# Compass Middle School
## Renewal Academic Evaluation October 2009

| Tab | Academic goal or practice stated in school's application | Specific Reference in Application | Documented or observed Monitoring Personnel from Office of School Choice who completed this | Planned Date to Implement ( If not yet documented ) |
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| 1 | **English/Language Arts -** based on Talent Development Middle School Student Team Literature Program.  Includes:<br>1) Curriculum material, consisting of award winning novels and plays<br>2) Recommended instructional practices, peer assistance processes and assessments<br>3) Staff development, mentoring, and advising | **Page 10** | This piece addressed through renewal. School currently uses Academy of Reading, Accelerated Reader, and Prentice Hall English texts. Computer lab evident on campus.  Lab schedule provided. School uses Criss and Kagan strategies. Documentation of teacher training in these models found on individual teacher inservice training reports.  Reading grant has been awarded at school where students will work with one another. Heterogeneous groupings of one on one tutoring in reading. | |
| 2 | **Integrated Research Class** in addition to regular reading and language arts class to support challenging curriculum. "Double Dose." | | All level one and two children take two periods of reading. This class reflected on master schedule as intensive reading.  See copy of master schedule.  All level ones and twos are scheduled for a second class of reading.  This | |

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| | | | change is noted in the 2009 renewal on page first paragraph. | |
| **3** | **Student Team Literature class** – work in cooperative learning teams of four to five students w/ diversity. <br> 1) Partner Reading and Discussion <br> 2) Story Retelling and story-related essay <br> 3) Direct Instruction by the teacher <br> 4) Computer and Team assistance through Integrated Research class | **Pages 10-11** | See comments for tabs one and two. Evidence of these pieces is found within teacher lesson plans located with Mrs. Jackson. Also available online in school office. Academy of Reading is utilized. Computers are available in each classroom and evident at site. | |
| **4** | **Math –** based on Talent Development Middle School Mathematics program <br> 1) Computer based curriculum <br> 2) Includes geometry, data, algebra, and Sunshine State Standards <br> 3) Students needing extra help enrolled in accelerated learning class in addition to their regular math class as an elective. "Double Dose" <br> 4) Structured peer assistance (students work w/ partner) <br> 5) Emphasis on developing students' ability to read, interpret, and verbalize mathematical terms and ideas <br> 6) Integrated research class (review of key math concepts and test-taking skills and study skills) | **Pages 11-12** | See master schedule broken out by teacher name. Rodriguez and DiMarco. Sections taught-DiMarco-7/8 and Rodriguez 6/7. Each instructor also teaches a section of intensive math. Intensive math class enrollment is driven by level one or two student data. Lesson plans demonstrate differentiated instruction. See Mrs. Jackson. 8th grade math curriculum captures geometry and algebra. School uses math text approved by PCSB. Prentice Hall Math Course 1,2,3 for grades 6-8 respectively. Math classes are scheduled back to back as a block. | |
| **5** | **Social Studies:** Combination of | **Page 12** | See master schedule | |

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| | World and American history.<br>1) Grades 7 and 8<br>   a) Themes – growth and change (American democracy and global change)<br>   b) Appreciation of diverse geographic, political, architectural, and agricultural region of the world (integrated throughout curriculum)<br>2) 6th grade<br>   a) Ancient civilizations<br>   b) Democracy<br>   c) Government<br>   d) Age of Enlightenment<br>   e) French Revolution<br>   f) Consequences of the Age of Industrialism<br>   g) Problem solving and critical thinking skills<br>   h) Literature, multi-cultural studies, current events, geographical knowledge<br>   i) Project-based social studies applications<br>   j) Cooperative learning<br>   k) Multiple intelligence projects<br>   l) Learning stations | | for section assignment. School is using PCSB social studies text. Lesson plans demonstrate specific content. Available with Mrs. Jackson.<br>8th-American History<br>7th-Europe and the Americas<br>6th-Asia, Africa, and Oceania | |
| 6 | **Reading:** See page 13 for lists of details in regard to:<br>   1) Things lessons will include<br>   2) Additional activities which may be included<br>   3) Literature Strand Activities<br>   4) Library Skills | **Pages 12-13** | Students have a regular reading class daily as demonstrated by master schedule and comments from above. Jamestown Series, Scholastic XL, and others are used as listed previously as supplemental curriculum. Also includes READ 180 and Fast Forward. | |
| 7 | **Science:** Integrated approach to life, earth, and physical science. | **Page 14** | See master schedule. School uses PCSB | |

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| | Four components:<br>1) Learning experiences that address the different learning styles of students and focuses on knowledge, processes, themes, and attitudes.<br>2) Step-by-step format for students which includes key teaching strategies such as initial teaching text, examples, activities, games, cooperative learning, testing passages, enrichments, and re-teaching examples<br>3) Identification and use of student centered learning materials<br>4) Science lab applications | | texts.  Evident at site. Lesson plans available with Mrs. Jackson. Each student receiving one section of science daily. | |
| 8 | **Science activities:**<br>1) Indoor and outdoor science laboratory (orange groves, green houses)<br>2) Whole group, small group, and individual projects.<br>3) Laboratory experiments, research projects, field experiences, and utilization of advanced technology<br>4) Health (human growth and development, substance abuse, nutrition, personal awareness)<br>5) Focus on nutrition, exercise, changing bodies, substance abuse, and wellness<br>6) Opportunities which allow students to verbalize their scientific | | Lesson plans for science instructors demonstrate that students have lab experiences.  SSS found on individual lesson plans.  Students are also taught through implementation of Kagan and Criss strategies. | |

