

Compass Middle Charter School



2014-15 School Improvement Plan

Compass Middle Charter School

550 CLOWER ST E, Bartow, FL 33830

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building relationships between teachers and students and understanding students' cultures is key element in Compass Middle School's success. The school consists of 100% free/reduced lunch students, 36.3% Hispanic, 33% Black, 26.8% white, and 1.1% American Indian. Many students come from a diverse and difficult background in which they require their school staff to create relationships with them in order for them to want to work at school. Every new teacher goes their creating relationships to increase student engagement professional development with their mentor teacher, using the philosophies of Ruby Payne and Ron Clark. Returning teachers received a refresher professional development on this topic on 12/5/2013.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Compass Middle School staff creates a safe and respectful environment through a PBS model where student earn Compass Cash through model choices and behavior. Staff focuses on the positive not the negative during and after school. Administration also conducts peer conferences with students and discussions with mentors dissolving issues before the occur, in order to foster a safe and respectful atmosphere. In order to enforce a safe environment, the campus is surrounded by a locked gate with only on access point that is monitored for anyone, but staff members, to enter the campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral system is inclusive of minor and major infractions as identified through the PBS model and the PCSB Student Code of Conduct. Systems that aid in minimizing distractions to keep students engaged include focused time on task (instruction), student collaboration, integration of technology (iPads and Chromebooks), and the Compass Cash system in which students earn "cash" for grades and behavior to use to purchase rewards throughout the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Compass Middle School staff addresses student social-emotional needs through mentoring, peer conferences, and calm down and conference opportunities with administration. Small group counseling is recommended through the school to students that are identified in Tier 2 MTSS. Teachers host parent conference to inform and collaborate with families to address student concerns, academic, and social progressions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Compass Middle Charter School uses the PCSB database system Genesis to pull reports on the early warning indicators quarterly. The reports that are pulled are for below 90% attendance rate, suspensions, and failing grades in all courses. Students scored on the statewide standardized assessments and the school's progress monitoring assessment are also pulled quarterly and analyzed by administration and content area teachers.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	5	6	7	8	
Attendance below 90 percent	12	10	4	17	43
One or more suspensions	16	26	7	24	73
Course failure in ELA or Math	0	11	2	2	15
Level 1 on statewide assessment	39	32	11	42	124

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	5	6	7	8	
Students exhibiting two or more indicators	18	21	7	28	74

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school calls home every day the student is absent, has parents and students sign a contract stating they will not miss more than 10 days of school per semester, and sends home three different truancy letters as absences progress. Students receive rewards for good attendance throughout the school year. Students receive rewards for good behavior. The school provides mentors and peer

conferences to diffuse behavior situations before they occur. Students receive lessons on bullying. Students and parents sign a contract stating they will not receive any OSS's. Failing grade reports are printed every month by the principal. She brings students in for a conference about these grades and contact parents. Parents receive weekly progress reports to monitor students' grades. Students and parents sign a contract stating that they will not receive a GPA lower than 2.0. Compass has implemented i-Ready curriculum to identify student individual achievement gaps, with lessons and computer based programs to help students in their specific areas of weakness.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188613>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school SAC meets throughout the year to plan activities for gaining community support for staff and students. The school has received 35 Kindles through a local business this year and field trips are already booked with the community for each grade level once a nine week period to visit local facilities such as nature reserves, aquatic museums, and science museums. The school promotes the area Title I family center that provides tutoring for parents and students, as well as hands out food to families in need in the area. Compass also partakes in a SMILE pack program with Catholic Charities to provide students in need with backpacks full of food for each weekend.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
FINE, ANITA	Principal
Jones, LeDarion	Dean
Combs, Gene	Teacher, K-12
Wilson, Shelly	Teacher, K-12

Duties

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

The MTSS team will meet every other month (more frequently as needed), facilitated by the principal, to engage in the following activities: Review school-wide, grade-level, and teacher data to problem solve interventions on a systematic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or as data is available. The team will help teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for the school teachers, and student improvement. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Focus on improving student achievement outcome with evidence based interventions implemented with fidelity and frequent progress monitoring will also be a function of the team. The team will also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS team including the Reading Chair, the Math Chair, the school's dean, and the principal will use data from the FCAT and i-Ready to monitor progress in order to target areas in need for improvement through out the year. The areas in need of improvement will be the focus for professional development needs and use of resource allocation. Students will be targeted for small group and individual needs through analysis of the data and will be monitored through out the year. More students will be targeted as data shows declines throughout the year.

