



Facility Placement Application

Compass Academy

July 22, 2015



I. Letter of Intent

School Name	Compass Academy, Where Learners and Leaders Grow
Grade Configuration	6-12
Model or Focus	Development of Learner and Leader competencies; increased human capital; project based learning; emphasis on student support and data
Date of Board of Education approval	June 12, 2014
Primary Contact:	Marcia Fulton, Executive Director mfulton@compassacademy.org
Priority Need:	Southwest Denver Priority Need: Middle School
Proposed Leader:	Marcia Fulton
Replication:	No
Contract with ESP/EMO	Yes, service provider contract with City Year School Design Division, LLC

	First Charter Term				Renewal Charter Term		
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
6	120	112	112	112	112	112	112
7		112	112	112	112	112	112
8			112	112	112	112	112
9				112	112	112	112
10					112	112	112
11						112	112
12							112
Total	120	224	336	448	560	672	784

	FRL %	SPED %	ELL %
Demographics	93.74% ¹	14%	53.54% ²

¹ Based on weighted numbers of students from sending schools.

² These are students who haven't exited yet; DPS estimates that 41% of these students will be re-designated by the Fall. If that is the case, the school will have an eventual estimated total ELL population of 31%

II. Student Growth and Achievement

Introduction

Compass Academy is a public charter school of choice that will open in fall 2015 with its first class of 6th Grade students. Specifically designed to serve Southwest Denver and currently co-located in Kepner Middle School, the school will eventually grow to serve approximately 340 to 360 students in Grades 6 through 8 and 450 to 480 students in Grades 9 through 12; the school is currently chartered for a total of 784 students. Since its inception, Compass Academy has contracted with service provider City Year, and its subcontractor (CSOS) at Johns Hopkins University, to carry out evidence-based approaches for personalized learning and to offer a rich combination of resources that support the development of the whole child. As evidenced by the narrative below, Compass Academy deeply understands the student and community needs in Southwest Denver and is uniquely equipped to serve these children and families.

Readiness to Serve the Targeted Student Population

There is a tremendous need for Compass Academy in Southwest Denver. According to Denver Public Schools' 2014 Call for New Quality Schools, nearly half (48%) of the city's students who are attending a low-performing school in grades 6 through 8 are located in Southwest Denver. In fact, there are a total of 2,469 secondary school students in Southwest Denver who are attending schools identified as "accredited on probation" or "accredited on priority watch" based on the district's 2013 School Performance Framework ratings. It is perhaps not surprising, then, that the majority of students in Compass Academy's target grades are failing to demonstrate proficiency in mathematics and reading, with 55% of students not proficient in reading and 66% of students not proficient in mathematics. Given these facts, families in Southwest Denver are demanding additional seats in high-quality public schools.

Compass Academy will provide the high-quality education that families demand and, critically, is intentionally focused on serving students who are demographically reflective of the target community. For this reason, the school's outreach strategies have focused on reaching low-income families, Latinos, and families that do not speak English fluently. Instruction and curriculum are aligned to respond to learners with limited English proficiency, and the school brings forward a culturally competent approach to supporting students and families. Moreover, Compass Academy's staff includes bilingual teachers, leaders, and City Year corps members. It is our goal to have all students receive the Seal of Biliteracy by their 12th grade year.

Through our community outreach, and after listening to the SW Thought Partner group, it is also clear that the families in SW Denver are hungry for a school that believes in the social and emotional development of each child as well as strong academic success. Through a deep commitment to creating relevance for learning, stated Learner and Leader Competencies, and through intentional connections to the community, Compass Academy students will become the change agents of our future.

Currently, DPS has placed 127 students at Compass Academy for the 2015-2016 school year. We project that at least 120 will enroll and at least 112 will be present on the first day of school. Demographic data for the incoming class shows that 97.6% of the students are minorities, 93.7% are considered to be in poverty, 14% are Special Education students, and 53.5% are English language learners. Based on the most recent census data for the area, we also know that many of these students' parents did not complete high school, and many speak Spanish as their primary language. These families are profoundly impacted by unemployment and have incomes substantially lower than the statewide average. From an academic perspective, considering student performance data in Southwest Denver, Compass Academy anticipates that the majority of incoming 6th Grade students will be below proficient and not showing growth, and only one-fourth to one-third of the cohort will be at grade level. Despite the challenges, Compass Academy's program and leadership team are well prepared to meet these students' needs.

