

Polk County Public Schools

Compass Middle Charter School



2022-23 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: 8/1/2012

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* 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 8/22/2022.

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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	78%

School Grades History

Year	2012-13	2011-12	2011-12
Grade			

School Board Approval

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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) Promote 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Demographic Information

Principal start date

Wednesday 8/1/2012, Anita Fine

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

1

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

167

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	34	77	37	19	0	0	0	0	167
Attendance below 90 percent	0	0	0	0	0	0	16	20	7	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	2	5	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	2	4	0	1	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	18	47	18	10	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	20	50	18	9	0	0	0	0	97
Number of students with a substantial reading deficiency	0	0	0	0	0	18	47	18	10	0	0	0	0	93

Using the table above, complete the table below with the number of students by current grade level who have 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	16	16	14	7	0	0	0	0	53

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/29/2022

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	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

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	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

Part III: Planning for Improvement

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?

Students improved in learning gains in all areas from 2020-2021 to 2021-2022. Fifth grade and eighth grade learning gains were not as strong as sixth and seventh grade learning gains, as a whole.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Fifth grade math scores was the are in greatest need of improvement. Only 4 students, 12% earned learning gains on the 2022 state assessment.

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

The biggest contributing factor was that the fifth grade math teaching position was not filled by a certified teacher until halfway through the school year. The teacher that took the position is returning and is grateful to continue to teach at Compass charter for the 22-23 school year. Compass will be working to close the learning gaps caused in the 21-22 school year by adding additional support in the classroom so that the certified teacher can pull small groups for individualized instruction throughout each school week.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Compass Charter's seventh grade students showed the most improvement in both reading and math on the state assessments. Compass Charter's fifth grade students showed the most improvements in the progress monitoring assessments, but then showed the lowest improvement on the state math assessment.

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

A big factor in the seventh grade area of improvement was that students were on campus all year. This was also the student's second year with the same teacher. Compass has found, through past years, that consistency in teachers have been a through out years has improved learning gains by the second year. Compass' fifth grade students were highly motivated by rewards. They preformed well on the progress monitoring tests, they were motivated by teachers and peers to preform well so that the grade level could earn rewards. Compass believes that not being able to give rewards for the state test, as well as the duration of the state test contributed in the factor that the fifth graders did not preform as well on the math assessment test. The math test was the second test that they took, with it being days three and four of testing.

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

Compass will continue to strive to utilize the same teacher in each subject throughout each student's middle school years. Compass will continue to work with students on motivation to do well on test through individualized goals and rewards. Compass will also work on students motivation through creating strong positive relationships with students. Compass will utilize the MTSS framework in order to meet each students academic needs.

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.

Two staff members attended the 2022 Learning Sciences International Conference to receive up to date information on student MTSS, utilizing student ownership and differentiating instruction. These staff members will share information and strategies with the rest of Compass' instructional staff through out the preplanning week. MTSS will be focused on throughout the school year through PLC's and classroom observations. Staff will return to the Learning Sciences International Conference in 2023 to continue their growth with MTSS.

Two staff members attended the 2022 Positive Behavior Interventions Support Conference and one staff member attended the 2022 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 2023 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#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. The majority of our students have some sort of achievement gap due to our specific student population. struggle.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Compass Charter will continue to maintain learning gains with students in both ELA and Mathematics. At least 30% of Compass Middle Charter students will earn learning gains on the FAST from the first progress monitoring assessment to the third progress monitoring assessment. At least 30% of Compass Middle Charter students will earn learning gains on the FAST from the first progress monitoring assessment to the third progress monitoring assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through the FSAT progress monitoring assessment 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:

Describe the evidence-based strategy being

Compass will use the Multi-tiered System of Supports framework, MTSS with specific strategies utilized within the Marzano framework such as student ownership.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school). The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to "move up" to one-on-one help. MTSS supports the adults at the school, too. The Every Student Succeeds Act (ESSA) — the main education law for public schools — cites MTSS as a way to increase teacher effectiveness.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Compass Charter's principal and academic dean will attend the Learning Sciences International Conference in June of 2022 in order to gain knowledge from experts on MTSS and Student Ownership

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

Compass Charter's staff attending the conference will conduct a professional development workshop on MTSS and Student Ownership 8/9/2022 to all of Compass' instructional staff.