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| | reasoning<br>7) Vertically aligns to Sunshine State Standards<br>8) Variety of learning styles addressed. | | | |
| **9** | **Elements of Science program** (see pages 14-15 for details):<br>1) Scientific Process<br>2) Science Extension Activities<br>3) Physical Science<br>4) Earth Science<br>5) Environmental Science<br>6) Science Through Literature | **Pages 14-15** | See previous section. | |
| **10** | **Integrated Research:**<br>**1)** Hands-on class designed to provide a time for students to apply technological learning and research to their academic classes.<br>**2)** 6th grade – social skills through cooperative learning, keyboarding, note-taking, and study skills)<br>**3)** Goal setting, research various careers through career shadowing, individual portfolios, research via internet, various software programs, and basics of web page design<br>**4)** Key component of integrated research is remediation of basic english and math skills<br>**5)** 7th -8th – Internet as research tool, PowerPoint presentations<br>**6)** Different subject area every 9 weeks<br>**7)** Basic skills, study skills, | | This class is used for intensive instruction. See notes for tabs 1 and two. Power point presentations evident and archived with technology teacher. (Jones). Different subject used each nine weeks…social skills are integrated into core subjects. Keyboarding offered for all 6th graders. | |

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| | time management techniques. | | |
| 11 | **Traditional Direct Instruction** <br> 1) Modeling <br> 2) Guided practice | **Page 16** | Director reviews upon teacher evaluation within classroom. Also during classroom walk through. | |
| 12 | **Conflict Resolution** <br> 1) Peer mediation <br> 2) Life lessons <br> 3) Problem-solving model | | See Mrs. Hazell, guidance counselor, accommodates conflict strategies on an as need individual basis for students. She has trained students for pull out on peer mediation. | |
| 13 | **Project Based Instruction:** <br> 1) Hands on projects <br> 2) Each project has specific skills and goals embedded. <br> 3) Assessed through rubrics | **Page 17** | See teacher plans as stated above. Power point, science projects, history projects, and other classroom hands on projects that mandate use of rubrics across multiple disciplines. | |
| 14 | **Learning Stations –** <br> 1) Teachers will receive training <br> 2) Independent, in-depth study <br> 3) May include: <br>   a) Computer writing station <br>   b) Science specimen station w/ a microscope and question sheet to answer <br>   c) Map with longitude and latitude clues <br>   d) Tape recorder and headphones that allow students to listen to classical literature <br> 4) Learning stations within classrooms <br>   a) Single station or series of learning stations set up. Students to use as enrichment or part of | **Page 18** | This piece was reviewed within renewal document. Currently specific classes have limited stations established. Teachers use Continuous Improvement Model and Differentiated Instruction techniques as found in first renewal document on page 13. | |

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| | required coursework.<br>b) Stations set up for grading period w/ students to complete a minimum number. Some assigned based on specific areas of need, and others may be chosen based on interest<br>5) Entire classroom set up w/ learning stations for specific length of time.<br>   a) All students rotate through assigned or free choice stations.<br>   b) Teachers may instruct half of class in small group while other half completes stations. | | |
| **15** | **Core Knowledge Sequence:** Compass will participate in the core knowledge curriculum w/ an emphasis on language and writing skills, reading, math, science, and social studies. | **Page 19** | Core Knowledge has been removed. See first renewal document. |
| **16** | **Integrated instruction:**<br>1) Total Staff Approach (all-school theme)<br>2) Interdisciplinary Team Approach (All teachers on a team determine theme consistent with their curriculum<br>3) Core Curriculum Approach (beginning w/ student concerns, conventional subject areas are then correlated.) | | Wednesday mornings are the time that teachers meet. Meeting focuses on student motivational projects, curriculum, and student achievement. Evidence of meetings found in agendas with Mrs. Lucas. |
| **17** | **School-to-Work** –<br>1) Career shadowing<br>2) Great American Teach-Ins<br>3) Career internet research | **Page 20** | Great American Teach In still used. Career Shadowing dropped from first renewal document. Career research is found within integrated |