Title I, Part A

The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports summer instructional programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents.

Title 1, Part C

Compass Middle Charter School currently does not have any migrant students enrolled for the 2012-2013 school year. If a migrant student were to enroll, Migrant students enrolled in Compass Middle Charter School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title 1, Part D

Compass Middle Charter School is not listed as a Department of Juvenile Justice (DJJ) facility or a zoned home school and is therefore not a participant of transition facilitators.

Title II

Title II funds provide professional development resources. Compass Middle Charter is using Title II funds in the 2014-2015 school year to provide training in the new curriculum of i-Ready through implementation training, data analysis training, and coaching training. Title II funds will also be used for required ESOL and Reading competency training for certification purposes.

Title III

Compass Middle does not use or receive Title III funds.

Title X The Hearth program

Hearth program, funded by Title X, provides support for homeless students. Title I provides support for this program, and many other activities through the Hearth Program.

Adult Education

Students are provided with information related to adult education options upon request.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of programs include anti-bullying, gang awareness, drug awareness and etc.

Nutrition Programs

This school is not a location for the summer feeding program.

Career and Technical Education

All eighth grade students are enrolled in a Career Development course through their eighth grade course requirement and receive assistance through the Choices program. The guidance counselor meets with all eighth grade students as they discover their career interests and plan for their high school course load.

State and Local funds

State curriculum specialists develop and evaluate school core content standards/programs

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Anita Fine	Principal
LeDarion Jones	Teacher
Eina Dorado	Teacher
Adrianna Vazquez	Education Support Employee
Michael Brenner	Business/Community
Harry Williams	Business/Community
Sophia Parson	Parent
Chimela Hogan	Parent
Jennifer Hare	Student
Tonay Prado	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council review the School Improvement Plan for 2013-2014 and analyzed actual scores and goal will all stakeholders on the 10/15/2014 meeting. Members of the council also reviewed the current, 2014-2015, School Improvement Plan to compare this year's goals with last year's goals. The SAC was informed that school received declining in both Reading and Math last year and has set goals to receive at least a maintaining rating in both Reading and Math for this school year.

Development of this school improvement plan

The SAC met on October 15th, 2014 to assist in the implementation and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all

areas of school improvement. These functions are performed through participatory decision-making by parents, educators, administration, and community members who are stakeholders in the school.

Preparation of the school's annual budget and plan

n/a

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

n/a

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
FINE, ANITA	Principal
Wilson, Shelly	Teacher, K-12
Combs, Gene	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the 2014-2013 school year are:

Train teachers and implement close reading in all content areas throughout the school year.

Train teachers and implement rigorous lessons that meet the challenges of the new standards.

Train teachers and implement the use of technology through iPad w/ educations apps and chromebooks to increase engagements.

Train teachers and implement structured learning in the classroom following the Marzano procedure of I Do, We Do, You Do It Together, You Do It Alone

Train teachers and implement i-Ready Reading curriculum to meet student's diverse learning needs and to close achievement gaps.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Compass encourages positive working relationships between teachers through monthly PLC meetings involving all teachers and administration (only 11 total on staff).

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Feedback on evaluations/classroom walk-through throughout the year through the evaluation system model, iOvservation (Marzano); person responsible principal
- Creating a safe and orderly work environment; persons responsible principal and deans
- Additional training, strategies, and support in classroom management for new teachers and/or teachers in need of help; persons responsible principal and deans
- monthly meeting with teachers highlighting topics of concern/issues; persons responsible principal and deans

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Shelly Wilson, Lead teacher representative and Reading teacher, is the designated mentor for all first year teachers. Ms. Wilson mentors the teachers new to the school to ensure understanding of the evaluation system model (iObservation) and procedures of the school, as well as coaches them in highly effective delivery practices.

