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School Board Approval

This plan has not yet been approved by the Polk County School Board.

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: <ol style="list-style-type: none">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; or4. 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 1x18(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.
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.

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)	

I. School Information

A. 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.

B. School Leadership Team

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

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

Position Title

Behavior Specialist

Job Duties and Responsibilities

Positive Behavior Interventionalist

Leadership Team Member #3

Employee's Name

Shelly Wilson

Position Title

Reading Interventionist, MTSS Coach, ESE Facilitator

Job Duties and Responsibilities

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

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 2023-2024 school year, climate surveys were sent out to stakeholders (staff, parents, students) 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 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. (ESEA 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.

D. Demographic Data

2024-25 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
2024-25 TITLE I SCHOOL STATUS	
2024-25 MINORITY RATE	
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	YES
RAISE SCHOOL	
2023-24 ESSA IDENTIFICATION	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23:MAINTAINING* 2021-22:MAINTAINING 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days						10	31	15	25	81
One or more suspensions						3	7	6	5	21
Course failure in English Language Arts (ELA)						0	0	0	0	0
Course failure in Math						0	0	1	0	1
Level 1 on statewide ELA assessment						13	25	12	22	72
Level 1 on statewide Math assessment						11	35	16	24	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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 2024-25

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						13	30	14	26	83

Current Year 2024-25

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						18	25	19	0	62
Students retained two or more times						3	2	1	0	6

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days						18	34	11	23	86
One or more suspensions						7	17	5	4	33
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment						14	33	16	5	68
Level 1 on statewide Math assessment						15	37	17	9	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										94

Prior Year (2023-24) 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						14	34	16	5	69

Prior Year (2023-24) 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						13	23	23	3	62
Students retained two or more times						1				1

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

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHL	DIST	STATE	SCHL	DIST	STATE	SCHL	DIST	STATE
ELA Achievement				10	36	49	15	40	50
ELA Learning Gains							33		
ELA Grade 3 Achievement									
ELA Learning Gains Lowest 25%							37		
Math Achievement				7	40	56	12	34	36
Math Learning Gains							37		
Math Learning Gains Lowest 25%							55		
Science Achievement				11	34	49	9	40	53
Social Studies Achievement				19	66	68	22	49	58
Graduation Rate								36	49
Middle School Acceleration					70	73		46	49
College and Career Readiness								66	70
ELP Progress				46	31	40	36	68	76

*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.

B. ESSA School-Level Data Review

2023-24 ESSA FPPI

Data for 2023-24 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
	19%	28%	18%		31%	32%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review

Data for 2023-24 had not been loaded to CIMS at time of printing.

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	0%	Yes	4	4
English Language Learners	18%	Yes	4	2
Native American Students				
Asian Students				
Black/African American Students	0%	Yes	4	4
Hispanic Students	19%	Yes	4	2
Multiracial Students				
Pacific Islander Students				
White Students	17%	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Economically Disadvantaged Students	17%	Yes	4	4
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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%
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Students With Disabilities	19%	Yes	3	3
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English Language Learners	24%	Yes	3	1
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Native American Students				
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Asian Students				
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Black/African American Students	22%	Yes	3	3
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Hispanic Students	26%	Yes	3	1
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Multiracial Students				
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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%
Pacific Islander Students				
White Students	41%	No		
Economically Disadvantaged Students	26%	Yes	3	3

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. (pre-populated)

Data for 2023-24 had not been loaded to CIMS at time of printing.

