

Polk County Public Schools

# Compass Middle Charter School



2017-18 Schoolwide Improvement Plan

## Compass Middle Charter School

550 CLOWER ST E, Bartow, FL 33830

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 5-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Alternative Education	Yes	0%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Polk County School Board on 10/9/2017.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Compass Middle Charter School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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) Promoted 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.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Building relationships between teachers and students and understanding students' cultures is a key element in Compass Middle School's success. The school consists of 100% free/reduced lunch students, 45.2% Hispanic, 30.1% Black, 23.3% white, 0.7% Mixed, and 0.7% Asian students. Many students come from a diverse and difficult background in which they require their school staff to create relationships with them in order for them to want to work at school. Every new teacher goes their creating relationships to increase student engagement professional development with their mentor teacher, using the philosophies of Ruby Payne and Ron Clark.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Compass Middle School staff creates a safe and respectful environment through a PBS model where students earn Compass Cash through model choices and behavior. Staff focuses on the positive, not the negative during and after school. Administration also conducts peer conferences with students and discussions with mentors dissolving issues before they occur, in order to foster a safe and respectful atmosphere. In order to enforce a safe environment, the campus is surrounded by a locked gate with only on access point that is monitored for anyone, but staff members, to enter the campus.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral system is inclusive of minor and major infractions as identified through the PBS model and the PCSB Student Code of Conduct. Systems that aid in minimizing distractions

to keep students engaged include focused time on task (instruction), student collaboration, integration of technology (iPads and Chromebooks), and the Compass Cash system in which students earn "cash" for grades and behavior to use to purchase rewards throughout the school year.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Compass Middle School staff addresses student social-emotional needs through mentoring, peer conferences, and calm down and conference opportunities with administration. Small group counseling is recommended through the school to students that are identified in Tier 2 MTSS. Teachers host parent conference to inform and collaborate with families to address student concerns, academic, and social progressions.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Compass Middle Charter School uses the PCSB database system Genesis to pull reports monthly on the early warning indicators quarterly. The reports that are pulled are for below 90% attendance rate, suspensions, and failing grades in all courses. Students scores on the statewide standardized assessments and the school's progress monitoring assessment are also pulled quarterly and analyzed by administration and content area teachers.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	7	6	0	10	0	0	0	0	23
One or more suspensions	0	0	0	0	0	15	4	2	10	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	22	31	24	3	0	0	0	0	80

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	17	8	0	10	0	0	0	0	35

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The school calls home every day the student is absent, has parents and students sign a contract stating they will not miss more than 10 days of school per semester, and sends home three different truancy letters as absences progress. Students receive rewards for good attendance throughout the school year. Students receive rewards for good behavior. The school provides mentors and peer conferences to diffuse behavior situations before the occur. Students receive lessons on bullying. Students and parents sign a contract stating they will not receive any OSS's. Failing grade,

attendance, and behavior reports are printed every month by the principal. Teachers, administration, parents, and students are held gathered for conferences for students identified in an area in need of improvement. Parents receive weekly progress reports to monitor students' grades. Compass has implemented i-Ready curriculum to identify student individual achievement gaps, with lessons and computer based programs to help students in their specific areas of weakness.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/423738>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The school SAC meets throughout the year to plan activities for gaining community support for staff and students. Field trips are already booked with the community for each grade level once a nine week period to visit local facilities such as nature reserves, aquatic museums, and science museums. The school promotes the area Title I family center that provides tutoring for parents and students, as well as hands out food to families in need in the area. Compass also partakes in a SMILE pack program with Catholic Charities to provide students in need with backpacks full of food for each weekend.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
FINE, ANITA	Principal
Jones, LeDarion	Dean
Wilson, Shelly	Instructional Coach

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**



The MTSS team will meet every other month (more frequently as needed), facilitated by the principal, to engage in the following activities: Review school-wide, grade-level, and teacher data to problem solve interventions on a systematic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or as data is available. The team will help teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for the school teachers, and student improvement. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Focus on improving student achievement outcome with evidence based interventions implemented with fidelity and frequent progress monitoring will also be a function of the team. The team will also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS team including the Reading Chair, the Math Chair, the school's dean, and the principal will use data from the FCAT and i-Ready to monitor progress in order to target areas in need for improvement through out the year. The areas in need of improvement will be the focus for professional development needs and use of resource allocation. Students will be targeted for small group and individual needs through analysis of the data and will be monitored through out the year. More students will be targeted as data shows declines throughout the year.

#### Title I, Part A

The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports summer instructional programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents.

#### Title 1, Part C

Compass Middle Charter School currently does not have any migrant students enrolled for the 2017-2018 school year. If a migrant student were to enroll, Migrant students enrolled in Compass Middle Charter School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title 1, Part D

Compass Middle Charter School is not listed as a Department of Juvenile Justice (DJJ) facility or a zoned home school and is therefore not a participant of transition facilitators.

#### Title II

Title II funds provide professional development resources. Compass Middle Charter is using Title II funds in the 2016-2017 school year to receive training on Marzano instructional teaching methods and specific strategies to help at-risk students. Title II funds will also be used for required ESOL and Reading competency training for certification purposes.

#### Title III

Compass Middle does not use or receive Title III funds.

**Title X The Hearth program**

Hearth program, funded by Title X, provides support for homeless students. Title I provides support for this program, and many other activities through the Hearth Program.

**Adult Education**

Students are provided with information related to adult education options upon request.

