

Polk County Public Schools

# Compass Middle Charter School



2018-19 Schoolwide Improvement Plan

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## Compass Middle Charter School

550 CLOWER ST E, Bartow, FL 33830

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

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	78%

### School Grades History

Year	2012-13	2011-12	2011-12
Grade			

### School Board Approval

This plan was approved by the Polk County School Board on 10/29/2018.

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

- (a) Develop the necessary skills to think critically, analytically, and creatively;
- (b) Attain strong skills in mathematics, language, literature, history, science, and technology;
- (c) 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.

### School Leadership Team

#### 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

#### Duties

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

The school leadership 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.

## Early Warning Systems

### Year 2017-18

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	0	7	12	1	0	0	0	0	20
One or more suspensions	0	0	0	0	0	8	16	10	2	0	0	0	0	36
Course failure in ELA or Math	0	0	0	0	0	0	2	10	1	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	6	13	32	6	0	0	0	0	57

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	3	10	10	1	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	1	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	0	0	24	26	40	10	0	0	0	0	100

Date this data was collected

Thursday 7/26/2018

### Year 2016-17 - As Reported

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

### Year 2016-17 - Updated

**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	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Our 6th grade group made the least amount of learning gains and had the least amount of level three or higher students in both ELA and Math. This is a trend, in the past two years the sixth grade group has not achieved as well as their 5th grade year.

**Which data component showed the greatest decline from prior year?**

The greatest decline was from the 6th grade students with a 16% decrease in the number of students achieving a level 3 or higher in their 5th grade year.

**Which data component had the biggest gap when compared to the state average?**

8th grade Reading scores

**Which data component showed the most improvement? Is this a trend?**

The 5th grade learning gains and students achieving a level three or higher in both ELA and Math from the previous year's group. This was a new trend this year.

**Describe the actions or changes that led to the improvement in this area.**

In the 2017-2018 school year, the 5th grade groups were scheduled into small class sizes to improve an area of weakness in the previous year's scores.

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	23%	50%	-27%	55%	-32%
	2017	6%	44%	-38%	53%	-47%
Same Grade Comparison		17%				
Cohort Comparison						
06	2018	13%	41%	-28%	52%	-39%
	2017	9%	45%	-36%	52%	-43%
Same Grade Comparison		4%				
Cohort Comparison		7%				
07	2018	10%	42%	-32%	51%	-41%
	2017	21%	45%	-24%	52%	-31%
Same Grade Comparison		-11%				
Cohort Comparison		1%				
08	2018	7%	49%	-42%	58%	-51%
	2017	0%	46%	-46%	55%	-55%
Same Grade Comparison		7%				
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	56%	-20%	61%	-25%
	2017	24%	47%	-23%	57%	-33%
Same Grade Comparison		12%				
Cohort Comparison						
06	2018	8%	40%	-32%	52%	-44%
	2017	7%	39%	-32%	51%	-44%
Same Grade Comparison		1%				
Cohort Comparison		-16%				
07	2018	17%	40%	-23%	54%	-37%
	2017	28%	40%	-12%	53%	-25%
Same Grade Comparison		-11%				
Cohort Comparison		10%				
08	2018	15%	34%	-19%	45%	-30%
	2017	0%	36%	-36%	46%	-46%
Same Grade Comparison		15%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	9%	51%	-42%	55%	-46%
	2017					
Cohort Comparison						
08	2018	8%	42%	-34%	50%	-42%
	2017					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		8%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	84%	-53%	71%	-40%
2017	24%	62%	-38%	69%	-45%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**