Program Design

Academic Program and Vision: The building blocks of Compass Academy's academic program rest on three academic pillars: (1) authentic literacy and numeracy every day in every classroom; (2) problem-based learning with an emphasis on relevance and service; and (3) whole child academic, social, and emotional development. A desire to meet students where they are and recognition that scaffolding and problem-based learning will accelerate their progress, undergirds this curricular vision. The Compass Academy curricula and learning materials focus on developing strong learners and leaders through the use of 21st century competencies and preparing all students for college and career by graduation. The 21st century competencies are "knowledge and [skills] students must master to succeed in work and life; [they are] a blend of content knowledge, specific skills, expertise and literacies."³ Our six competencies are: Academic Excellence, Learning to Learn, Idealism, Ubuntu⁴, Leadership, and Well-Being. These 21st century competencies constitute the lens through which Compass Academy teachers and staff view various curricular options, rooted in pedagogically sound, research-based best practices. When selecting and designing academic plans, teachers and school leadership also consider the demographics, needs, and readiness levels of the school's projected student population. Though a robust palette of data platforms, students, teachers and administration can respond to the individual needs of each student. In addition, Compass Academy will deploy City Year AmeriCorps volunteers in each classroom. They will serve as mentors, role models and support students' academic, social, and emotional success.

Instructional Approach: Compass Academy has strategically chosen curriculum that maps directly to the Colorado State Standards, and therefore the Common Core State Standards. With the use of strong assessment tools such as NWEA (MAP) and ANet, the Compass Academy staff and students can closely monitor both growth and levels of proficiency in order to make instructional adjustments along the way.

³ Partnership for 21st Century Skills, 2009

⁴ Ubuntu is a Zulu Proverb that means, "I am a person through other people. My humanity is tied to yours." More information about Ubuntu can be found at <http://www.cityyear.org/about-us/culture-values/founding-stories/ubuntu>

Compass Academy will challenge students to frequently evaluate and improve their academic, social, and emotional skills. Students will also look outward and give back to their communities through problem-based learning projects interwoven throughout the curriculum. The Compass Quest will allow students to experience various real-world opportunities that promote 21st century knowledge and skills and enable students to learn more about themselves and about where they belong in their communities.

Compass Academy's instructional map includes the following research-based tenets with specific school-wide and powerful practices for teachers to use every day in their instruction:

1. Make Learning Visible: Provide Clear Learning Goals
2. Make It Stick: Enhance Retention and Retrieval of Knowledge
3. Don't Steal The Struggle: Promote Active Learning with Less Teacher Talk and More Student Thinking
4. Community of Learners: Foster a Learner-Friendly Culture
5. Words Open Worlds: Champion Authentic Academic Language Acquisition
6. Learn to Learn: Make Self-Regulated Learning a Key Outcome
7. Reflect to Grow: Provide and Process Productive Feedback

Emotional and Social Supports: In addition to curriculum that develops a civic mindset, Compass Academy will also use Restorative and Mindfulness practices to support the emotional and social development of our students. Restorative Justice is a proven framework for building a strong and positive school community in which every student and adult is respected and given the opportunity to fulfill his or her greatest potential. At Compass Academy, you will see RJ at work at every level, from the way adults interact with students to the way discipline issues are handled.

Special Education Students and Students with 504 plans: Compass Academy is in a district where 12% of its students are students with disabilities. The school is committed to meeting the individual needs of each child as prescribed and defined by the Federal Individual with Disabilities Improvement Education Act (IDEA), the Section 504 Rehabilitation Act, and the Colorado State Exceptional Children's Education Act I. Because of the design and culture of Compass Academy, combined with increased staffing and low student-to-adult ratio, students with disabilities will enjoy a very supportive learning environment in which they will thrive. The low adult-to-student ratios will allow a more individualized approach to meeting student needs and will facilitate the timely and accurate linking of accommodations and instructional shifts to student characteristics, whether they be physical, cognitive, general, or domain-specific. The school will employ a full-time special programs coordinator who will ensure supports for family and students as well as monitor necessary compliance to federal and state law. Thorough professional development, observations, and individual training will support adult knowledge of and accuracy in identifying student needs and matching them with curricular modifications and/or support and resources.

Evidence-based, Data-driven Support: Compass Academy will employ a research-based Multi-tiered Student Support System to identify and respond to students signaling need in Early Warning Indicators (EWI) such as attendance, behavior, and course performance, as well as social-emotional indicators. The Compass Academy Early Warning System (EWS) is based on the work of Dr. Robert Balfanz and his team

at John Hopkins University on the Early Warning Intervention System. This system demonstrates that students will evince early warning indicators, such as absences or poor behavior, that show educators where they can intervene in students' lives to prevent sliding academic and social performance. For the last six years, City Year and the CSOS at JHU have been partnering to create programs that increase the likelihood that students will graduate from high school college and -career ready, including running Diplomas Now, which is now undergoing the largest randomized control trial study of secondary school turnaround in the country.⁵

The extensive research that CSOS has done heavily influences the curriculum and assessment design of Compass Academy, and the research done by Dr. Balfanz surrounding the Early Warning Indicators (Attendance, Behavior, and Course Performance) will be incorporated in the data-dashboards Compass Academy will create for each student, enabling Compass Academy staff to make decisions based on real-time academic and SEL data.