**Violence Prevention Programs**

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of programs include anti-bullying, gang awareness, drug awareness and etc.

**Nutrition Programs**

This school is not a location for the summer feeding program.

**Career and Technical Education**

All eighth grade students are enrolled in a Career Development course through their eighth grade course requirement and receive assistance through the Choices program. The administration team meets with all eighth grade students as they discover their career interests and plan for their high school course load.

**State and Local funds**

State curriculum specialists develop and evaluate school core content standards/programs

**Housing Programs**

Students with housing needs are referred to the Homeless Student Advocate.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Anita Fine	Principal
LeDarion Jones	Teacher
Eina Dorado	Teacher
Adrianna Vazquez	Education Support Employee
Harry Williams	Business/Community
Annette Swartz	Parent
Carolina Gomez	Parent
Chimela Hogan	Parent
Nichole Thompson	Parent

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the School Improvement Plan for 2016-2017 and analyzed actual scores and goals with all stakeholders on the 9/21/2017 meeting. Members of the council also reviewed the current, 2017-2018, School Improvement Plan to compare this year's goals with last year's goals.

*b. Development of this school improvement plan*

The SAC met on October 18, 2017 to assist in the implementation and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, administration, and community members who are stakeholders in the school.

*c. Preparation of the school's annual budget and plan*

n/a

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

n/a

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
FINE, ANITA	Principal
Wilson, Shelly	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives for the 2017-2018 school year are:

Train teachers and implement close reading in all content areas throughout the school year.

Train teachers and implement rigorous lessons that meet the challenges of the new standards through small group learning, identifying similarities and differences, and implementing lessons that involve proving hypothesis.

Train teachers and implement the use of technology through iPad w/ educational apps and chromebooks to increase engagements.

Train teachers and implement rigorous, high taxonomy level lessons, questioning, and techniques.

Train teachers and implement lessons involving Marzano's Examining Errors of Reasoning techniques.

Train teachers and implement i-Ready Reading curriculum to meet student's diverse learning needs and to close achievement gaps.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Compass encourages positive working relationships between teachers through bi-weekly PLC meetings involving all teachers and administration (only 9 total on staff).

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

- Feedback on evaluations/classroom walk-through throughout the year through the evaluation system model, iOvservation (Marzano); person responsible principal
- Creating a safe and orderly work environment; persons responsible principal and deans
- Additional training, strategies, and support in classroom management for new teachers and/or teachers in need of help; persons responsible principal and deans
- bi-weekly meeting with teachers highlighting topics of concern/issues; persons responsible principal and deans

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Shelly Wilson, Lead teacher representative and Reading teacher, is the designated mentor for all first year teachers. Ms. Wilson mentors the teachers new to the school to ensure understanding of the evaluation system model (iObservation) and procedures of the school, as well as coaches them in highly effective delivery practices.

Planned mentor activities include: Completion of the PEC program ( Ms. Bailey), lesson plan monitoring, observations of classroom instruction with constructive feedback, monthly meetings, individualized PD on Marzono and areas in need of improvement

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Compass ensures its core instructional programs and materials are aligned to the Florida's standards through adopting state approved materials and conducting thorough research on materials through representative contact and sample materials before implementing them into the classroom.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Data is used to place students into groups for small group/center based learning classrooms. The i-Ready curriculum adopted by the school provides detailed reports for each student that is tested in both areas of weakness and strength and uses this information to place students in homogeneous groups for small group learning. Lessons, both teacher based and computer based, are given to

teachers through the system to use in these groups to meet the students' individual learning needs for improvement.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 1,080

Math, Science, and Reading teachers provide additional time at the beginning and end of the day for students that require more individualized time with the teacher. Teachers will work one on one with targeted students on the specific student's areas of weakness. A tutoring program is held twice a week for students that believe they need extra help as well.

**Strategy Rationale**

Close the learning gaps of our students inquired in elementary school.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Wilson, Shelly, shelly.wilson@compassmiddlecharter.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through teacher observations, teacher made assessment and checks for understanding, as well as through improvement through progress monitoring assessments.

**Strategy:** Extended School Day

**Minutes added to school year:** 750

PLC's for integration of technology to enhance student learning. Planning and Professional Development on the implementation of Marzano's strategies as well as Common Core.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

FINE, ANITA, anita.fine@polk-fl.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data will be collected and analyzed through classroom observations, work on the teacher deliberated practice growth plans, and scores on the teacher evaluation model.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Compass enrolls grades 5-8. The fifth grade students are supported through the transition to middle school through a blended atmosphere between what they would experience in an elementary school and what they would experience in a middle school. They are located on a middle school campus, switch classes in between periods, and experience morning duty and lunch the same as the middle school campus. They only switch between two classrooms, are kept with the same group of students throughout the day, and are in an area reserved only for fifth grade students similar to what they would experience on an elementary campus. By the time the move up to 6th grade they are ready for the atmosphere and expectations of a middle school student due to the stepping stone provided in 5th grade.

Eighth grade students enrolled at Compass take to elective ninth grade courses, PE and technology. The students leave middle school with already two credits toward high school giving them an extra hand as the enter high school and allowing them to focus on content courses their freshman year.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

Academic Advising for all students with failing grades.