Planned mentor activities include: Completion of the PEC program (Ms. Dorado, Ms. Bien-Aime, Ms. Watson), lesson plan monitoring, observations of classroom instruction with constructive feedback, monthly meetings, individualized PD on Marzono and areas in need of improvement

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Compass ensures its core instructional programs and materials are aligned to the Florida's standards through adopting state approved materials and conducting thorough research on materials through representative contact and sample materials before implementing them into the classroom.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to place students into groups for small group/center based learning classrooms. The i-Ready curriculum adopted by the school provides detailed reports for each student that is tested in both areas of weakness and strength and uses this information to place students in homogeneous groups for small group learning. Lessons, both teacher based and computer based, and given to teachers through the system to use in these groups to meet the students' individual learning needs for improvement.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,080

Math, Science, and Reading teachers provide additional time at the beginning and end of the day for students that require more individualized time with the teacher. Teachers will work one on one with targeted students on the specific student's areas of weakness.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Combs, Gene, gene.combs@compassmiddlecharter.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through teacher observations, teacher made assessment and checks for understanding, as well as through improvement through progress monitoring assessments.

Strategy: Extended School Day

Minutes added to school year: 750

PLC's for integration of technology to enhance student learning. Planning and Professional Development on the implementation of Marzano's strategies as well as Common Core.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed through classroom observations, work on the teacher deliberated practice growth plans, and scores on the teacher evaluation model.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Compass enrolls grades 5-8. The fifth grade students are supported through the transition to middle school through a blended atmosphere between what they would experience in an elementary school and what they would experience in a middle school. They are located on a middle school campus, switch classes in between periods, and experience morning duty and lunch the same as the middle school campus. They only switch between two classrooms, are kept with the same group of students throughout the day, and are in an area reserved only for fifth grade students similar to what they

would experience on an elementary campus. By the time the move up to 6th grade they are ready for the atmosphere and expectations of a middle school student due to the stepping stone provided in 5th grade.

Eighth grade students enrolled at Compass take to elective ninth grade courses, PE and technology. The students leave middle school with already two credits toward high school giving them an extra hand as the enter high school and allowing them to focus on content courses their freshman year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Academic Advising for all students with failing grades.

Pull out programs for low performing Reading and Math students

Integration of iPads through out the school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in complex tasks aligned to the full extent of the standards using effective delivery practices.

- G2.** Compass Middle will decrease the achievement gaps of students by engaging students in instruction that meets students individual needs through the use of highly effective instructional delivery practices.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will engage students in complex tasks aligned to the full extent of the standards using effective delivery practices. 1a

G046306

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	41.0
AMO Math - ED	45.0
AMO Math - ELL	40.0
AMO Math - Hispanic	45.0
AMO Math - White	50.0
Math Gains	30.0
AMO Math - All Students	46.0
AMO Reading - All Students	49.0
AMO Reading - African American	44.0
AMO Reading - ED	48.0
AMO Reading - ELL	33.0
AMO Reading - Hispanic	45.0
AMO Reading - SWD	46.0
AMO Reading - White	53.0
ELA/Reading Gains	41.0
FCAT 2.0 Science Proficiency	11.0
FAA Writing Proficiency	20.0

Resources Available to Support the Goal 2

- i-Ready Curriculum
- Professional Development Training on Highly Effective Delivery Practices
- i-Pads and Chromebooks
- PLC's on Highly Effective Delivery Practices
- i-Ready Diagnostic Assessments
- Pull-Outs

Targeted Barriers to Achieving the Goal 3

- Lack of Student Motivation
- Not Using Highly Effective Delivery Practices

Plan to Monitor Progress Toward G1. 8

i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report

Person Responsible

ANITA FINE

Schedule

On 7/31/2015

Evidence of Completion

Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.