Activity #1	
<b>Title</b>	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.
<b>Rationale</b>	Compass Charter is an at risk school, that focuses on students have struggled in a regular school atmosphere. Most of our students have some sort of achievement gap due to this struggle.
<b>Intended Outcome</b>	Compass Charter will focus on improving student achievement gaps in order to increase student learning gains, as evidenced in FSA ELA and Mathematics learning gains at the end of the year.
<b>Point Person</b>	ANITA FINE (anita.fine@polk-fl.net)
Action Step	
<b>Description</b>	Compass Charter's principal and three teachers will attend the Marzano Building Expertise Conference in June of 2018 and share gained highly effective instructional delivery practices with the staff for implementation. In the 2018-2019 school year Compass Charter staff will focus on Creating Rigorous Conditions in the Classroom and utilizing the School Instructional Maturity Model. Compass Charter will work to shift the classrooms from student centered to student led, releasing the responsibility of learning to the students in order to create rigorous classrooms leading in long term achievement.
<b>Person Responsible</b>	ANITA FINE (anita.fine@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Monthly leadership meetings to discuss data through progress monitoring, as well as real time data through daily student evidences. With each meeting strengths and weaknesses will be identified. Analyzed data from the leadership meetings will be given to teachers to discuss in their PLC meetings, bi-monthly for teacher input on solutions for areas of weakness.
<b>Person Responsible</b>	ANITA FINE (anita.fine@polk-fl.net)

Activity #2	
<b>Title</b>	Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility.
<b>Rationale</b>	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.
<b>Intended Outcome</b>	Increased GPA's and student succession to their correct grade levels, as evidenced by quarterly report cards. Increased level of daily attendance, as evidenced by FOCUS attendance reports. Continued decrease in number of behavior referrals, as evidenced by FOCUS referral reports. Increased student learning gains, as evidenced in FSA ELA and Mathematics learning gains at the end of the year.
<b>Point Person</b>	ANITA FINE (anita.fine@polk-fl.net)
Action Step	
<b>Description</b>	Compass Charter will implement student reward programs in order to support positive behavior. Compass will continue to use their Compass Cash system for rewards for participation, grades, and positive behavior. Compass will also utilize a Positive Behavior Interventionist this year. The Positive Behavior Interventionist will work with students individually in order to create a positive school environment for every student and give students that need extra support the time required. Compass Charter will also continue to focus on implementing up to date technology into all classrooms. In the 2018-2019 school year, Compass Charter will focus on implementing digital agendas, google classroom, and utilizing interactive projectors.
<b>Person Responsible</b>	ANITA FINE (anita.fine@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Compass Charter's principal and Positive Behavior Interventionist will meet monthly to discuss early warning signs data and develop solutions as weaknesses arise. Students that have early warning signs will be put on the group of students to have check in and out meetings with the Positive Behavior Interventionist to improve and show the students that we are there to support them. Teachers will discuss the implementation of technology in the classrooms in bi-monthly PLS'd to brainstorm and suggests ways to improve implementation.
<b>Person Responsible</b>	LeDarion Jones (ledarion.jones@polk-fl.net)

Activity #3	
<b>Title</b>	Compass Charter will decrease the achievement gaps in students by creating small group atmosphere and weekly individualized learning sessions for priority students, specifically sixth grade students.
<b>Rationale</b>	Compass Charter has had a trend in sixth grade students decreasing in student learning gains. The transition from fifth grade to sixth grade has proven to be a struggle for our past students. Compass Charter will focus on identifying the students that are struggling with this transition to give them the extra support they need to make this transition successful.
<b>Intended Outcome</b>	Increased student learning gains in Reading and Math, in the sixth grade school year, as evidenced by the sixth grade FSA ELS and Mathematics reported student learning gains.
<b>Point Person</b>	ANITA FINE (anita.fine@polk-fl.net)
Action Step	
<b>Description</b>	Compass Charter will utilize one teacher and one permanent substitute for small group and individual pull out work sessions with students identified by their Reading and Math teachers as student that are struggling with the transition from fifth grade to sixth grade. Students will receive individual instructional sessions, as well as, check in and check out sessions to create and monitor weekly goals. Compass will also hold tutoring sessions in subjects students are failing, in order to recover credit. This will start second semester, after school.
<b>Person Responsible</b>	ANITA FINE (anita.fine@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Reading and Math teachers will meet with their pull out teachers weekly to analyze student growth and plan for the next week's goals and instruction. All members will meet monthly with the academic dean to discuss progress.
<b>Person Responsible</b>	Shelly Wilson (shelly.wilson@compassmiddlecharter.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**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.

**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.

**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.**

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

**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

Part V: Budget	
Total:	\$63,400.00