Pull out programs for low performing Reading and Math students

Integration of iPads through out the school.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Only 27% of 5th grades students at Compass made learning gains in 2017. Only 32% of 5th grade students at Compass made learning gains.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Students have difficulty transitioning to Compass from elementary school. Teachers have had difficulty meeting students needs during this transition due to poor academic self esteem, large learning gasps in the majority of students, education success not a priority, poor attendance, and behavioral problems. Compass will incorporate small class sizes to give students and teachers the attention needed to meet each student's needs both socially and academically and to give students a strong foundation to be successful starting their middle school years.

### **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility.
- G2.** Teachers will engage students in complex tasks aligned to the full extent of the standards, using state identified highly effective delivery practices.
- G3.** Compass Middle 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.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.



**G1.** Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility. 1a

G098113

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	13.0
One or More Suspensions	50.0
Discipline incidents	50.0
Retained Students	5.0

**Targeted Barriers to Achieving the Goal** 3

- Low Self Confidence in Academic Performance

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- iPads and Chrome books
- Student Incentives
- Compass Cash System
- Student Incentives
- Compass Cash System

**Plan to Monitor Progress Toward G1.** 8

Student report cards, attendance reports from Genesis, and discipline incident/action reports from Genesis

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

GPA, discipline, and attendance reports will be collected monthly and analyzed by the leadership team.

**G2.** Teachers will engage students in complex tasks aligned to the full extent of the standards, using state identified highly effective delivery practices. 1a

G098114

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	40.0
ELA/Reading Gains	37.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of Student Motivation
- Not Using Highly Effective Delivery Practices

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- i-Ready Curriculum
- Professional Development Training on Highly Effective Delivery Practices
- i-Pads and Chromebooks
- PLC's on Highly Effective Delivery Practices
- i-Ready Diagnostic Assessments
- Pull-Outs

**Plan to Monitor Progress Toward G2.** 8

i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.

**G3.** Compass Middle 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. 1a

G098115

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	37.0
Math Gains	40.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of Student Motivation
- Not Using Highly Effective Instructional Delivery Practices

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- i-Ready Curriculum
- Professional Development Training in Highly Effective Instructional Delivery Practices
- i-Pads and Chromebooks
- PLC's on Highly Effective Instructional Delivery Practices
- i-Ready Diagnostic Assessments
- Pull-Outs

**Plan to Monitor Progress Toward G3.** 8

i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility. 1

G098113

**G1.B3** Low Self Confidence in Academic Performance 2

B263891

**G1.B3.S1** GPA, Attendance, and Behavior focus meetings with parents, teachers, administration, and students to identify the root of problems and focus on fixing the problem as a whole learning community.

4

S279518

### Strategy Rationale

This will show students and parents that everyone is involved in their success and will support them.

### Action Step 1 5

Monitor student GPA, discipline referrals, and attendance

#### Person Responsible

ANITA FINE

#### Schedule

Monthly, from 9/18/2017 to 5/25/2018

#### Evidence of Completion

monthly reports pulled through Genesis

### Action Step 2 5

Train Staff on Promoting Positive Attendance

#### Person Responsible

ANITA FINE

#### Schedule

On 5/25/2018

#### Evidence of Completion

Sign in Sheet, PD Powerpoint

**Action Step 3** 5

Schedule and conduct focus meetings

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Meeting Notes

**Action Step 4** 5

Rewards for attendance, GPA, and behavior

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

List of students receiving rewards

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Follow up on improvement of student GPA, attendance, and discipline

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

discipline, GPA, and attendance data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Decrease in numbers of GPA's below 2.0, discipline referrals, and students with 10 or more absences from school.

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Monthly GPA, Discipline, and Attendance Reports from Genesis

**G1.B3.S2 Student academic and attendance improvement rewards.** 4

S279519

**Strategy Rationale**

This will develop a sense of pride in accomplishment and achievement of goals, focusing on the positive to build students up.

**Action Step 1** 5

Students will receive Compass cash for good grades in class.

**Person Responsible**

ANITA FINE

**Schedule**

Weekly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

Student planners will have a checkbook portion that will have weekly deposits for grades.

**Action Step 2** 5

Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

Participation list and deductions in student planners in the check book section



**Action Step 3** 5

Auctions using the Compass Cash System for purchase items

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 10/20/2017 to 5/25/2018

**Evidence of Completion**

Deductions in the student planner check book section

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Check student planners for deposits and deductions using the Compass Cash System

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

Student planners and participation lists

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Planner Checks and Interviews with Students

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 10/20/2017 to 5/25/2018

**Evidence of Completion**

Student planners, documentation on interviews with students on effectiveness of student incentives.

**G1.B3.S3** Decrease classroom size for 5th grade students. 4

S279520

**Strategy Rationale**

Teachers will be able to work with students in a more individualized learning environment to meet their needs and build their confidence in academic achievement through their first year in the Compass Success Program.

**Action Step 1** 5

Create two 5th grade class units with no more than 15 students in each class.

**Person Responsible**

ANITA FINE

**Schedule**

Daily, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Teacher Class Lists/Student Load Reports

**Plan to Monitor Fidelity of Implementation of G1.B3.S3** 6

Students will gain academic success.

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Student GPA, attendance, completion of classwork, and progress monitoring scores will improve

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3** 7

Improved Student Attendance

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/8/2017 to 5/25/2018

***Evidence of Completion***

5th grade monthly student attendance reports will be pulled and analyzed compared to previous years, current students' previous years, and this year's previous attendance.