These dashboards will also incorporate student well-being as an indicator and will include data from Harvard's PEAR Holistic Student Assessment, a normed student survey designed to assess and strengthen 21st century skills. Each dashboard will track the following data for each student: attendance, behavior, course performance, state and interim assessment data, resiliency data, and 21st century competency data⁶. The Learner and Leader Team⁷ assigned to each cohort will meet bi-weekly to analyze this set of data from the SMS dashboard, along with all pertinent qualitative observational data, to co-develop with students an Individualized Learner & Leader Plan (ILLP). The ILLP will track student growth and SMART goals in all of the areas on the dashboard listed above. The ILLP is a comprehensive tool that provides students, teachers, City Year AmeriCorps members, and parents with a thorough picture of the learner. Finally, students will create a digital portfolio that provides evidence of mastery of the standards and growth on socio-emotional goals. This will be a place where students, teachers, City Year AmeriCorps members, and parents can go to see actual samples of the student's journey as learners and leaders.

Enrichment and Electives: In support of the development of the whole child, Compass Academy provides a number of supports and opportunities for enrichment both during and after school.

- Additional Human Capital: During the 2015-2016 school year, Compass Academy will leverage 8 City Year AmeriCorps Members. These CY CMs will be essential to carrying out Compass Academy's enrichment and elective program. In 2012, 88% of teachers with City Year Corps Members agreed that CY CMs helped improve the overall academic performance of their

⁵ www.diplomasnow.org

⁶ This data will be collected through a student survey by Harvard's PEAR *Holistic Student Assessment*.

⁷ The Learner and Leader Team will consist of core content teachers, specialists, coaches, CMs, and school leadership.

students and 85% agreed that CMs provided essential academic supports students would not otherwise receive.⁸

- The Compass Quest Project and Service Learning: Compass Academy students will grow as critical thinkers, communicators, collaborators, and creators through the Compass Quest Project based learning program. This year-long project will allow Compass Academy students to research and pursue a passion area and launch actual solutions to problems in their communities related to their passion. The Compass Quest will be a hands-on approach to student growth in social skills. Compass Academy learners and leaders will participate in various community and school service-learning projects. Service learning will be infused into the curriculum to engage students' interest and enthusiasm. Students will be provided with opportunities to make a difference in their community. Research has shown the positive effects of service learning programs: "Benefits of civic engagement include better ethical reasoning, character values, higher self-esteem and healthy life habits and choices."⁹ Service learning activities will be conducted through Compass Quest and monitored through the Learner and Leader Plan.
- The Arts: Students at Compass Academy will engage in the arts through a cycle of classes. Currently, we are slated to work with the Rocky Mountain Children's Choir, the Colorado Symphony, Cleo Parker Dance, Pop- Culture and a drumming class.

Cognitively Rich, Performance-based After School Clubs: Compass Academy students will participate in cognitively rich, performance-based after school activities, such as debate, drama, chorus, and chess. In each of these electives, students must apply core content and 21st century skills and work successfully with other students in order to have successful performance – be it winning a debate, putting on a play or concert, or succeeding as a chess team.

Leadership Team

The Compass Academy founding board and leadership team bring together deep roots in the Denver community with a wealth of expertise in school operations and governance. Furthermore, Compass Academy will maintain a focus on distributive leadership. This model supports strong succession planning at the school by building capacity from within and ensures that decisions about students are made by those closest to them whenever appropriate. Leveraging a strong and collaborative team, combined with the program described above, Compass Academy is well-positioned to serve the target student population in Southwest Denver.

Compass Academy Board of Directors: The Compass Academy Board of Directors governs the school and is responsible for ensuring that Compass Academy fulfills its educational mission and meets its

⁸ 2012 City Year National Teacher & Principal Survey

⁹ http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/Osher%20white%20paper%20SEL%20Middle%20Research_0.pdf

legal, financial, and fiduciary duties. The 11-member board brings deep experience in K-12 education and nonprofit management and possesses diverse connections with the Denver community. Board members include community leaders and prominent Denver educators, including former Denver Public Schools Board President Mary Seawell; State Senator Michael Johnston; the former general counsel for Denver Public Schools, John Kechriotis; and City Year alumni and Denver School of Science and Technology teacher Dexter Korto. Working closely with the School Leader and School Accountability Committee, the Board leads long-term strategic planning and monitors the school's progress against its annual performance targets.

