Compass Middle Charter School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2012-13	2011-12	2011-12
Grade			

School Board Approval

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

Name	Position Title	Job Duties and Responsibilities
FINE, ANITA	Principal	To lead the team through guidance and direction. To make final decisions.
Jones, LeDarion	Behavior Specialist	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

Total number of students enrolled at the school
183

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	41	74	50	18	0	0	0	0	183
Attendance below 90 percent	0	0	0	0	0	21	16	24	13	0	0	0	0	74
One or more suspensions	0	0	0	0	0	2	5	1	1	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	2	6	2	0	0	0	0	10
Course failure in Math	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	15	20	6	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	16	12	4	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	28	63	43	14	0	0	0	0	148

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	13	16	20	60	0	0	0	0	109

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	19	30	26	3	0	0	0	0	78
Students retained two or more times	0	0	0	0	0	6	4	1	0	0	0	0	0	11

Date this data was collected or last updated

Monday 7/12/2021

2020-21 - 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	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

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Grade Level														
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Grade Level														
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Grade Level														
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

Part II: Needs Assessment/Analysis

Grade Level Data Review - State Assessments
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	2021					
	2019	8%	47%	-39%	56%	-48%
Cohort Comparison						
06	2021					
	2019	31%	48%	-17%	54%	-23%
Cohort Comparison		-8%				
07	2021					
	2019	10%	42%	-32%	52%	-42%
Cohort Comparison		-31%				
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	51%	-19%	60%	-28%
Cohort Comparison						
06	2021					
	2019	29%	47%	-18%	55%	-26%
Cohort Comparison		-32%				
07	2021					
	2019	12%	39%	-27%	54%	-42%
Cohort Comparison		-29%				
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	8%	45%	-37%	53%	-45%
Cohort Comparison						
08	2021					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison		-8%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	14%	70%	-56%	71%	-57%	
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Compass Middle Charter School used iReady as their progress monitoring tool in English Language Arts and Math for all grade levels. Teacher made assessments were used for Science in grades 5 and 8, as well as Civics grade 7.

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1/4%	2/6%	7/20%
	Economically Disadvantaged	1/4%	2/6%	7/20%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/7%	1/3%	6/13%
	Economically Disadvantaged	2/7%	1/3%	6/13%
	Students With Disabilities	1/3%	0/0%	2/6%
	English Language Learners	0/0%	0/0%	1/3%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	1/3%	2/6%	4/12%
	Economically Disadvantaged	1/3%	2/6%	4/12%
	Students With Disabilities	0/0%	0/0%	1/3%
	English Language Learners	0/0%	0/0%	0/0%

Grade 6			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**

	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/7%	4/5%	3/5%
	Economically Disadvantaged	3/7%	4/5%	3/5%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/2%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/13%	5/10%	6/10%
	Economically Disadvantaged	7/13%	5/10%	6/10%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/2%	1/2%	0/0%

Grade 7			

	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/15%	5/12%	8/16%
	Economically Disadvantaged	5/15%	5/12%	8/16%
	Students With Disabilities	1/3%	1/2%	2/4%
	English Language Learners	0/0%	1/2%	1/2%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/12%	5/11%	8/15%
	Economically Disadvantaged	5/12%	5/11%	8/15%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/2%	0/0%	2/4%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/7%	6/12%	7/13%
	Economically Disadvantaged	3/7%	6/12%	7/13%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 8				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	2/34%	4/34%	6/34%
	Economically Disadvantaged	2/34%	4/34%	6/34%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	1/9%	3/14%	4/21%
	Economically Disadvantaged	1/9%	3/14%	4/21%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	1/9%	1/7%	2/11%
	Economically Disadvantaged	1/9%	1/7%	2/11%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	18
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	33
Total Points Earned for the Federal Index	164
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	9
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	20
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
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	14
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	20
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	13
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	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There was a dip from the first and second assessments in most areas. We did hear rumors that a few students had someone else take their assessment when they were virtual. When analyzing data for the 2020-2021 school year, we took the second assessment as the base assessment as the majority of the students were on campus and the majority of the students took the assessment unlike the small amount for the first assessment when many students were virtual.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