| | | | research class. | |
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| 18 | **Cooperative Learning –**<br><br>a) TGT (Teams, Games, Tournaments)<br>b) Jigsaw<br>c) Investigation<br>d) Roundtable<br>e) Think-Pair-Share<br>f) Numbered Heads Together<br>g) Simple Structures<br>h) Tribes | **Page 21** | Teachers have received training on methods as previously stated. Teachers are encouraged to implement in daily plans. | |
| 19 | **Teachers Working in Teams:**<br>1) Professional staff will work as a team to plan and deliver instruction and in preparation of individualized instructional plans for students at risk<br>2) Team will model for students the characteristics needed to function as a team | | Low scoring students are tracked by data and then goals and strategies are outlined through the Academic Success Plan. Team function for planning, training, academics, and achievement as stated above demonstrate a team approach to students. | |
| 20 | **Infusing Career Education into the Curriculum:**<br>Students may participate in:<br>1) career research<br>2) interviews<br>3) job applications<br>4) job shadowing | **Page 22** | Career research done in history class for 8$^{th}$ grade. This curriculum would include components as stated. Career shadowing has been dropped per first renewal. | |
| 21 | **Technology Infusion:**<br>1) Volunteers from Bartow community will provide additional small group and one on one instruction to students who struggle with technology or who would benefit from enrichment activities | | This piece has been removed. See first renewal document. | |
| 22 | **Accelerated Reader:**<br>1) Matches student's | **Pages 22-23** | See above. Found in each classroom and in | |

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| | reading ability with books at level 2) Series of questions designed to ascertain comprehension and understanding | | computer lab. Each teacher has access and a license for the software on entire campus. | |
| 23 | **Accelerated Math:** 1) Software program 2) Individualized daily assignments 3) Automatic assignment scoring 4) Individual diagnosis and instructional guide 5) Personal guided conference 6) Automatic printing of next assignment | **Page 23** | Available in all math classes. Software utilized in class. Note that this piece is not used in the intensive math classes. Options curriculum used for this group. | |
| 24 | **Academy of Reading:** 1) Accelerated intervention tool for underachieving readers 2) Focuses on component skills of reading a) Phonics b) Phonemic awareness c) Decoding d) Phonics e) Comprehension skills 3) Component reading skills a) Letter names and sounds b) Two-, three-, and four-letter high-frequency combinations c) Ten levels of high-frequency vocabulary words, phrases and sentences. | **Page 24** | See above. Used in Reading class daily. Refer to master schedule. Found in the computer lab. See schedule for computer lab. | |
| 25 | **Brain-Based Learning – Cognitive Sciences:** 1) Task Analysis 2) Advanced Organizers 3) Immediate Feedback 4) Re-teaching 5) Cross-age Tutoring | | Embedded within the Criss and Kagan strategies. School personnel were originally trained in brain based learning in conjunction with Bartow Senior. | |

| 26 | **Gardner's Multiple Intelligence Application and Individual Learning Styles:**<br>1) Will identify each student's learning method<br>2) Assess and instruct students according to individual learning styles.<br>3) Styles:<br>    a) Logical/mathematical<br>    b) Spatial<br>    c) Bodily/Kinesthetic<br>    d) Musical<br>    e) Linguistic<br>    f) interpersonal<br>    g) intrapersonal<br>    h) environmental | **Page 25** | Teachers have been trained. However, this piece is not in the first renewal. Kagan and Criss have absorbed these components. | |
| 27 | **Inclusion:**<br>Keeping special education students in regular education classrooms and bringing the support services to the child, rather than bring the child to the support services. | **Page 26** | ESE students are included within regular ed. classrooms. Note that there are several students on consultation for specific academic areas. | |
| 28 | **Cross-Age and Peer Tutoring**<br>1) Forms<br>    a) Resource Tutoring<br>    b) Classroom Tutoring<br>    c) Tailored Tutoring<br>    d) Ripple Tutoring<br>2) Steps<br>    a) Selecting tutors and students<br>    b) Designing an appropriate program<br>    c) Training tutors<br>    d) Selecting skills and content<br>    e) Designing and tutoring lesson<br>    f) Monitoring and evaluating the program | **Page 27** | Classes are mixed by age groups in reading skills class. Reading skills classes are mixed by 7/8 and 6/7. Within this matrix, cross age peer tutoring occurs. Class list from Genesis demonstrate mix of grade levels for this section assignment. | |
| 29 | **Student Assessment:**<br>1) Pre- and post-testing<br>2) Baseline standards to be | **Page 30** | Pre and post testing occur through Compass Lab. School | |

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| | set during charter negotiation phase<br>3) SAT/9 forms S and SA<br>4) State mandated tests<br>5) Accelerated Reader<br>6) Parent/teacher/student satisfaction surveys<br>7) School attendance and discipline records<br>8) Results of informal focus groups | | has also used the FAIR for lower students. FCAT also administered. Accelerated Reader comments above. Surveys are conducted through PCSB format. Attendance and discipline are recorded through Genesis. | |
| 30 | **Identification of Student Strengths and Needs:**<br>1) Pre- and post tests<br>2) Student assessment<br>3) Electronic portfolios<br>4) Computerized progress graphing<br>5) Curriculum alignment information<br>6) Cum folders<br>7) At risk – assessed 1$^{st}$ 30 days and last 30 days of school calendar | **Page 31** | Pre and post tests done as stated above. Portfolios have been removed as found in first renewal. Compass Lab provides graphed results. Cum Folders found in Compass office. Students are identified within first 30 days of school. Compass also used for pre and post tests. These assessments are used as part of the Continuous Progress Model. | |