**G2.** Teachers will engage students in complex tasks aligned to the full extent of the standards, using state identified highly effective delivery practices. 1

G098114

**G2.B1** Lack of Student Motivation 2

B263894

**G2.B1.S1** Student academic improvement awards. 4

S279521

### **Strategy Rationale**

Motivate students to improve academically through incentives.

### **Action Step 1** 5

Students will receive Compass cash for good grades in class.

#### **Person Responsible**

ANITA FINE

#### **Schedule**

Weekly, from 9/18/2017 to 5/25/2018

#### **Evidence of Completion**

Student planners will have a checkbook portion that will have weekly deposits for grades.

### **Action Step 2** 5

Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System

#### **Person Responsible**

ANITA FINE

#### **Schedule**

Monthly, from 9/18/2017 to 5/25/2018

#### **Evidence of Completion**

Participation list and deductions in student planners in the check book section

**Action Step 3** 5

Auctions using the Compass Cash System for purchase items

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 10/20/2017 to 5/25/2018

***Evidence of Completion***

Deductions in the student planner check book section

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Check student planners for deposits and deductions using the Compass Cash System

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Student planners and participation lists

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Planner Checks and Interviews with Students

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Student planners, documentation on interviews with students on effectiveness of student incentives.

**G2.B1.S2** Integration of technology in the classroom. 4

S279522

**Strategy Rationale**

Motivate students to learn through high interest and individualized academic programs.

**Action Step 1** 5

Professional Development for Teachers on Updates on Implementation of Technology in the Classroom

**Person Responsible**

ANITA FINE

**Schedule**

On 9/18/2017

**Evidence of Completion**

Sign in sheet and presentation materials

**Action Step 2** 5

Install Carts in all Math and Reading Classrooms with i-Pads and Chrome books for Small Groups. Install chrome carts in Science and Social Studies classrooms

**Person Responsible**

LeDarion Jones

**Schedule**

On 8/20/2018

**Evidence of Completion**

All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromebooks, Science and Social Studies classrooms will have a class set chrome cart.

**Action Step 3** 5

Implementation of i-Ready Curriculum

**Person Responsible**

ANITA FINE

**Schedule**

Daily, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Classroom observations, i-Ready reports

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Classroom Observations

**Person Responsible**

ANITA FINE

**Schedule**

Biweekly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

i-Observation, observation reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Interviews with Students, Classroom Observations

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 10/20/2017 to 5/25/2018

***Evidence of Completion***

Documentation of student interviews on effectiveness of technology to increase motivation,  
i-Observation evaluation reports

**G2.B6 Not Using Highly Effective Delivery Practices** 2

 B263899

**G2.B6.S1 Professional Development on Florida state identified Highly Effective Instructional Delivery Practices** 4

 S279523

**Strategy Rationale**

Teachers will gain knowledge in Florida state identified highly effective instructional delivery practices so that they can implement them in the classroom.

**Action Step 1** 5

Attend the Marzano Building Expertise Conference

**Person Responsible**

ANITA FINE

**Schedule**

On 6/16/2017

***Evidence of Completion***

Conference Workshop Materials

**Action Step 2** 5

Professional Development on Examining Errors in Reasoning

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/02 PD and monthly PLC, presentation materials, reflection handouts



**Action Step 3** 5

Professional Development on Formative Assessment

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/2/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/03 PD and monthly PLC, presentation materials, reflection handouts

**Action Step 4** 5

Professional Development on Engagement on Cognitively Complex Tasks

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/4 PD and monthly PLC, presentation materials, reflection handouts

**Action Step 5** 5

Professional Development on Rigorous Readers

**Person Responsible**

**Schedule**

Monthly, from 8/4/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/8 PD and monthly PLC, presentation materials, reflection handouts

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

PLC's to discuss implementation of Florida state identified highly effective strategies in the classroom

**Person Responsible**

**Schedule**

Biweekly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Sign in Sheets for each PLC and notes on discussion of the PLC's

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Classroom Observations

**Person Responsible**

ANITA FINE

**Schedule**

Biweekly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

i-Observation reports

**G3.** Compass Middle 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. 1

G098115

**G3.B1** Lack of Student Motivation 2

B263901

**G3.B1.S1** Student academic improvement awards. 4

S279524

### **Strategy Rationale**

Motivate students to improve academically through incentives.

### **Action Step 1** 5

Students will receive Compass cash for good grades in class.

#### **Person Responsible**

ANITA FINE

#### **Schedule**

Weekly, from 9/18/2017 to 5/25/2018

#### **Evidence of Completion**

Student planners will have a checkbook portion that will have weekly deposits for grades.

### **Action Step 2** 5

Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System

#### **Person Responsible**

ANITA FINE

#### **Schedule**

Monthly, from 9/18/2017 to 5/25/2018

#### **Evidence of Completion**

Participation list and deductions in student planners in the check book section

**Action Step 3** 5

Auctions using the Compass Cash System for purchase items

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 10/20/2017 to 5/25/2018

**Evidence of Completion**

Deductions in the student planner check book section

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Check student planners for deposits and deductions using the Compass Cash System

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Student planners and participation lists

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Planner Checks and Interviews with Students

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 9/18/2017 to 5/25/2018

**Evidence of Completion**

Student planners, documentation on interviews with students on effectiveness of student incentives.

**G3.B1.S2** Integration of technology in the classroom. 4

S279525

**Strategy Rationale**

Motivate students to learn through high interest and individualized academic programs.

