

Polk County Public Schools

Compass Middle Charter School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	16
Budget to Support Goals	17

Compass Middle Charter School

550 CLOWER ST E, Bartow, FL 33830

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

Demographics

Principal: Anita Fine

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Polk County School Board on 8/19/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year Grade	2012-13	2011-12	2011-12
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<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	Job Duties and Responsibilities
FINE, ANITA	Principal	
Jones, LeDarion	Dean	
Wilson, Shelly	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	47	68	45	20	0	0	0	0	180
Attendance below 90 percent	0	0	0	0	0	6	4	3	1	0	0	0	0	14
One or more suspensions	0	0	0	0	0	12	10	3	12	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	1	5	2	3	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	26	36	28	16	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	12	10	3	12	0	0	0	0	37

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	21	35	25	4	0	0	0	0	85
Students retained two or more times	0	0	0	0	0	3	4	4	1	0	0	0	0	12

FTE units allocated to school (total number of teacher units)

10

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	3	10	10	1	0	0	0	0	24

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	3	10	10	1	0	0	0	0	24

Part II: Needs Assessment/Analysis

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	8%	47%	-39%	56%	-48%
	2018	23%	50%	-27%	55%	-32%
Same Grade Comparison		-15%				
Cohort Comparison						
06	2019	31%	48%	-17%	54%	-23%
	2018	13%	41%	-28%	52%	-39%
Same Grade Comparison		18%				
Cohort Comparison		8%				
07	2019	10%	42%	-32%	52%	-42%
	2018	10%	42%	-32%	51%	-41%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2019	0%	48%	-48%	56%	-56%
	2018	7%	49%	-42%	58%	-51%
Same Grade Comparison		-7%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	51%	-19%	60%	-28%
	2018	36%	56%	-20%	61%	-25%
Same Grade Comparison		-4%				
Cohort Comparison						
06	2019	29%	47%	-18%	55%	-26%
	2018	8%	40%	-32%	52%	-44%
Same Grade Comparison		21%				
Cohort Comparison		-7%				
07	2019	12%	39%	-27%	54%	-42%
	2018	17%	40%	-23%	54%	-37%
Same Grade Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				
08	2019	0%	35%	-35%	46%	-46%
	2018	15%	34%	-19%	45%	-30%
Same Grade Comparison		-15%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	8%	45%	-37%	53%	-45%
	2018	9%	51%	-42%	55%	-46%
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019	0%	41%	-41%	48%	-48%
	2018	8%	42%	-34%	50%	-42%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	70%	-56%	71%	-57%
2018	31%	84%	-53%	71%	-40%
Compare		-17%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our 5th Grade group showed the lowest performance on the FSA ELA assessment. Our teacher in that subject left mid-year and Compass was unable to find a teacher to take the class. This effected the students tremendously.

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

The 6th grade group showed the greatest decline from the prior year on the FSA Mathematics assessment. This has been a trend for the past two years. Learning gains from 5th to 6th grade in FSA Mathematics have greatly decrease both years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 8th grade FSA ELA Assessment scores show the greatest gap when compared to the state average. This has been the tend for the past two years. Our 8th grade group is usually our hardest group, as most are new to our school and have not worked with us from 5th-8th grade. The are coming to us their last year of middle school because their zoned schools have not been working for them. They are lower in level 3's and up but did well with learning gains.

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

Our 7th grade group made the most improvement in learning gains, for both Math and ELA assessments. Last year Compass implemented more project based learning and student academic teaming which motivated this group of students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern with the early warning signs is that 59% of Compass's current students scored a level 1 on their previous FSA tests.

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

1. Improving Student Motivation
2. Decreasing Student Achievement Gaps
3. Increasing rigor in the classroom
4. Student Ownership
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	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.
Rationale	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.
State the measurable outcome the school plans to achieve	Compass Charter will increase student learning gains in both ELA and Mathematics. At least 41% of Compass Middle Charter students will earn learning gains on the FSA ELA Assessment by May of 2019. At least 34% of Compass Middle Charter students will earn learning gains on the FSA Mathematics assessment by May of 2019.
Person responsible for monitoring outcome	ANITA FINE (anita.fine@polk-fl.net)
Evidence-based Strategy	Student Ownership through Academic Teaming
Rationale for Evidence-based Strategy	<p>In many classrooms, the teacher's role is to talk and the student's role is to listen. Whose brain is doing most of the work in this scenario? Michael D. Toth and David A. Sousa present an alternative: a new pedagogical model called student-led academic teaming. In academic teams, students collaborate, peer coach, and peer teach while engaging in rigorous, standards-based tasks - a combination that leads to true social, emotional, and cognitive learning (SECL).</p> <p>The simple truth is student-led academic teaming elevates core instruction to a level of rigor far beyond that of traditional classrooms and familiar grouping strategies. This evidence-based strategy includes a groundbreaking 10,000 student reasearch study on a large urban district where teaming raised achievement across the board, and narrowed achievement gaps for African-American students, English Language Learners, and students with special needs.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Compass Charter's principal will attend the Learning Sciences International Conference in June of 2019 in order to gain knowledge from experts on Students Ownership and Academic Teaming. 2. Compass Charter's principal will conduct a professional development workshop on student ownership and academic teaming 7/30/2019-8/6/2019. 3. Compass Charter's instructional staff will conduct a year long book study on student ownership. 4. Compass will utilize their Reading Interventionalist to model academic teaming for teachers, coach teachers through student empowerment, and mentor them through out the year. 4. Compass Charter's instructional staff's focus for PLC's throughout the year will be on student ownership and academic teaming to discuss strengths, weaknesses, and implementation.
Person Responsible	ANITA FINE (anita.fine@polk-fl.net)