G2. Compass Middle will decrease the achievement gaps of students by engaging students in instruction that meets students individual needs through the use of highly effective instructional delivery practices. 1a

 G045830

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	41.0
Math Gains	30.0

Resources Available to Support the Goal 2

- i-Ready Curriculum
- Professional Development Training in Highly Effective Instructional Delivery Practices
- i-Pads and Chromebooks
- PLC's on Highly Effective Instructional Delivery Practices
- i-Ready Diagnostic Assessments
- Pull-Outs

Targeted Barriers to Achieving the Goal 3

- Lack of Student Motivation
- Not Using Highly Effective Instructional Delivery Practices

Plan to Monitor Progress Toward G2. 8

i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report

Person Responsible

ANITA FINE

Schedule

Quarterly, from 9/22/2014 to 7/31/2015

Evidence of Completion

Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will engage students in complex tasks aligned to the full extent of the standards using effective delivery practices. **1**

 G046306

G1.B1 Lack of Student Motivation **2**

 B114813

G1.B1.S1 Student academic improvement awards. **4**

 S126330

Strategy Rationale

Motivate students to improve academically through incentives.

Action Step 1 **5**

Students will receive Compass cash for good grades in class.

Person Responsible

ANITA FINE

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student planners will have a checkbook portion that will have weekly deposits for grades.

Action Step 2 5

Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System

Person Responsible

ANITA FINE

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Participation list and deductions in student planners in the check book section

Action Step 3 5

Auctions using the Compass Cash System for purchase items

Person Responsible

ANITA FINE

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Deductions in the student planner check book section

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Check student planners for deposits and deductions using the Compass Cash System

Person Responsible

ANITA FINE

Schedule

Monthly, from 9/26/2014 to 6/4/2015

Evidence of Completion

Student planners and participation lists

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Planner Checks and Interviews with Students

Person Responsible

ANITA FINE


Schedule

Quarterly, from 10/29/2014 to 6/4/2015

Evidence of Completion

Student planners, documentation on interviews with students on effectiveness of student incentives.

G1.B1.S2 Integration of technology in the classroom. 4

 S126332

Strategy Rationale

Motivate students to learn through high interest and individualized academic programs.

Action Step 1 5

Professional Development for Teachers on Implementation of Technology in the Classroom

Person Responsible

ANITA FINE

Schedule

On 8/11/2014

Evidence of Completion

Sign in sheet and presentation materials

Action Step 2 5

Install Carts in all Math and Reading Classrooms with i-Pads and Chromebooks for Small Groups

Person Responsible

LeDarion Jones

Schedule

On 9/22/2014

Evidence of Completion

All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromebooks

Action Step 3 5

Professional Development on i-Ready Curriculum

Person Responsible

ANITA FINE

Schedule

On 9/22/2014

Evidence of Completion

Sign in sheets of 8/04 and 9/22 trainings, presentation materials

Action Step 4 5

Implementation of i-Ready Curriculum

Person Responsible

ANITA FINE

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Classroom observations, i-Ready reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom Observations

Person Responsible

ANITA FINE

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

i-Observation, observation reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Interviews with Students, Classroom Observations

Person Responsible

ANITA FINE


Schedule

Quarterly, from 10/29/2014 to 6/5/2015


Evidence of Completion

Documentation of student interviews on effectiveness of technology to increase motivation,
i-Observation evaluation reports

G1.B6 Not Using Highly Effective Delivery Practices 2

 B114818

G1.B6.S1 Professional Development on Highly Effective Instructional Delivery Practices [copy] 4

 S126336

Strategy Rationale

Teachers will gain knowledge in highly effective instructional delivery practices so that they can implement them in the classroom.