**Action Step 1** 5

Professional Development for Teachers on Updates on Implementation of Technology in the Classroom

**Person Responsible**

ANITA FINE

**Schedule**

On 9/18/2017

**Evidence of Completion**

Sign in sheet and presentation materials

**Action Step 2** 5

Install Carts in all Math and Reading Classrooms with i-Pads and Chrome books for Small Groups. Install chrome carts in Science and Social Studies classrooms

**Person Responsible**

LeDarion Jones

**Schedule**

On 9/18/2017

**Evidence of Completion**

All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromebooks, Science and Social Studies classrooms will have a class set chrome cart.

**Action Step 3** 5

Implementation of i-Ready Curriculum

**Person Responsible**

ANITA FINE

**Schedule**

Daily, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Classroom observations, i-Ready reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Classroom Observations

**Person Responsible**

ANITA FINE

**Schedule**

Biweekly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

i-Observation, observation reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Interviews with Students, Classroom Observations

**Person Responsible**

ANITA FINE

**Schedule**

Quarterly, from 10/20/2017 to 5/25/2018

***Evidence of Completion***

Documentation of student interviews on effectiveness of technology to increase motivation,  
i-Observation evaluation reports

**G3.B6 Not Using Highly Effective Instructional Delivery Practices** 2

 B263906

**G3.B6.S1 Professional Development on Florida state identified Highly Effective Instructional Delivery Practices [copy]** 4

 S279526

**Strategy Rationale**

Teachers will gain knowledge in Florida state identified highly effective instructional delivery practices so that they can implement them in the classroom.

**Action Step 1** 5

Attend the Marzano Building Expertise Conference

**Person Responsible**

ANITA FINE

**Schedule**

On 6/16/2017

***Evidence of Completion***

Conference Workshop Materials

**Action Step 2** 5

Professional Development on Examining Errors in Reasoning

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/02 PD and monthly PLC, presentation materials, reflection handouts

**Action Step 3** 5

Professional Development on Formative Assessment

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/2/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/03 PD and monthly PLC, presentation materials, reflection handouts

**Action Step 4** 5

Professional Development on Engagement on Cognitively Complex Tasks

**Person Responsible**

ANITA FINE

**Schedule**

Monthly, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/4 PD and monthly PLC, presentation materials, reflection handouts

**Action Step 5** 5

Professional Development on Rigorous Readers

**Person Responsible**

**Schedule**

Monthly, from 8/4/2017 to 5/25/2018

***Evidence of Completion***

Sign in sheets for the 8/8 PD and monthly PLC, presentation materials, reflection handouts



**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

PLC's to discuss implementation of Florida state identified highly effective strategies in the classroom

**Person Responsible**

**Schedule**

Biweekly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Sign in Sheets for each PLC and notes on discussion of the PLC's

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1** 7

Classroom Observations

**Person Responsible**

ANITA FINE

**Schedule**

Biweekly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

i-Observation reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B6.S1.A1 A376723	Attend the Marzano Building Expertise Conference	FINE, ANITA	6/13/2017	Conference Workshop Materials	6/16/2017 one-time
G3.B6.S1.A1 A376734	Attend the Marzano Building Expertise Conference	FINE, ANITA	6/13/2017	Conference Workshop Materials	6/16/2017 one-time
G2.B1.S2.A1 A376720	Professional Development for Teachers on Updates on Implementation of Technology in the Classroom	FINE, ANITA	9/18/2017	Sign in sheet and presentation materials	9/18/2017 one-time
G3.B1.S2.A1 A376731	Professional Development for Teachers on Updates on Implementation of Technology in the Classroom	FINE, ANITA	9/18/2017	Sign in sheet and presentation materials	9/18/2017 one-time
G3.B1.S2.A2 A376732	Install Carts in all Math and Reading Classrooms with i-Pads and Chrome books for Small Groups....	Jones, LeDarion	9/18/2017	All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromeboks, Science and Social Studies classrooms will have a class set chrome cart.	9/18/2017 one-time
G1.MA1 M407525	Student report cards, attendance reports from Genesis, and discipline incident/action reports from...	FINE, ANITA	9/18/2017	GPA, discipline, and attendance reports will be collected monthly and analyzed by the leadership team.	5/25/2018 monthly
G2.MA1 M407532	i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report	FINE, ANITA	9/18/2017	Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.	5/25/2018 quarterly
G3.MA1 M407539	i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report	FINE, ANITA	9/18/2017	Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.	5/25/2018 quarterly
G1.B3.S1.MA1 M407519	Decrease in numbers of GPA's below 2.0, discipline referrals, and students with 10 or more absences...	FINE, ANITA	9/18/2017	Monthly GPA, Discipline, and Attendance Reports from Genesis	5/25/2018 monthly
G1.B3.S1.MA1 M407520	Follow up on improvement of student GPA, attendance, and discipline	FINE, ANITA	9/18/2017	discipline, GPA, and attendance data	5/25/2018 monthly
G1.B3.S1.A1 A376709	Monitor student GPA, discipline referrals, and attendance	FINE, ANITA	9/18/2017	monthly reports pulled through Genesis	5/25/2018 monthly
G1.B3.S1.A2 A376710	Train Staff on Promoting Positive Attendance	FINE, ANITA	9/18/2017	Sign in Sheet, PD Powerpoint	5/25/2018 one-time
G1.B3.S1.A3 A376711	Schedule and conduct focus meetings	FINE, ANITA	9/18/2017	Meeting Notes	5/25/2018 quarterly
G1.B3.S1.A4 A376712	Rewards for attendance, GPA, and behavior	FINE, ANITA	9/18/2017	List of students receiving rewards	5/25/2018 monthly
G2.B1.S1.MA1 M407526	Planner Checks and Interviews with Students	FINE, ANITA	9/18/2017	Student planners, documentation on interviews with students on effectiveness of student incentives.	5/25/2018 quarterly
G2.B1.S1.MA1 M407527	Check student planners for deposits and deductions using the Compass Cash System	FINE, ANITA	9/18/2017	Student planners and participation lists	5/25/2018 monthly
G2.B1.S1.A1 A376717	Students will receive Compass cash for good grades in class.	FINE, ANITA	9/18/2017	Student planners will have a checkbook portion that will have weekly deposits for grades.	5/25/2018 weekly
G2.B1.S1.A2 A376718	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System	FINE, ANITA	9/18/2017	Participation list and deductions in student planners in the check book section	5/25/2018 monthly
G2.B1.S1.A3 A376719	Auctions using the Compass Cash System for purchase items	FINE, ANITA	10/20/2017	Deductions in the student planner check book section	5/25/2018 quarterly

