	25	9	75
One or more suspensions						4	2	0	0	6
Course failure in English Language Arts (ELA)						0	1	0	0	1
Course failure in Math						0	1	0	0	1
Level 1 on statewide ELA assessment						16	27	16	13	72
Level 1 on statewide Math assessment						17	33	21	14	85
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 2026-27

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						16	22	16	9	63

Current Year 2026-27

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						17	23	21		61
Students retained two or more times						1		1		2

Prior Year (2025-26) 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	
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
Course failure in Math										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

Prior Year (2025-26) 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						15	14	14	17	60

Prior Year (2025-26) 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						2	4		1	7

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	28	51	62	24	47	58	21	40	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	39	56	61	45	55	59	34	51	56
ELA Lowest 25th Percentile	44	50	53	64	52	52	30	48	50
Math Achievement*	15	51	65	14	46	63	12	43	60
Math Learning Gains	31	57	62	28	52	62	34	54	62
Math Lowest 25th Percentile	35	54	57	49	53	57	48	58	60
Science Achievement	12	43	57	7	38	54	21	37	51
Social Studies Achievement*	40	76	77	26	72	73	19	70	70
Graduation Rate									
Middle School Acceleration	80	82		75	77			73	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				50	43	53	40	38	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						31%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						6
Total Points Earned for the FPPI						244
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
31%	34%	29%	19%	28%	18%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	24%	Yes	7	7
English Language Learners	28%	Yes	7	1
Black/African American Students	25%	Yes	7	7
Hispanic Students	29%	Yes	7	1
White Students	33%	Yes	4	
Economically Disadvantaged Students	29%	Yes	7	7

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	28%		39%	44%	15%	31%	35%	12%	40%				
Students With Disabilities	25%		35%		10%	25%							
English Language Learners	28%		38%	45%	20%	28%		10%					
Black/African American Students	27%		42%		11%	30%	36%	12%	20%				
Hispanic Students	27%		37%	43%	15%	28%	31%	11%	40%				
White Students	33%		38%		19%	36%		15%	57%				
Economically Disadvantaged Students	27%		37%	45%	15%	30%	34%	10%	37%				

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%				

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	5	36%	52%	-16%	61%	-25%
ELA	6	21%	53%	-32%	62%	-41%
ELA	7	33%	54%	-21%	62%	-29%
ELA	8	23%	50%	-27%	60%	-37%
Math	5	28%	51%	-23%	62%	-34%
Math	6	4%	48%	-44%	60%	-56%
Math	7	23%	43%	-20%	53%	-30%
Math	8	5%	43%	-38%	61%	-56%
Science	5	14%	49%	-35%	60%	-46%
Science	8	9%	41%	-32%	52%	-43%
Civics	7	40%	90%	-50%	77%	-37%

III. Planning for Improvement

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?

Compass increased the percentage of learning gains in math to 31% in 2025-2026 from 29% in 2024-2025 and decreased the reading learning gains percentage to 39% in the 2025-2026 school year from 44% learning gains in the 2024-2025 school year. Math, in all grades, showed the greatest area of improvement. Also, the fifth grade had great improvement from the fifth-grade group the previous year. Compass Charter switched math teachers mid-year to a veteran teacher with better classroom management, and improvements were seen immediately. Compass Charter also switched subject areas taught by the fifth-grade teachers. The teachers requested the switch as both believed they were more comfortable in the other curriculum, and it was proved correct with the increased learning gains.

Lowest Performance

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

The lowest area of performance was in math, specifically sixth-grade math. The biggest factors in last year's low performance were lack of student motivation and a novice teacher that had issues with classroom management. Compass Middle Charter School did switch a veteran teacher into the math position in February of the school year.

Greatest Decline

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

Sixth grade math learning gains showed the greatest area of weakness, and eighth grade math showed the greatest decline from the previous year. Compass employed a new teacher for sixth-grade math in March of 2024. The teacher was placed on a professional development and mentoring plan but was unable to improve classroom management or student engagement. In March of 2026, Compass Middle Charter School moved a veteran teacher into the math position. Improvements were seen through FAST progress monitoring 2 test data and FAST progress monitoring 3 test data. Compass Middle Charter School will keep the veteran teacher in the math position for the 2026-2027 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.