Action Step 1 5

Attend the Marzano Building Expertise Conference

Person Responsible

ANITA FINE

Schedule

On 6/20/2014

Evidence of Completion

Conference Workshop Materials

Action Step 2 5

Professional Development on Changes in the Classroom to Meet the FLSS

Person Responsible

ANITA FINE

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials

Action Step 3 5

Professional Development on Better Learning Through Structured Teaching

Person Responsible

ANITA FINE

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials

Action Step 4 5

Professional Development on Planning to Meet the Rigor of the New Standards

Person Responsible

ANITA FINE

Schedule

On 1/26/2015

Evidence of Completion

Sign in sheets for the 8/13 PD and 1/26 PLC, presentation materials

Action Step 5 5

Professional Development on Close Reading in the Classroom

Person Responsible

Schedule

On 11/19/2014

Evidence of Completion

Sign in sheets for the 8/13 PD and 11/19 PLC, presentation materials

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

PLC's to discuss implementation of highly effective strategies in the classroom

Person Responsible

Schedule

Monthly, from 9/10/2014 to 1/26/2015

Evidence of Completion

Sign in Sheets for each PLC and notes on discussion of the PLC's

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Classroom Observations

Person Responsible

ANITA FINE

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

i-Observation reports

G2. Compass Middle will decrease the achievement gaps of students by engaging students in instruction that meets students individual needs through the use of highly effective instructional delivery practices. 1

G045830

G2.B1 Lack of Student Motivation 2

B113284

G2.B1.S1 Integration of technology in the classroom. 4

S124694

Strategy Rationale

Motivate students to learn through high interest and individualized academic programs.

Action Step 1 5

Professional Development for Teachers on Implementation of Technology in the Classroom

Person Responsible

ANITA FINE

Schedule

On 8/11/2014

Evidence of Completion

Sign in sheet and presentation materials

Action Step 2 5

Install Carts in all Math and Reading Classrooms with i-Pads and Chromebooks for Small Groups

Person Responsible

LeDarion Jones

Schedule

On 9/22/2014

Evidence of Completion

All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromebooks

Action Step 3 5

Professional Development on i-Ready Curriculum

Person Responsible

ANITA FINE

Schedule

On 9/22/2014

Evidence of Completion

Sign in sheets of 8/04 and 9/22 trainings, presentation materials

Action Step 4 5

Implementation of i-Ready Curriculum

Person Responsible

ANITA FINE

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Classroom observations, i-Ready reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Observations

Person Responsible

ANITA FINE

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

i-Observation, observation reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Interviews with Students, Classroom Observations

Person Responsible

ANITA FINE


Schedule

Quarterly, from 10/29/2014 to 6/5/2015

Evidence of Completion

Documentation of student interviews on effectiveness of technology to increase motivation, i-Observation evaluation reports

G2.B1.S2 Student academic improvement awards. 4

 S124695

Strategy Rationale

Motivate students to improve academically through incentives.

Action Step 1 5

Students will receive Compass cash for good grades in class.

Person Responsible

ANITA FINE

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student planners will have a checkbook portion that will have weekly deposits for grades.

Action Step 2 5

Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System

Person Responsible

ANITA FINE

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Participation list and deductions in student planners in the check book section

Action Step 3 5

Auctions using the Compass Cash System for purchase items

Person Responsible

ANITA FINE

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Deductions in the student planner check book section

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Check student planners for deposits and deductions using the Compass Cash System

Person Responsible

ANITA FINE

Schedule

Monthly, from 9/26/2014 to 6/4/2015

Evidence of Completion

Student planners and participation lists

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Planner Checks and Interviews with Students

Person Responsible

ANITA FINE


Schedule

Quarterly, from 10/29/2014 to 6/4/2015


Evidence of Completion

Student planners, documentation on interviews with students on effectiveness of student incentives.

G2.B6 Not Using Highly Effective Instructional Delivery Practices 2

 B113292

G2.B6.S1 Professional Development on Highly Effective Instructional Delivery Practices 4

 S124785

Strategy Rationale

Teachers will gain knowledge in highly effective instructional delivery practices so that they can implement them in the classroom.

