

COMBINED DISTRICT PLAN (2019-2020)

Continuous Improvement Plan · College and Career Advising Plan · Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

School District	#455	Name: Compass Public Charter School	
Superintendent	Name: Kelly Trudeau		Phone: 208-888-5847
	E-mail: ktrudeau@compasscharter.org		
Plan Contact	Name: Kelly Trudeau		Phone: 208-888-5847
	E-mail: ktrudeau@compasscharter.org		

Mission and Vision - REQUIRED

Mission:

The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

Vision:

The philosophy of Compass is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.

GOALS

1. College and Career Readiness

- A. Compass students will show college readiness by participating in early college/dual credit opportunities.**
 - Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.
 - Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.
- B. Compass students will demonstrate lifelong excellence through enrollment in post-secondary opportunities.**
 - Exceeds Standard: 85% to 100% of graduating seniors enroll in a post-secondary program within one year of graduation.
 - Meets Standard: 70% to 84% of graduating seniors enroll in a post-secondary program within one year of graduation.
- C. The number and percentage of students meeting the composite college ready benchmark on a college entrance exam.**

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- 80% of students will meet the benchmark. Or,
- D. The increase in the number of students who met the college ready benchmark from the previous year.**
 - 10% increase over the previous year.

2. High School Preparedness

- A. All students will be prepared to transition from middle school to high school.
 - 100% of 8th grade students will develop a 4-year high school plan.
- B. 8th grade students will demonstrate proficiency on the mathematics and English Language Arts ISAT.
 - 90% of 8th grade students will score proficient or advanced on the ISAT.

3. Student and Parent Engagement

- A. Communication- Empower parents to understand the school's vision and the Compass culture expectations. Communicate these along with student learning progress consistently.
- B. Community- Provide opportunities for parents, teachers, students and administrators to come together to bring life and partnership into our school community.
- C. Involvement - Engage parents to volunteer in all aspects and grade levels of our school.
- D. Attendance - Establish and adhere to an attendance policy that supports a 96% attendance expectation for all students.

Community Involvement - REQUIRED

Needs Assessment –

Annual Parent Survey conducted in the spring during Student Led Conferences.

Beginning of the year Parent Empowerment Workshop. Provide parent education and give parents the opportunity to give input/feedback regarding school practices.

Stakeholder Needs Assessment Meeting

Family Engagement Wrap-Up Night. We review the results of the parent survey –areas of strength and areas for improvement. Parents provide input and feedback regarding areas identified for improvement.

* The school is growing at a fairly quick pace, which has created a change in demographics among students. It has also led to a larger staff, which makes communication and keeping the academic standards more challenging. Implementing department/team leads has been a way to approach this so the team is still vertically aligned along with still being able to engage with our parents.

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- * District Policies and Procedures for Family and Community Engagement
- * The Compass Connections Committee serves as our parent advisory group for various needs.

Literacy -

Compass Public Charter School invited parents to attend a Parent Empowerment evening on September 5, 2019. Parents had an opportunity to hear about the programs used to support students, get supports to take home, ask any questions, and given contact information.

Parents of students in grades kindergarten through 3rd grade were notified through letter, stating their child's performance on the Idaho Reading Indicator, ISIP. Parents of students whose child scored basic (tier 2) or below-basic (tier 3) on the statewide reading assessment, were sent letters notifying them of their child's placement on a reading intervention plan. They were provided with information on the current services as well as information on available reading interventions and or supplemental supports that could be provided to their child. Following the development of reading improvement plans, parents receive a description of the reading intervention and strategies for them to use at home in helping their child's reading proficiency. Parents were invited to respond within 15 days or set up an appointment to discuss their child's reading improvement plan. Parents are also communicated with monthly on their student's progress using Istations Parent Portal or requested form of notification.

LITERACY INTERVENTION PROGRAM Literacy Program Summary - REQUIRED

Compass Public Charter School, in accordance with Idaho Code 33-1616, will implement and annually report an assessment and intervention plan for the purpose of providing effective instruction and interventions to improve students' literacy skills.

Literacy Plans will be created and/or implemented around daily core instruction through the use of Multi-Tiered System of Supports (MTSS), administrators, certified teachers, and as needed, push-in paraprofessionals.

Kindergarten through 3rd grade students will receive supplemental instruction, a minimum of sixty (60) hours for students who place in Tier 3, below basic, on the ISIP by Istation assessment. Kindergarten through 3rd grade students will receive supplemental instruction, a minimum of thirty (30) hours for students who place in Tier 2, basic, on the ISIP by Istation assessment.