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	ELA LG	GRADE 3 ELA ACH.	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	10%				7%			11%	19%				46%
Students With Disabilities	0%				0%								2%
English Language Learners	9%				6%			10%					4%
Native American Students													
Asian Students													
Black/African American Students	0%				0%								2%
Hispanic Students	10%				5%			5%	29%				5%
Multiracial Students													
Pacific Islander													

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	ELA LG	GRADE 3 ELA ACH.	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
Students													
White Students	19%				15%							2%	
Economically Disadvantaged Students	8%				5%			7%	19%			5%	44%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	ELA LG	GRADE 3 ELA ACH.	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%
Students With Disabilities	8%	35%		33%	0%	37%		0%					
English Language Learners	14%	31%		40%	14%	36%		13%	10%				36%
Native American Students													
Asian Students													
Black/African American Students	8%	19%		27%	8%	38%	57%	0%	20%				
Hispanic Students	15%	33%		36%	12%	34%	46%	12%	10%				37%
Multiracial Students													
Pacific Islander Students													
White Students	27%	60%			20%	52%			46%				
Economically Disadvantaged Students	15%	33%		31%	15%	38%	57%	10%	22%				13%

E. Grade Level Data Review

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection

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 scored the same percentage of learning gains in math, 33%, and improved the reading learning gains percentage by 1% to 32% from the 2022-2023 school year. Fifth grade, specifically in math, showed the greatest area of improvement. The school continued smaller fifth grade classrooms in the 2023-2024 school year. This helped make fifth grade math the highest area of improvement in 2022-2023, and again there was significant improvement in learning gains. The school also had the same teacher, in the fifth grade math unit. This is the teacher's third year and second full school year at Compass. Having the same teacher in this area has helped to create a successful learning atmosphere where she creates supportive relationships with students, set structure in the classroom, and was able to motivate students to success.

Lowest Performance

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

Compass' lowest performance areas were 8th grade Reading and 6th grade Math. There was a change in Reading teachers in the middle of the school year for 8th grade students, they had the same teacher for two years and were comfortable with her learning atmosphere. There was a change in sixth grade math teachers in March and many discipline issues with sixth grade students in the math classroom, disrupting the learning environment.

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 decline from the previous year. Compass employed a new teacher to sixth grade math in March. Before March the sixth grade math classrooms did have discipline issues which continued when the new teacher was employed. This cause disruption to the learning environment. The new teacher will remain with Compass for the 2024-2025 school year and plans on implementing positive relationships and set rules and procedures in order to improve the learning environment.

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 in our seventh graders. In both reading and math there are above state average students scoring low level ones. The greatest factor contributing to this factor is that Compass focuses on at-risk, lower level students. These are the students we recruit so that they can be placed in an environment where peers are struggling as well and they feel safe to push themselves to succeed.

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. 57% of our students missed 10% or more days of school in the 2023-2024 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 of Focus

(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

Include a description of your Area of Focus, 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 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

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

Compass Charter will continue to maintain learning gains with students in both ELA and Mathematics of at least 25% of students earning learning gains on the FAST. Compass will increase learning gains in ELA from 32% of students earning learning gains to 33% of students earning learning gains on the FAST from the 2024 third progress monitoring assessment to the 2025 third progress monitoring assessment. Compass will increase learning gains in Math from 33% of students earning learning gains to 34% of students earning learning gains on the FAST from the 2024 third progress monitoring assessment to the 2025 third progress monitoring assessment.

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 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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Learning Science International Conference

Person Monitoring:

Anita

By When/Frequency:

Throughout the school year/quarterly

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

Compass Charter's staff will attend the Learning Sciences International Conference in June of 2024 and June of 2025 in order to gain knowledge from experts on MTSS and the Marzano framework. Knowledge from the conference will be brought back to Compass and shared with the staff through professional development. Teachers will complete feedback forms on the effectiveness of the professional development workshops.

Action Step #2

Science of Reading and Learning PD

Person Monitoring:

Shelly Wilson

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 staff will participate in the Science of Reading and Learning professional development workshops virtually. The Reading team will work together during implementation and meet bimonthly through PLC's.