Action Step 1 5

Attend the Marzano Building Expertise Conference

Person Responsible

ANITA FINE

Schedule

On 6/20/2014

Evidence of Completion

Conference Workshop Materials

Action Step 2 5

Professional Development on Changes in the Classroom to Meet the FLSS

Person Responsible

ANITA FINE

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials

Action Step 3 5

Professional Development on Better Learning Through Structured Teaching

Person Responsible

ANITA FINE

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials

Action Step 4 5

Professional Development on Planning to Meet the Rigor of the New Standards

Person Responsible

ANITA FINE

Schedule

On 1/26/2015

Evidence of Completion

Sign in sheets for the 8/13 PD and 1/26 PLC, presentation materials

Action Step 5 5

Professional Development on Close Reading in the Classroom

Person Responsible

Schedule

On 11/19/2014

Evidence of Completion

Sign in sheets for the 8/13 PD and 11/19 PLC, presentation materials

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

PLC's to discuss implementation of highly effective strategies in the classroom

Person Responsible

Schedule

Monthly, from 9/10/2014 to 1/26/2015

Evidence of Completion

Sign in Sheets for each PLC and notes on discussion of the PLC's

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Classroom Observations

Person Responsible

ANITA FINE

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

i-Observation reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Professional Development for Teachers on Implementation of Technology in the Classroom	FINE, ANITA	8/11/2014	Sign in sheet and presentation materials	8/11/2014 one-time
G2.B1.S2.A1	Students will receive Compass cash for good grades in class.	FINE, ANITA	8/18/2014	Student planners will have a checkbook portion that will have weekly deposits for grades.	6/4/2015 weekly
G2.B6.S1.A1	Attend the Marzano Building Expertise Conference	FINE, ANITA	6/18/2014	Conference Workshop Materials	6/20/2014 one-time
G1.B1.S1.A1	Students will receive Compass cash for good grades in class.	FINE, ANITA	8/18/2014	Student planners will have a checkbook portion that will have weekly deposits for grades.	6/4/2015 weekly
G1.B1.S2.A1	Professional Development for Teachers on Implementation of Technology in the Classroom	FINE, ANITA	8/11/2014	Sign in sheet and presentation materials	8/11/2014 one-time
G1.B6.S1.A1	Attend the Marzano Building Expertise Conference	FINE, ANITA	6/18/2014	Conference Workshop Materials	6/20/2014 one-time
G2.B1.S1.A2	Install Carts in all Math and Reading Classrooms with i-Pads and Chromebooks for Small Groups	Jones, LeDarion	8/11/2014	All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromebooks	9/22/2014 one-time
G2.B1.S2.A2	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System	FINE, ANITA	9/26/2014	Participation list and deductions in student planners in the check book section	5/29/2015 monthly
G2.B6.S1.A2	Professional Development on Changes in the Classroom to Meet the FLSS	FINE, ANITA	8/11/2014	Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials	9/10/2014 one-time
G1.B1.S1.A2	Incentives (such as choice lunch or dress down day) purchased through the Compass Cash System	FINE, ANITA	9/26/2014	Participation list and deductions in student planners in the check book section	5/29/2015 monthly
G1.B1.S2.A2	Install Carts in all Math and Reading Classrooms with i-Pads and Chromebooks for Small Groups	Jones, LeDarion	8/11/2014	All reading and math classrooms will visibly have a cart with at least 7 i-Pads and 7 Chromebooks	9/22/2014 one-time
G1.B6.S1.A2	Professional Development on Changes in the Classroom to Meet the FLSS	FINE, ANITA	8/11/2014	Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials	9/10/2014 one-time
G2.B1.S1.A3	Professional Development on i-Ready Curriculum	FINE, ANITA	8/4/2014	Sign in sheets of 8/04 and 9/22 trainings, presentation materials	9/22/2014 one-time
G2.B1.S2.A3	Auctions using the Compass Cash System for purchase items	FINE, ANITA	10/29/2014	Deductions in the student planner check book section	5/29/2015 quarterly