#2	
Title	Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility.
Rationale	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.
State the measurable outcome the school plans to achieve	Compass Charter will increase student learning gains in both ELA and Mathematics. At least 41% of Compass Middle Charter students will earn learning gains on the FSA ELA Assessment by May of 2019. At least 34% of Compass Middle Charter students will earn learning gains on the FSA Mathematics assessment by May of 2019.
Person responsible for monitoring outcome	ANITA FINE (anita.fine@polk-fl.net)
Evidence-based Strategy	Carnegie Foundations motivational strategies of: Rewards and Value, Student Mindsets, and Student Relationships
Rationale for Evidence-based Strategy	None of these strategies for boosting motivation is necessarily new; good teachers have always incentivized productive behaviors, encouraged positive mindsets, and created caring and connected classroom environments. But the new research adds evidence that these factors are vital to student success, and they show that, through practical interventions, they can be changed.
Action Step	
Description	<ol style="list-style-type: none"> 1. Compass Charter teachers will go through professional development workshops 7/31/2019-8/6/2019 focused on increasing student motivation, led by veteran teachers. 2. Students will take surveys, three times, throughout the year to answer what would motivate them in school, what Compass is currently doing that helps, and what they would like to add to help motivation. 3. Compass will hold bi-monthly rewards to help motivate students. 4. Compass staff will focus on creating positive relationships with students throughout the year. 5. After every nine week period, Compass staff will meet to discuss student motivation and plan for improvements. 6. Compass will take students on educational field trips five times through out the school year. Students will earn educational field trips through achieved learning gains. 7. Compass will provide small group opportunities for students to help with relationships and mindset through pull out sessions with our Reading Internationalist and After School Learning Programs. 8. Compass will employ a Behavioral Interventionist that will create rewards and a rewards program to increase student motivation.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Positive Behavior Intervention and Supports. The Compass Charter principal will attend the South East PBIS national conference and bring strategies back to the staff to implement. Students will be rewarded for positive behavior through out the school year through the Compass Cash Rewards system and through behavior incentives. The Compass administration will meet monthly to discuss behavioral trends and the effectiveness of the implementation of PBIS. Compass will also employ a Behavioral Interventionist that will utilize the strategies of PBIS in order to maintain a positive atmosphere and increase student engagement.

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 Schoolwide Improvement Plan 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. Compass also employees a behavioral interventionist that uses the strategies of positive behavior interventions and supports to promote a positive atmosphere. The behavioral interventionist will meet with students, either as students request, parents request, or staff members request, to counsel through issues and prevent further issues.

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.

Compass' 5-8 grade students touch on career planning in their eighth grade Social Studies course, in Career Development. Compass also has a partnership with Crystal Springs Reserve where our seventh and eighth grade students run field trips for younger students in the month of March.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 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.				\$33,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	2230	300-Purchased Services	0932 - Compass Middle Charter School	Title II	185.0	\$3,500.00
			<i>Notes: Professional Development through Learning Sciences International, Book Purchase</i>			
	2110	100-Salaries	0932 - Compass Middle Charter School	General Fund	185.0	\$5,000.00
			<i>Notes: Special Activity Pay for extra time before school starts for in depth professional development.</i>			
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	185.0	\$25,000.00
			<i>Notes: Reading Interventionist for small group pull outs</i>			
2	III.A.	Areas of Focus: Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility.				\$77,927.81
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	177.0	\$32,736.37
			<i>Notes: Positive Behavior Interventionist, working on increasing motivation for school through positive rewards.</i>			
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	177.0	\$35,475.41
			<i>Notes: Reading Interventionist, working on mindset and relationships through pull outs.</i>			
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	177.0	\$8,716.03
			<i>Notes: Extended Learning Activities to build mindset and relationships.</i>			
	1220	330-Travel	0932 - Compass Middle Charter School	Title, I Part A	177.0	\$1,000.00
			<i>Notes: Educational Field Trips for rewards and to build relationships.</i>			
					Total:	\$111,427.81