There was a significant learning gap from the 2019 state assessments to the 2020 progress monitoring second assessment. As through the second semester, when the majority of our students were on campus, Compass Charter School will focus on closing these learning gaps that has increased through the pandemic and virtual learning. This was a trend in all grade levels, sixth grade was the area of least improvement in both reading and math and will be the cohort we will need to motivate and work with the most to decrease the learning gaps.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Virtual learning and the pandemic were the biggest factors in creating the significant learning gaps for all grade levels in all areas. The school had a hard time motivating our at-risk population to work virtually, we had very little support from home for students to log in and work. Once the majority of the our population came back on campus, by second semester, Compass Charter's staff noticed that many students lacked any motivation to work. This year we will reinforce rewards in order to motivate students, implement student academics teams to hold student accountable for their learning and helping each other, and work on creating a student ownership environment towards their learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 7th grade group made the most improvement in learning gains, for both Math and ELA assessments in 2019. The progress monitoring data from last year showed improvements in 5th, 7th, and 8th grade in all areas between the second and third assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 2019, Compass implemented more project based learning and student academic teaming which motivated the 7th grade group of students. In the period between the second and third assessments, Compass was able to pick back up with project based learning and student academic teaming due to lessened COVID restrictions and the majority of our students were back on campus. Students were very motivated to learn and interact with their peers through these activities.

What strategies will need to be implemented in order to accelerate learning?

This year we will reinforce rewards in order to motivate students, implement student academics teams to hold student accountable for their learning and helping each other, and work on creating a student ownership environment towards their learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Seven staff members attended the 2021 Learning Sciences International Conference to receive up to date information on student academics teams and creating student ownership. These staff members will share information and strategies with the rest of Compass' instructional staff through out the pre-planning week. Both areas will be focused on throughout the school year through PLC's and classroom observations. Staff will return to the Learning Sciences International Conference in 2022 to continue their growth with student academic teams and student ownership.

Three staff members attended the 2021 Positive Behavior Interventions Support Conference and one staff member attended the National Youth At Risk conference to learning strategies to specifically help Compass' at-risk population in order to create positive climate, increase student motivation, increase student attendance. Staff members will bring back the knowledge learned through the PBIS and NYAR conferences in professional development workshops during the pre-planning week. Staff will return to both conferences in 2022 to continue their grow in increasing student attendance, motivation, and maintaining a positive learning environment.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Compass will continue to utilize iReady progress monitoring assessments in order to analyze progress throughout the school year. iReady curriculum will be used to meet students individual needs as well. Compass will implement the use of Edgenuity for credit recovery programs in order to provide students with a structured and comprehensive curriculum in order to decrease learning gaps.

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 2021-2022 school year due to distance learning throughout the 2020-2021 school year.
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 2022, compared to the 2021 FSA. At least 30% of Compass Middle Charter students will earn learning gains on the FSA Mathematics assessment by May of 2022, compared to the 2021 FSA.
Monitoring:	This area of focus will be monitored through progress monitoring assessment to show learning gains, through FSA data to show learning gains, through student course work to show understanding, and through administrative classroom observations.
Person responsible for monitoring outcome:	ANITA FINE (anita.fine@polk-fl.net)
Evidence-based Strategy:	Compass Charter will use the the Marzano evidence-based strategies of Student Ownership through Academic Teaming and Developing Student Ownership 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 - acombination 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, and 6 teachers will attend the Learning Sciences International Conference in June of 2021 in order to gain knowledge from experts on Students Ownership and Academic Teaming and Developing Student Ownership.
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 2022, compared to the 2021 FSA. At least 30% of Compass Middle Charter students will earn learning gains on the FSA Mathematics assessment by May of 2022, compared to the 2021 FSA. Student referrals will total below 75 for the whole school year. Student attendance will increase to 63% with at least 90% attendance average for the school year.
Monitoring:	This area of focus will be monitored through progress monitoring assessments to show learning gains, through FSA data to show learning gains, through student course work to show understanding, through FOCUS discipline and attendance reports, and through administrative classroom observations.
Person responsible for monitoring outcome:	ANITA FINE (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 attend 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 the first month of school and each 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 three times through out the school year. Students will
7. 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

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Students coming back to Compass Charter for the 2021-2022 school year will have a larger learning gap due to distance learning during the 2020-2021 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 will also offer only on campus learning as distance learning was not successful with our at-risk population and COVID restrictions and concerns have lessened.

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.

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 Compass Charter's 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Compass Middle Charter School will involve parents and families in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents. Staff members review the School Improvement plan and Title I program before the start of the school year in order to assess goals and implement strategies to achieve goals. The School

Improvement Plan is presented to the school's governing board for approval after it has been reviewed and edited by parents and staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	310-Professional and Technical Services	0932 - Compass Middle Charter School	Title, I Part A	183.0	$2,000.00
			Notes: Participation in the LSI annual conference.			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$70,168.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	0932 - Compass Middle Charter School	Title, I Part A	183.0	$70,168.45
			Notes: Positive Behavior Interventionist, working on increasing motivation for school through positive rewards.			
					Total:	$72,168.45