Interventions will begin within thirty (30) school days of identifying a reading deficiency and will take place during the school day. Students will receive intensive reading interventions until they are determined to be reading proficiently at their grade level. If progress

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monitoring shows other students falling below proficiency, they too will be added to the program and monitored for improvement.

- A. Compass Public Charter School has chosen to use, and have purchased with Literacy Intervention funds, Istation's reading program in correlation with the state ISIP reading assessment. This program will be administered in addition to the core literacy content.
- B. Compass Public Charter School has also chosen to use Peer Assisted Learning Strategies (PALS), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) to deliver interventions to target: Phonemic Awareness, Decoding, Fluency, and Vocabulary.
- C. Compass Public Charter School has chosen to use Read Naturally, *Core Teaching Reading Sourcebook*, McCall Crabs, and leveled reading passages/books with intervention strategies for reading comprehension, along with Istation.

Compass Public Charter School will use the following assessments to determine literacy deficiencies and correlating progress monitoring to determine an intervention's effectiveness:

- D. Phonemic Awareness, Phonics/Decoding, and Vocabulary diagnostics in kindergarten through 3rd grade will be assessed through Istation, Core Literacy Library's CORE Phonics and Phonological surveys, and if needed, SIPPS placement tests. All students will be progress monitored using Istation.
- E. Fluency deficiencies will be identified through the state reading screening assessment, currently the Idaho Reading Indicator, ISIP by Istation. In addition to Istation, fluency will be progress monitored by classroom teachers through Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- F. Comprehension will be benchmarked and progress monitored through weekly concept checks, NWEA MAP, Istation, DIBELS, Read Naturally, and/or EasyCBM.

Parents of students with and without a reading deficiency, identified by ISIP's tiers 2 & 3, received a written notice of their child's ISIP Tier level and subtest scores: Letter Knowledge, Decoding, Phonemic Awareness, Vocabulary, Fluency, and Comprehension. In this letter parents were also informed about the intervention delivery methods, required additional supplemental instruction hours for students in tiers 2 & 3, and offered an opportunity to provide input. Parents were also informed and given access to Istation's Parent Portal for monthly progress monitoring.

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Comprehensive Literacy Plan Alignment - REQUIRED

Compass Public Charter School, in accordance with Idaho Code 33-1614, is implementing an assessment and intervention plan aligned to the Idaho Comprehensive Literacy Plan. The essential elements of the Idaho Comprehensive Literacy Plan addressed in the plan are as follows:

Collaborative Leadership and Developing Professional Educators

- The Charter Administrator, principals, vice principals, directors, coordinators, and team leaders effectively communicate the strategic decisions made by state agencies to develop, improve, and carry-out effective literacy instruction, as well as time, resources, policies, and budgets to support literacy initiatives.
- Compass Public Charter School has developed a strong culture of collaboration through weekly Professional Learning Communities (PLCs). Compass Public Charter School employs educators who have clinical, field study, and or student teaching experiences to prepare them for literacy instruction. New teachers are provided transitional support and mentor teachers. All teachers are provided job-embedded professional development through administrative feedback and instructional coaching.

Effective Instruction and Interventions

- Teachers have an understanding of language development, use systematic instruction to build foundational reading skills, and progress monitor student literacy skills progression.
- Teachers use research and evidence based instruction, curriculum and differentiation to improve students' mastery of literacy. Teachers follow the MTSS and PLC process and progress monitor students who are not meeting grade level mastery and are then supported through focus groups and/or multi-tiered systems of support.
- Literacy is integrated and vertically aligned throughout all content areas, kindergarten through twelfth grade.
- Interventions will provide a proven effective research-based intervention and address the essential reading components:
- Phonemic Awareness, Decoding, Vocabulary, and Fluency
- Interventions through the use of PALS, Istation, and SIPPS address:
- Phonological awareness: blending, segmentation, manipulation
- Initial phonics consonants, consonant digraphs, and short vowels
- Phonics: Beginning with consonant blends and final e, then moving on to vowel digraphs, r-controlled vowels, and generalizations for c and y
- High-frequency sight words: both regular and irregular

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- Six syllable
- Morphemic roots, prefixes and suffixes
- High-frequency academic vocabulary at three developmental levels
- Sight syllables and their meaning

Source: <https://www.collaborativeclassroom.org/sipps-whats-taught>

- Comprehension and Fluency
- CORE reading strategies for reading fluency and comprehension will be used with leveled reading passages and books through direct and explicit small group instruction and progress monitored through DIBELS, Istation, NWEA Map, and/or EasyCBM.