Action Step #3

MTSS

Person Monitoring:

Shelly Wilson

By When/Frequency:

Throughout the school year/ monthly

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

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

IV. Positive Culture and 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. 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

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

Compass Charter will continue to maintain learning gains with students in both ELA and Mathematics of at least 25% of students earning learning gains on the FAST. Compass will increase learning gains in ELA from 32% of students earning learning gains to 33% of students earning learnings gains on the FAST from the 2024 third progress monitoring assessment to the 2025 third progress monitoring assessment. Compass will increase learning gains in Math from 33% of students earning learning gains to 34% of students earning learnings gains on the FAST from the 2024 third progress monitoring assessment to the 2025 third progress monitoring assessment. Student referrals will total

below 75 for the whole school year. Student attendance will increase from 43% at the end of the 2023-2024 school year to 50% with at least 90% attendance average for the school year.

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, 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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1

PBIS and At-Risk Conferences

Person Monitoring:

Anita

By When/Frequency:

June 2024, March 2025, and June 2025 each conference will be attended. Knowledge from the conferences will be brought back and shared with the staff through professional development.

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

step:

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

Action Step #2

PBIS PD

Person Monitoring:

LeDarion Jones

By When/Frequency:

Throughout the school year/quarterly

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

Compass Charter teachers will attend professional development workshops lead by the Positive Behavior Interventionist and Principal from their gained knowledge of conferences the 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 proccessional development workshops. The principal and the Positive Behavior Interventionist will conduct observations of classrooms to monitor implementation of the strategies covered. The principal and Positive Behavior Interventionist will be looking for increased student engagement and motivation in the classroom as evidence of impact. Evidence of impact will also be shown through increased attendance, improved grade reports, increased scores of the FAST progress monitoring assessments, and decreased referrals.

Action Step #3

Student Surveys

Person Monitoring:

LeDarion Jones

By When/Frequency:

throughout the school year/quarterly

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

Students will take surveys, three times, throughout the year to answer what would motivate them in school, what Compass is currently doing that helps, and what they would like to add to help motivation. Compass will implement incentives students vote on throughout the school year. The Positive Behavior Interventionist will analyze the surveys and participation in incentives in correlation to increased attendance, decrease in referrals, increase in FAST progress monitoring assessment scores, and increase of grade reports for evidence of impact.

Action Step #4

Student Mentors

Person Monitoring:

LeDarion Jones

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:

The Positive Behavior Interventionist will facilitate a mentor program between Compass' eighth graders and sixth 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.

Action Step #5

PBIS Coaching

Person Monitoring:

LeDarion Jones

By When/Frequency:

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

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

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

V. Title I Requirements (optional)

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 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. (ESEA 1114(b)(4))

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

At the conclusion of the 2023-2024 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 October 1st, 2024. During the annual meeting administration will review the SIP, UniSIG budget and SWP. Compass has the Title I PEN notebook available in the front office for parents to review will all title I documents and budgets included. The school's webpage has the SIP available for public viewing. Compass will conduct new student enrollment meetings on July 31st and August 1st 2024 and will review SWP to all new families. Community input is gathered through board meetings, the August 19th 2024 board meeting specific will have the item of SIP review in its agenda. Parent and families nights are scheduled for November 14, 2024 and February 4, 2025. 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 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. (ESEA Section 1114(b)(7)(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 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 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 sixth grade students 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. (ESEA 1114(b)(7)(iii)(II))

Compass will hold a transition event for parents and students on November 14th, 2024, on transitioning into high school. During this meeting Compass will inform student and parents of different high school and career pathways including, IB schools, career academies and vocational schools.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 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 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. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The school leadership meets with a key stakeholders to discuss utilization of funding allocations and to ensure resources are allocated based on needs in each of the school board meetings throughout the school year. Specific areas of need were discussed in detail when developing the budget in June of 2024 to identify need to supplemental staff and curriculum purchases. Surveys were sent to parents in May of 2024 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 2024 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 2023 the budget for the utilization of funding allocation will be presented to the governing board of the school in its board meeting. Through these conversations and surveys identified areas of need will be discussed. Through out the school year, Compass will meet with key stakeholders to analyze effectiveness of the planned use of allocation and revise as needed.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.



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