G2.B6.S1.A3	Professional Development on Better Learning Through Structured Teaching	FINE, ANITA	8/12/2014	Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials	9/10/2014 one-time
G1.B1.S1.A3	Auctions using the Compass Cash System for purchase items	FINE, ANITA	10/29/2014	Deductions in the student planner check book section	5/29/2015 quarterly
G1.B1.S2.A3	Professional Development on i-Ready Curriculum	FINE, ANITA	8/4/2014	Sign in sheets of 8/04 and 9/22 trainings, presentation materials	9/22/2014 one-time
G1.B6.S1.A3	Professional Development on Better Learning Through Structured Teaching	FINE, ANITA	8/12/2014	Sign in sheets for the 8/11 PD and 9/10 PLC, presentation materials	9/10/2014 one-time
G2.B1.S1.A4	Implementation of i-Ready Curriculum	FINE, ANITA	9/15/2014	Classroom observations, i-Ready reports	6/4/2015 daily
G2.B6.S1.A4	Professional Development on Planning to Meet the Rigor of the New Standards	FINE, ANITA	8/13/2014	Sign in sheets for the 8/13 PD and 1/26 PLC, presentation materials	1/26/2015 one-time
G1.B1.S2.A4	Implementation of i-Ready Curriculum	FINE, ANITA	9/15/2014	Classroom observations, i-Ready reports	6/4/2015 daily
G1.B6.S1.A4	Professional Development on Planning to Meet the Rigor of the New Standards	FINE, ANITA	8/13/2014	Sign in sheets for the 8/13 PD and 1/26 PLC, presentation materials	1/26/2015 one-time
G2.B6.S1.A5	Professional Development on Close Reading in the Classroom		8/13/2014	Sign in sheets for the 8/13 PD and 11/19 PLC, presentation materials	11/19/2014 one-time
G1.B6.S1.A5	Professional Development on Close Reading in the Classroom		8/13/2014	Sign in sheets for the 8/13 PD and 11/19 PLC, presentation materials	11/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report	FINE, ANITA	9/22/2014	Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.	7/31/2015 one-time
G1.B1.S1.MA1	Planner Checks and Interviews with Students	FINE, ANITA	10/29/2014	Student planners, documentation on interviews with students on effectiveness of student incentives.	6/4/2015 quarterly
G1.B1.S1.MA1	Check student planners for deposits and deductions using the Compass Cash System	FINE, ANITA	9/26/2014	Student planners and participation lists	6/4/2015 monthly
G1.B6.S1.MA1	Classroom Observations	FINE, ANITA	9/15/2014	i-Observation reports	6/4/2015 biweekly
G1.B6.S1.MA1	PLC's to discuss implementation of highly effective strategies in the classroom		9/10/2014	Sign in Sheets for each PLC and notes on discussion of the PLC's	1/26/2015 monthly
G1.B1.S2.MA1	Interviews with Students, Classroom Observations	FINE, ANITA	10/29/2014	Documentation of student interviews on effectiveness of technology to increase motivation, i-Observation evaluation reports	6/5/2015 quarterly
G1.B1.S2.MA1	Classroom Observations	FINE, ANITA	9/23/2014	i-Observation, observation reports	6/4/2015 biweekly
G2.MA1	i-Ready progress monitoring reports; i-Ready diagnostic assessment reports, FSA report	FINE, ANITA	9/22/2014	Testing and progress monitoring reports will be collected quarterly and analysed by the leadership team.	7/31/2015 quarterly
G2.B1.S1.MA1	Interviews with Students, Classroom Observations	FINE, ANITA	10/29/2014	Documentation of student interviews on effectiveness of technology to increase motivation, i-Observation evaluation reports	6/5/2015 quarterly
G2.B1.S1.MA1	Classroom Observations	FINE, ANITA	9/23/2014	i-Observation, observation reports	6/4/2015 biweekly
G2.B6.S1.MA1	Classroom Observations	FINE, ANITA	9/15/2014	i-Observation reports	6/4/2015 biweekly
G2.B6.S1.MA1	PLC's to discuss implementation of highly effective strategies in the classroom		9/10/2014	Sign in Sheets for each PLC and notes on discussion of the PLC's	1/26/2015 monthly
G2.B1.S2.MA1	Planner Checks and Interviews with Students	FINE, ANITA	10/29/2014	Student planners, documentation on interviews with students on effectiveness of student incentives.	6/4/2015 quarterly
G2.B1.S2.MA1	Check student planners for deposits and deductions using the Compass Cash System	FINE, ANITA	9/26/2014	Student planners and participation lists	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will engage students in complex tasks aligned to the full extent of the standards using effective delivery practices.