**Polk - 0932 - Compass Middle Charter School - 2017-18 SIP**  
*Compass Middle Charter School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B6.S1.MA1 M407530	Classroom Observations	FINE, ANITA	9/18/2017	i-Observation reports	5/25/2018 biweekly
G2.B6.S1.MA1 M407531	PLC's to discuss implementation of Florida state identified highly effective strategies in the...		9/18/2017	Sign in Sheets for each PLC and notes on discussion of the PLC's	5/25/2018 biweekly
G2.B6.S1.A2 A376724	Professional Development on Examining Errors in Reasoning	FINE, ANITA	8/1/2017	Sign in sheets for the 8/02 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G2.B6.S1.A3 A376725	Professional Development on Formative Assessment	FINE, ANITA	8/2/2017	Sign in sheets for the 8/03 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G2.B6.S1.A4 A376726	Professional Development on Engagement on Cognitively Complex Tasks	FINE, ANITA	8/3/2017	Sign in sheets for the 8/4 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G2.B6.S1.A5 A376727	Professional Development on Rigorous Readers		8/4/2017	Sign in sheets for the 8/8 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G3.B1.S1.MA1 M407533	Planner Checks and Interviews with Students	FINE, ANITA	9/18/2017	Student planners, documentation on interviews with students on effectiveness of student incentives.	5/25/2018 quarterly
G3.B1.S1.MA1 M407534	Check student planners for deposits and deductions using the Compass Cash System	FINE, ANITA	8/21/2017	Student planners and participation lists	5/25/2018 monthly
G3.B1.S1.A1 A376728	Students will receive Compass cash for good grades in class.	FINE, ANITA	9/18/2017	Student planners will have a checkbook portion that will have weekly deposits for grades.	5/25/2018 weekly
G3.B1.S1.A2 A376729	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System	FINE, ANITA	9/18/2017	Participation list and deductions in student planners in the check book section	5/25/2018 monthly
G3.B1.S1.A3 A376730	Auctions using the Compass Cash System for purchase items	FINE, ANITA	10/20/2017	Deductions in the student planner check book section	5/25/2018 quarterly
G3.B6.S1.MA1 M407537	Classroom Observations	FINE, ANITA	9/18/2017	i-Observation reports	5/25/2018 biweekly
G3.B6.S1.MA1 M407538	PLC's to discuss implementation of Florida state identified highly effective strategies in the...		9/18/2017	Sign in Sheets for each PLC and notes on discussion of the PLC's	5/25/2018 biweekly
G3.B6.S1.A2 A376735	Professional Development on Examining Errors in Reasoning	FINE, ANITA	8/1/2017	Sign in sheets for the 8/02 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G3.B6.S1.A3 A376736	Professional Development on Formative Assessment	FINE, ANITA	8/2/2017	Sign in sheets for the 8/03 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G3.B6.S1.A4 A376737	Professional Development on Engagement on Cognitively Complex Tasks	FINE, ANITA	8/3/2017	Sign in sheets for the 8/4 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G3.B6.S1.A5 A376738	Professional Development on Rigorous Readers		8/4/2017	Sign in sheets for the 8/8 PD and monthly PLC, presentation materials, reflection handouts	5/25/2018 monthly
G1.B3.S2.MA1 M407521	Planner Checks and Interviews with Students	FINE, ANITA	10/20/2017	Student planners, documentation on interviews with students on effectiveness of student incentives.	5/25/2018 quarterly
G1.B3.S2.MA1 M407522	Check student planners for deposits and deductions using the Compass Cash System	FINE, ANITA	9/18/2017	Student planners and participation lists	5/25/2018 monthly
G1.B3.S2.A1 A376713	Students will receive Compass cash for good grades in class.	FINE, ANITA	9/18/2017	Student planners will have a checkbook portion that will have weekly deposits for grades.	5/25/2018 weekly