The greatest gap is seen through a lower amount of learning gains and a high amount of level one students in both reading and math with Compass' seventh-grade students. In both reading and math there are students above the state average 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.

The greatest area from the EWS data to focus on is chronic absences. 54% of our students missed 10% or more days of school in the 2025-2026 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.

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.

Compass Charter will continue to maintain learning gains with students in both ELA and mathematics, with at least 25% of students earning learning gains on the FAST. Compass will increase learning gains in ELA from 41% of students earning learning gains to 44% of students earning learning gains on the FAST from the 2026 third progress monitoring assessment to the 2027 third progress monitoring assessment. Compass will increase learning gains in math from 32% of students earning learning gains to 35% of students earning learning gains on the FAST from the 2026 third progress monitoring assessment to the 2027 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 coursework 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 coursework, 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 Science of Reading and Learning, as well as the Marzano framework.

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 and 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 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

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 for identified students. She will also work with teachers, coaching and supporting their tier 1 and tier 2 interventions in their classrooms

Action Step #2

Learning Sciences International Conference

Person Monitoring:**By When/Frequency:**

Anita Fine

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 2026 and June of 2027 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 #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

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 utilize 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, with at least 25% of students earning learning gains on the FAST. Compass will increase learning

gains in ELA from 39% of students earning learning gains to 41% of students earning learning gains on the FAST from the 2026 third progress monitoring assessment to the 2027 third progress monitoring assessment. Compass will increase learning gains in math from 31% of students earning learning gains to 33% of students earning learning gains on the FAST from the 2026 third progress monitoring assessment to the 2027 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 2025-2026 school year to 56% with at least a 90% attendance average for the school year. Specific early warning data from the 2025-2026 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.

This area of focus will be monitored through FSAT progress monitoring assessments to show learning gains and through student coursework 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 2026, March 2027, June 2027; quarterly

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 led 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 complete follow-up forms on the effectiveness of the professional 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 as evidence of impact.

Action Step #4

PBIS Coaching

Person Monitoring:

LeDarion Jones

By When/Frequency:

Teachers will be identified by October 15, 2026

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

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. Throughout the school year, the positive behavior interventionist will conduct observations in these teachers' classrooms. He will look for increased engagement, fewer behavior issues, and improved student-teacher relationships when observing for evidence of the impact of the strategies.

V. Title I Requirements (optional)

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.

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

At the conclusion of the 2025-2026 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 17, 2026. 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 with 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 27th and July 28th, 2026, and will review the SIP with all new families. Community input is gathered through board meetings; the August 24th, 2026, board meeting specifically will have the item of SIP review in its agenda. Parent and family nights are scheduled for November 12, 2026, and January 21, 2027. 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)).

<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 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)).

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)).

Compass Charter is a part of the schoolwide 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 the 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)).

Compass Charter employs 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 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)).

Compass will hold a transition event for parents and students on January 21st, 2026, about transitioning into high school. During this meeting Compass will inform students 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)).

Compass Charter follows a step process for all discipline. Students first receive a warning, then Compass Cash is 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)).

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, PLCs 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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

The school leadership meets with 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 2026 to identify the need for supplemental staff and curriculum purchases. Surveys were sent to parents in May of 2026 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 2026 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 2026, 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. Throughout the school year, Compass will meet with key stakeholders to analyze the 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).

- The iReady Assessment and Instructional Curriculum will be utilized to meet students' individual learning gaps and focus on students' specific areas of weakness, specifically to meet the needs of Tier 3 MTSS students seen through the large number of level 1 students in both reading and math on the state's FAST PM3 Spring Assessment.
- An MTSS specialist and reading interventionist, 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 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, which 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 2026-27 UniSIG funds but has chosen NOT to apply.

Yes

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