G1.B1 Lack of Student Motivation

G1.B1.S2 Integration of technology in the classroom.

PD Opportunity 1

Professional Development for Teachers on Implementation of Technology in the Classroom

Facilitator

Anita Fine

Participants

All Teachers on Staff

Schedule

On 8/11/2014

PD Opportunity 2

Professional Development on i-Ready Curriculum

Facilitator

Curriculum Associates

Participants

All Reading and Math Teachers, Principal

Schedule

On 9/22/2014

G1.B6 Not Using Highly Effective Delivery Practices

G1.B6.S1 Professional Development on Highly Effective Instructional Delivery Practices [copy]

PD Opportunity 1

Attend the Marzano Building Expertise Conference

Facilitator

Marzano

Participants

Principal

Schedule

On 6/20/2014

PD Opportunity 2

Professional Development on Changes in the Classroom to Meet the FLSS

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 9/10/2014

PD Opportunity 3

Professional Development on Better Learning Through Structured Teaching

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 9/10/2014

PD Opportunity 4

Professional Development on Planning to Meet the Rigor of the New Standards

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 1/26/2015

PD Opportunity 5

Professional Development on Close Reading in the Classroom

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 11/19/2014

G2. Compass Middle will decrease the achievement gaps of students by engaging students in instruction that meets students individual needs through the use of highly effective instructional delivery practices.

G2.B1 Lack of Student Motivation

G2.B1.S1 Integration of technology in the classroom.

PD Opportunity 1

Professional Development for Teachers on Implementation of Technology in the Classroom

Facilitator

Anita Fine

Participants

All Teachers on Staff

Schedule

On 8/11/2014

PD Opportunity 2

Professional Development on i-Ready Curriculum

Facilitator

Curriculum Associates

Participants

All Reading and Math Teachers, Principal

Schedule

On 9/22/2014

G2.B6 Not Using Highly Effective Instructional Delivery Practices

G2.B6.S1 Professional Development on Highly Effective Instructional Delivery Practices

PD Opportunity 1

Attend the Marzano Building Expertise Conference

Facilitator

Marzano

Participants

Principal

Schedule

On 6/20/2014

PD Opportunity 2

Professional Development on Changes in the Classroom to Meet the FLSS

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 9/10/2014

PD Opportunity 3

Professional Development on Better Learning Through Structured Teaching

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 9/10/2014

PD Opportunity 4

Professional Development on Planning to Meet the Rigor of the New Standards

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 1/26/2015

PD Opportunity 5

Professional Development on Close Reading in the Classroom

Facilitator

Anita Fine

Participants

All Teachers

Schedule

On 11/19/2014

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will engage students in complex tasks aligned to the full extent of the standards using effective delivery practices.	13,600
Goal 2: Compass Middle will decrease the achievement gaps of students by engaging students in instruction that meets students individual needs through the use of highly effective instructional delivery practices.	13,600
Grand Total	27,200

Goal 1: Teachers will engage students in complex tasks aligned to the full extent of the standards using effective delivery practices.

Description	Source	Total
B1.S1.A2 - Purchase of student choice lunches	Other	300
B1.S1.A3 - Purchase of Auction Items	Other	1,000
B1.S2.A2 - Purchase of carts and Chromebooks	General Fund	8,000
B1.S2.A3 - Training from Curriculum Associates for i-Ready	General Fund	4,000
B6.S1.A1 - Conference Ticket	General Fund	300
Total Goal 1		13,600

Goal 2: Compass Middle will decrease the achievement gaps of students by engaging students in instruction that meets students individual needs through the use of highly effective instructional delivery practices.

Description	Source	Total
B1.S1.A2 - Purchase of carts and Chromebooks	General Fund	8,000
B1.S1.A3 - Training from Curriculum Associates for i-Ready	General Fund	4,000
B1.S2.A2 - Purchase of student choice lunches	Other	300
B1.S2.A3 - Purchase of Auction Items	Other	1,000
B6.S1.A1 - Conference Ticket	General Fund	300
Total Goal 2		13,600