**Polk - 0932 - Compass Middle Charter School - 2017-18 SIP**  
*Compass Middle Charter School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A2 A376714	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System	FINE, ANITA	9/18/2017	Participation list and deductions in student planners in the check book section	5/25/2018 monthly
G1.B3.S2.A3 A376715	Auctions using the Compass Cash System for purchase items	FINE, ANITA	10/20/2017	Deductions in the student planner check book section	5/25/2018 quarterly
G2.B1.S2.MA1 M407528	Interviews with Students, Classroom Observations	FINE, ANITA	10/20/2017	Documentation of student interviews on effectiveness of technology to increase motivation, i-Observation evaluation reports	5/25/2018 quarterly
G2.B1.S2.MA1 M407529	Classroom Observations	FINE, ANITA	9/18/2017	i-Observation, observation reports	5/25/2018 biweekly
G2.B1.S2.A3 A376722	Implementation of i-Ready Curriculum	FINE, ANITA	8/21/2017	Classroom observations, i-Ready reports	5/25/2018 daily
G3.B1.S2.MA1 M407535	Interviews with Students, Classroom Observations	FINE, ANITA	10/20/2017	Documentation of student interviews on effectiveness of technology to increase motivation, i-Observation evaluation reports	5/25/2018 quarterly
G3.B1.S2.MA1 M407536	Classroom Observations	FINE, ANITA	9/18/2017	i-Observation, observation reports	5/25/2018 biweekly
G3.B1.S2.A3 A376733	Implementation of i-Ready Curriculum	FINE, ANITA	8/21/2017	Classroom observations, i-Ready reports	5/25/2018 daily
G1.B3.S3.MA1 M407523	Improved Student Attendance	FINE, ANITA	9/8/2017	5th grade monthly student attendance reports will be pulled and analyzed compared to previous years, current students' previous years, and this year's previous attendance.	5/25/2018 monthly
G1.B3.S3.MA1 M407524	Students will gain academic success.	FINE, ANITA	8/10/2017	Student GPA, attendance, completion of classwork, and progress monitoring scores will improve	5/25/2018 monthly
G1.B3.S3.A1 A376716	Create two 5th grade class units with no more than 15 students in each class.	FINE, ANITA	8/10/2017	Teacher Class Lists/Student Load Reports	5/25/2018 daily
G2.B1.S2.A2 A376721	Install Carts in all Math and Reading Classrooms with i-Pads and Chrome books for Small Groups....	Jones, LeDarion	8/21/2017	All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromeboks, Science and Social Studies classrooms will have a class set chrome cart.	8/20/2018 one-time

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility.

### **G1.B3** Low Self Confidence in Academic Performance

**G1.B3.S1** GPA, Attendance, and Behavior focus meetings with parents, teachers, administration, and students to identify the root of problems and focus on fixing the problem as a whole learning community.

#### **PD Opportunity 1**

Train Staff on Promoting Positive Attendance

##### **Facilitator**

Anita Fine

##### **Participants**

All Staff

##### **Schedule**

On 5/25/2018

**G2.** Teachers will engage students in complex tasks aligned to the full extent of the standards, using state identified highly effective delivery practices.

### **G2.B1** Lack of Student Motivation

**G2.B1.S2** Integration of technology in the classroom.

#### **PD Opportunity 1**

Professional Development for Teachers on Updates on Implementation of Technology in the Classroom

##### **Facilitator**

Anita Fine

##### **Participants**

All Teachers on Staff

##### **Schedule**

On 9/18/2017

## G2.B6 Not Using Highly Effective Delivery Practices

### G2.B6.S1 Professional Development on Florida state identified Highly Effective Instructional Delivery Practices

#### PD Opportunity 1

Attend the Marzano Building Expertise Conference

**Facilitator**

Marzano

**Participants**

Principal

**Schedule**

On 6/16/2017

#### PD Opportunity 2

Professional Development on Examining Errors in Reasoning

**Facilitator**

Anita Fine

**Participants**

All Teachers

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

#### PD Opportunity 3

Professional Development on Formative Assessment

**Facilitator**

Anita Fine

**Participants**

All Teachers

**Schedule**

Monthly, from 8/2/2017 to 5/25/2018

**PD Opportunity 4**

Professional Development on Engagement on Cognitively Complex Tasks

**Facilitator**

Anita Fine

**Participants**

All Teachers

**Schedule**

Monthly, from 8/3/2017 to 5/25/2018

**PD Opportunity 5**

Professional Development on Rigorous Readers

**Facilitator**

Anita Fine

**Participants**

All Teachers

**Schedule**

Monthly, from 8/4/2017 to 5/25/2018

**G3.** Compass Middle 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.

**G3.B1** Lack of Student Motivation

**G3.B1.S2** Integration of technology in the classroom.

**PD Opportunity 1**

Professional Development for Teachers on Updates on Implementation of Technology in the Classroom

**Facilitator**

Anita Fine

**Participants**

All Teachers on Staff

**Schedule**

On 9/18/2017

**G3.B6** Not Using Highly Effective Instructional Delivery Practices

**G3.B6.S1** Professional Development on Florida state identified Highly Effective Instructional Delivery Practices [copy]