Students will receive interventions as necessary, based on formative assessments designed to, at a minimum, identify such weaknesses and will be progress monitored for reading proficiency. Parents of students who reach grade level reading proficiency will be notified of their child's exit from the reading intervention.

Assessment and Data

- Assessments, data, instructional practices, and response to interventions are discussed, analyzed, and focused on during Professional Learning Communities (PLC) to improve students' academic mastery.
- Compass Public Charter School will use a full comprehensive assessment system of screening, diagnostics, progress monitoring, and summative assessments to ensure grade level reading mastery.
- Screening: the Idaho statewide assessment, ISIP by Istation will identify students with a reading deficiency, to be placed on a literacy intervention plan.
- Students will also be assessed through Northwest Evaluation Association Measures of Academic Progress (MAP) testing.
- Diagnostics: Istation, CORE phonics & phonological awareness, EasyCBM, and DIBELS will be used to provide an in-depth measure of learning gaps.
- Progress Monitoring: EasyCBM, SIPPS Mastery Tests, and DIBELS will be used to set and measure students' progress towards reading proficiency.
- Summative Assessments: the Idaho statewide assessment will evaluate students' reading proficiency.

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Advising Plan Contact	Name: Amanda Nagy	Phone: 208-888-5847

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	E-mail: anagy@compasscharter.org
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College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	Amanda Nagy
X	Teacher or paraprofessional as advisor	Kandle Hollinshead
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	ASCA Mindset and Behaviors for Student Success & Career Development Cycle: Self-Assessment, Exploration, Decision Making, Take Action

Advising Program Summary - REQUIRED

8th grade - Advisor meets with students the semester before 9th grade to complete the 4-Year Plan and advise them on the General Education Certificate through College of Western Idaho.

9th-10th grade - Host an informational meeting for current high school students in partnership with College of Western Idaho staff to provide specific plans, ideas, and answer questions regarding our dual credit high school program. College & Career Advisor will meet with students during advisory to remind students of their 4-Year Plan and General Education Certificate.

10th grade - Offer a semester long, one credit high school career planning course (a dual credit course). In the career planning class, students create resumes, participate in mock interviews with Micron HR staff, and begin the necessary paperwork for work apprenticeships. Students will use the CIS system alongside coursework. Tour College of Western Idaho. College & Career Advisor will meet with students during advisory to remind students of their 4-Year Plan and General Education Certificate. Advisor meetings to focus on dual credit and apprenticeships.

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11th & 12th grade - Compass is a dual credit high school offering over 25 dual credit college courses on our campus. Compass seniors graduate with an average of 30 college credits. Compass students must complete 40 hours of workplace apprenticeships during their junior and senior year.

Apprenticeships are expected to be in line with the career clusters students discover during the career planning class in 10th grade. Advisor meetings to review apprenticeship progress, employer evaluations, graduation credit checks, 4-year plan review, and student reflections of their apprenticeships.

12th grade - Provide a FAFSA workshop and application night to parents with the support of CWI and BSU staff. Host a College Application Week. Post-secondary representatives visit the 12th advisory classes as well.

Summary of Parental Notification - REQUIRED

8th grade - Email to parents regarding the 4-Year Plans and General Education Certificate as well as information on the Fast Forward Program and dual credits. Information is also provided in the student folders for Student Led Conferences in the spring semester. The school also hosts a parent information night regarding the dual credit high school program.

9th & 10th grade - Email to parents regarding 4-Year Plans, General Education Certificate, Fast Forward, dual credits, and the PSAT. They are also notified through the monthly school newsletter. Information is also provided in the student folders for Student Led Conferences in the fall and the spring semesters.

11th & 12th grade - Email to parents regarding 4-Year Plans, General Education Certificate, Fast Forward, dual credits, the PSAT/SAT, and apprenticeships. They are also notified through the monthly school newsletter. Additionally, parents can use Schoology for information about Apprenticeships. Parents also receive information about the College Application Week and FAFSA. Information is also provided in the student folders for Student Led Conferences in the fall and the spring semesters. *Apprenticeship and dual credit program information is available on the school website.

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