

Polk County Public Schools

Compass Middle Charter School



2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 is pending approval by the Polk County School Board.

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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Compass Middle Charter School

550 CLOWER ST E, Bartow, FL 33830

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 5-8</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

<p>Year</p>	<p>2012-13</p>	<p>2011-12</p>	<p>2011-12</p>
<p>Grade</p>			

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
FINE, ANITA	Principal	To lead the team through guidance and direction. To make final decisions.
Jones, LeDarion	Dean	Manages discipline, positive behavior interventionist
Wilson, Shelly	Instructional Coach	Monitors academics, reading interventionist

Demographic Information

Principal start date

Sunday 7/1/2012, Anita Fine

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

10

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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 .	

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	40	72	55	18	0	0	0	0	185
Attendance below 90 percent	0	0	0	0	0	5	13	9	7	0	0	0	0	34
One or more suspensions	0	0	0	0	0	9	15	5	4	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	29	16	13	0	0	0	0	76
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	26	21	13	0	0	0	0	73

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	10	24	21	9	0	0	0	0	64

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	22	38	36	3	0	0	0	0	99
Students retained two or more times	0	0	0	0	0	1	0	0	1	0	0	0	0	2

Date this data was collected or last updated

Monday 6/15/2020

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
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

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
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

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.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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%	2
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	2
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%	0
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%	0
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%	0

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%	2
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%	2

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?

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Compass Charter will decrease the achievement gaps of students by engaging students in instruction that meets students' individual needs through the use of state identified highly effective instructional delivery practices. Compass Charter is an at risk school, that focuses on students have struggled in a regular school atmosphere. Most of our students have some sort of achievement gap due to this struggle. This common achievement gap for our students will be even more of an issue for the 2020-2021 school year due to distance learning in spring of 2020.

Measurable Outcome: Compass Charter will increase student learning gains in both ELA and Mathematics. At least 36% of Compass Middle Charter students will earn learning gains on the FSA ELA Assessment by May of 2021, compared to the 2019 FSA. At least 30% of Compass Middle Charter students will earn learning gains on the FSA Mathematics assessment by May of 2021, compared to the 2019 FSA.

Person responsible for monitoring outcome: ANITA FINE (anita.fine@polk-fl.net)

Evidence-based Strategy: Compass Charter will use the the Marzano evidence-based strategy of Student Ownership through Academic Teaming for this Area of Focus.

Rationale for Evidence-based Strategy: 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). 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 research 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.

Action Steps to Implement

1. Compass Charter's principal, reading interventionist, and 6 teachers will attend the Learning Sciences International Conference in June of 2020 in order to gain knowledge from experts on Students Ownership and Academic Teaming.
2. Compass Charter's staff attending the conference will conduct a professional development workshop on student ownership and academic teaming the first week of August to the rest of Compass' instructional staff.
3. Compass will utilize their Reading Interventionist 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. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Compass will create a sense of priority for education for all students while also instilling a commitment to lifelong learning and civic responsibility. The majority of students at Compass Charter have been retained at least one academic year before enrolling in the school. Students have low self confidence in academic ability and many are not motivated to perform in school due to their low self confidence. Compass Charter also has high levels of poverty, with many home environments that do not see education as a priority.
Measurable Outcome:	Compass Charter will increase student learning gains in both ELA and Mathematics. At least 36% of Compass Middle Charter students will earn learning gains on the FSA ELA Assessment by May of 2021, compared to the 2019 FSA. At least 30% of Compass Middle Charter students will earn learning gains on the FSA Mathematics assessment by May of 2021, compared to the 2019 FSA.
Person responsible for monitoring outcome:	ANITA FINE (anita.fine@polk-fl.net)
Evidence-based Strategy:	Positive Behavioral Interventions and Support program. PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.
Rationale for Evidence-based Strategy:	PBIS creates schools where all students succeed. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

Action Steps to Implement

1. Compass Charter teachers will go through professional development workshops the first week in August, 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 the first month of school and nine week period, Compass staff will meet to discuss student motivation and plan for improvements. The staff will also identify students that need to be placed in PBIS tiers.
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 ANITA FINE (anita.fine@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Students coming back to Compass Charter for the 2020-2021 school year will have a larger learning gap due to distance learning the last quarter of the 2019-2020 school year. Compass Charter is planning to utilize inclusion and support strategies throughout the classroom for all students to help focus on closing these large learning gaps. Compass Charter will hold a book study throughout the year using the LSI book, Inclusion & CCSS Supports for Students & Staff by Toby J. Karten. The book explores inclusion strategies, instructional supports, monitoring, reflection, and collaborative practices.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Creating a positive school culture is the first focus each year for Compass Charter. Specifically for Compass Charter an at-risk school, where many do not see education as a priority, if there is not a positive school culture students will not be motivated to perform or even attend school. 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$44,614.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2230	300-Purchased Services	0932 - Compass Middle Charter School	Title II	170.0	\$114.00
			<i>Notes: Professional Development through Learning Sciences International, Book Purchase</i>			
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	170.0	\$35,500.00
			<i>Notes: Reading Interventionist for small group pull outs</i>			

	6300	310-Professional and Technical Services	0932 - Compass Middle Charter School	Title, I Part A	170.0	\$9,000.00
			<i>Notes: Participation in the LSI annual conference.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	170.0	\$33,000.00
			<i>Notes: Positive Behavior Interventionist, working on increasing motivation for school through positive rewards.</i>			
			0932 - Compass Middle Charter School			\$0.00
					Total:	\$77,614.00