**PD Opportunity 1**

Attend the Marzano Building Expertise Conference

**Facilitator**

Marzano

**Participants**

Principal

**Schedule**

On 6/16/2017



## **PD Opportunity 2**

Professional Development on Examining Errors in Reasoning

### **Facilitator**

Anita Fine

### **Participants**

All Teachers

### **Schedule**

Monthly, from 8/1/2017 to 5/25/2018

## **PD Opportunity 3**

Professional Development on Formative Assessment

### **Facilitator**

Anita Fine

### **Participants**

All Teachers

### **Schedule**

Monthly, from 8/2/2017 to 5/25/2018

## **PD Opportunity 4**

Professional Development on Engagement on Cognitively Complex Tasks

### **Facilitator**

Anita Fine

### **Participants**

All Teachers

### **Schedule**

Monthly, from 8/3/2017 to 5/25/2018

**PD Opportunity 5**

Professional Development on Rigorous Readers

**Facilitator**

Anita Fine

**Participants**

All Teachers

**Schedule**

Monthly, from 8/4/2017 to 5/25/2018

VII. Budget						
1	G1.B3.S1.A1	Monitor student GPA, discipline referrals, and attendance				\$0.00
2	G1.B3.S1.A2	Train Staff on Promoting Positive Attendance				\$0.00
3	G1.B3.S1.A3	Schedule and conduct focus meetings				\$0.00
4	G1.B3.S1.A4	Rewards for attendance, GPA, and behavior				\$0.00
5	G1.B3.S2.A1	Students will receive Compass cash for good grades in class.				\$0.00
6	G1.B3.S2.A2	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$300.00
<i>Notes: Purchase of student choice lunches</i>						
7	G1.B3.S2.A3	Auctions using the Compass Cash System for purchase items				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0932 - Compass Middle Charter School	Other		\$2,500.00
<i>Notes: Purchase of Auction Items</i>						
8	G1.B3.S3.A1	Create two 5th grade class units with no more than 15 students in each class.				\$62,927.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A		\$62,927.00
9	G2.B1.S1.A1	Students will receive Compass cash for good grades in class.				\$0.00
10	G2.B1.S1.A2	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			District-Wide	Other		\$300.00
			<i>Notes: Purchase of student choice lunches</i>			
<b>11</b>	<b>G2.B1.S1.A3</b>	<b>Auctions using the Compass Cash System for purchase items</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0932 - Compass Middle Charter School	Other		\$2,500.00
			<i>Notes: Purchase of Auction Items</i>			
<b>12</b>	<b>G2.B1.S2.A1</b>	<b>Professional Development for Teachers on Updates on Implementation of Technology in the Classroom</b>				<b>\$0.00</b>
<b>13</b>	<b>G2.B1.S2.A2</b>	<b>Install Carts in all Math and Reading Classrooms with i-Pads and Chrome books for Small Groups. Install chrome carts in Science and Social Studies classrooms</b>				<b>\$0.00</b>
<b>14</b>	<b>G2.B1.S2.A3</b>	<b>Implementation of i-Ready Curriculum</b>				<b>\$0.00</b>
<b>15</b>	<b>G2.B6.S1.A1</b>	<b>Attend the Marzano Building Expertise Conference</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$300.00
			<i>Notes: Conference Ticket</i>			
<b>16</b>	<b>G2.B6.S1.A2</b>	<b>Professional Development on Examining Errors in Reasoning</b>				<b>\$0.00</b>
<b>17</b>	<b>G2.B6.S1.A3</b>	<b>Professional Development on Formative Assessment</b>				<b>\$0.00</b>
<b>18</b>	<b>G2.B6.S1.A4</b>	<b>Professional Development on Engagement on Cognitively Complex Tasks</b>				<b>\$0.00</b>
<b>19</b>	<b>G2.B6.S1.A5</b>	<b>Professional Development on Rigorous Readers</b>				<b>\$0.00</b>
<b>20</b>	<b>G3.B1.S1.A1</b>	<b>Students will receive Compass cash for good grades in class.</b>				<b>\$0.00</b>
<b>21</b>	<b>G3.B1.S1.A2</b>	<b>Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$300.00
			<i>Notes: Purchase of student choice lunches</i>			
<b>22</b>	<b>G3.B1.S1.A3</b>	<b>Auctions using the Compass Cash System for purchase items</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0932 - Compass Middle Charter School	Other		\$2,500.00
			<i>Notes: Purchase of Auction Items</i>			
<b>23</b>	<b>G3.B1.S2.A1</b>	<b>Professional Development for Teachers on Updates on Implementation of Technology in the Classroom</b>				<b>\$0.00</b>

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<b>24</b>	<b>G3.B1.S2.A2</b>	<b>Install Carts in all Math and Reading Classrooms with i-Pads and Chrome books for Small Groups. Install chrome carts in Science and Social Studies classrooms</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0932 - Compass Middle Charter School	General Fund		\$1,000.00
<i>Notes: Purchase of carts and Chromebooks</i>						
<b>25</b>	<b>G3.B1.S2.A3</b>	<b>Implementation of i-Ready Curriculum</b>				<b>\$13,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0932 - Compass Middle Charter School	General Fund	180.0	\$13,000.00
<i>Notes: Purchase of workbooks and online license</i>						
<b>26</b>	<b>G3.B6.S1.A1</b>	<b>Attend the Marzano Building Expertise Conference</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$300.00
<i>Notes: Conference Ticket</i>						
<b>27</b>	<b>G3.B6.S1.A2</b>	<b>Professional Development on Examining Errors in Reasoning</b>				<b>\$0.00</b>
<b>28</b>	<b>G3.B6.S1.A3</b>	<b>Professional Development on Formative Assessment</b>				<b>\$0.00</b>
<b>29</b>	<b>G3.B6.S1.A4</b>	<b>Professional Development on Engagement on Cognitively Complex Tasks</b>				<b>\$0.00</b>
<b>30</b>	<b>G3.B6.S1.A5</b>	<b>Professional Development on Rigorous Readers</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$85,927.00</b>