Person Responsible Shelly Wilson (shelly.wilson@compassmiddlecharter.net)

Compass will utilize their Academic Dean to model academic teaming for teachers, coach teachers through student empowerment, and mentor them through out the year.

Person Responsible Shelly Wilson (shelly.wilson@compassmiddlecharter.net)

Compass Charter's instructional staff's focus for PLC's throughout the year will be on MTSS and student to discuss strengths, weaknesses, and implementation

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Compass Charter will continue to maintain learning gains with students in both ELA and Mathematics. At least 30% of Compass Middle Charter students will earn learning gains on the FAST from the first progress monitoring assessment to the third progress monitoring assessment. At least 30% of Compass Middle Charter students will earn learning gains on the FAST from the first progress monitoring assessment to the third progress monitoring assessment. Student referrals will total below 75 for the whole school year. Student attendance will increase to 65% with at least 90% attendance average for the school year.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through FSAT progress monitoring assessments 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:
 Describe the evidence-based strategy being implemented for this Area of Focus.

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:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria

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.

used for selecting
this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Two compass staff members will attend the Southeastern National PBIS Conference and one staff member will attend the National Youth At Risk Conference.

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

Compass Charter teachers will attend professional development workshops on the knowledge learned from the staff members attending the conferences the second week in August, focused on increasing student motivation through PBIS.

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

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.

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

Compass staff will focus on creating positive relationships with students throughout the year.

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

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.

Person Responsible LeDarion Jones (ledarion.jones@polk-fl.net)

Compass will take students on educational field trips three times through out the school year in order to increase student motivation.

Person Responsible ANITA FINE (anita.fine@polk-fl.net)

Compass will employ a Behavioral Interventionist that will create rewards and a rewards program to increase student motivation

Person Responsible LeDarion Jones (ledarion.jones@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Compass will use the Multi-tiered System of Supports framework, MTSS with specific closed reading strategies to increase student comprehension.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

Due to Compass' at risk student population, many of our student's have scored a level 1 on the state assessments before seeking out our program. While we do want all of our students to reach a level 3 achievement level in Reading, we also know that there are many learning gaps that we need to focus on and that it will most likely take years to reach an achievement level of 3. Instead of achievement level, we are focused on learning gains as is how we are scored through the state's improvement rating for at risk schools. Our goal for our 6th grade students in reading is that 30% will earn learning gains from the first FSAT to the third FSAT in the 2022-2023 school year.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

A Multi-Tiered System of Supports (MTSS) exists to ensure all students have access to high quality, engaging instruction, meeting Florida's definition of evidence-based strategies and the district's reading plan. It integrates instruction and intervention to meet the needs of students, identified through data-based decisions, to accelerate performance and ensure mastery of the BEST standards. Additionally, effective strategies are utilized throughout their learning experience to align tiers of instruction and to ensure students meet with success.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Research and literature indicate that a number of critical elements are associated with an MTSS that yields positive outcomes for students. These elements can be grouped or categorized into six domains: Multiple Tiers of Support, the Problem-Solving Process, Data/Evaluation, Leadership, Capacity Building/Infrastructure and Communication and Collaboration. Providing evidence-based instruction, intervention, and support matched to the diverse needs of all students is paramount to a district's multi-tiered system of supports. While the critical elements of an MTSS should be present in every school, the organization and nature of the elements may be different from school to school, based on the unique resources, barriers, and student population. Just as different students require various levels of tiered instruction and intervention to reach grade level expectations,

different schools will, at times, require supplemental and/or intensive district supports.
(https://floridarti.usf.edu/resources/factsheets/MTSS_Fact_Sheet.pdf)

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Compass will employ an Academic Dean for the 22-23 and 23-24 school years to focus on literacy leadership and literacy coaching. The academic dean will be coach teachers, model for teachers, and pull small student groups in order to implement the highest tier MTSS.	
Compass will utilize data from the state FAST progress monitoring tests, as well as iReady to gain a whole view of student areas of need and success of implementation of reading strategies.	Wilson, Shelly, shelly.wilson@compassmiddlecharter.net
The academic dean and principal will travel to literacy conferences and bring knowledge back to Reading and ELA teachers through professional developments. Throughout the school year, the academic dean will meet with the literacy team to discuss areas of strength and weakness, as well as analyze data.	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.