Executive Director: Compass Academy's Executive Director, Marcia Fulton, is an experienced educator and school leader, with decades of experience in a top-performing charter school. Marcia has worked in education for 24 years as a teacher, instructional coach, Director of Curriculum and Instruction, and Principal of a K-8 Charter school in Denver. In the last 14 years, she has been devoted to leading a high-quality Expeditionary Learning school. She sees the power of a collaborative learning environment as critical for both student and adult learning. In this environment, students are taught how to learn – not just what to learn. During her tenure, the staff and students helped to develop national curriculum, supported the creation of student engaged assessment tool-kits for the network, led yearly site-seminars for teachers and leaders across the network, and worked to become one of their flagship schools in the country.

Accomplishments include:

- In 2008, Marcia's Odyssey School ranked 12th on the Denver Public School Performance Framework among more than 150 schools in the district. It was second among K-8 schools.
- The Colorado Education Commissioner named Odyssey and seven other schools a "Lighthouse School" in recognition of strong academic gains.
- Marcia's teachers have modeled student-engaged assessment practices for thousands of educators at EL professional development institutes and national conferences.
- Odyssey was the first Denver public school to use a weighted admissions lottery to ensure a diverse student body.
- In 2009, Odyssey was one of the Colorado Education Commission's top 100 schools.
- In 2010, the Ladies' Home Journal chose Odyssey as one of America's 10 "most amazing schools."

Middle School Director: Mark Harmon was born and raised in Minnesota, Mark graduated from Wayzata High School and later the University of Minnesota with a BA in Political Science. Since then, he has completed a Masters in Bilingual Education at CU Boulder and certification as a school administrator at Denver University. After high school, he served 10 years in US Army Special Operations. Mark will be the Middle School Director and will support the every day needs of the school and the community.

Partners: Compass Academy has contracted with City Year and the Center for Social Organization of Schools (CSOS) at Johns Hopkins University to carry out an evidence-based approach for delivering quality education. City Year has a strong network in the target community, in Denver, and across the country. City Year's 25 years of experience and its track record of success in youth development and student engagement in high-poverty communities will bolster CA. In addition, Johns Hopkins University's

Center for the Social Organization of Schools (CSOS) has a 40-year history of meeting the challenge of educating students who live in poverty and will be a resource for CA, providing personnel and expertise. Beyond these partnerships, Compass Academy is also collaborating with a variety of community organizations, civic groups, neighborhood associations, and city-wide youth development projects to maximize available resources.

III. Alignment to Priority Needs

Capacity as Turnaround Provider

Although Compass Academy is not currently structured, nor would it be structured, as a contract turnaround provider, its partnerships with City Year and the Center for Social Organization of Schools (CSOS) at Johns Hopkins University offer unique opportunities to provide turnaround services that could be defined through further discussion with Denver Public Schools.

Overview:

Over the past seven years, Talent Development Secondary (TDS) and City Year (CY) have worked collaboratively to spearhead secondary school transformation through their Diplomas Now partnership (along with Communities In Schools). This partnership was recognized by the US Department of Education in the inaugural Investing in Innovation (i3) competition and has been featured nationally as a model of collaborative school improvement. This collaboration combines TDS's extensive expertise in curriculum, instruction, and school organizational structures with CY's comprehensive student academic and socio-emotional supports, embodied in teams of AmeriCorps members. The model's foundations are a real time early warning indicator system and a multi-tiered intervention support system.

Together TDS and City Year (who will be working together in Manual High School in the 2015-2016 school year) would partner with Henry World Middle School (Henry) to implement a collaborative school and student improvement model to ensure students and staff are effectively supported over the three years the school phases out. The partnership will be centered on an early warning and tiered response system. Early warning data on attendance, behavior, and course performance would be linked to a tiered intervention system comprising teacher teams, City Year AmeriCorps members, and other community providers at Henry, combining proven prevention and intervention strategies to keep students on track to college and career readiness and to move students who fall off track back on track to graduation.

TDS would help Henry to develop a standard process for interdisciplinary teacher teams to examine and act upon student data. Collaborative early warning indicator meetings would be held weekly during interdisciplinary teams' common planning time, providing essential time for collaboration to ensure students are on-track. TDS and CY would work closely with the principal and school staff to support a positive school culture and climate. The focus will be on responding to the specific needs of students, setting high expectations for student academic success (including middle school to high school transition planning), and connecting students to the school community (through engagement opportunities and incentive programs) to ensure that Henry is a place where students feel safe, supported, and engaged.

TDS would work with Henry and DPS to create small, stable learning communities to ensure teachers are working with a manageable number of students, and in so doing teach strong, standards-based lessons and engage in continuous outreach to students and parents. Teacher teams would be supported by

school-based ELA and Math instructional coaches, who would be hired by DPS. (Alternatively, they could be existing school staff with altered responsibilities).

City Year has a well-established track record of helping DPS schools as they ‘phased’ out legacy programs. Beginning in the 2011-12 School Year, CY deployed teams of AmeriCorps members to the legacy schools at Montbello HS, Lake MS, and Rachel B. Noel MS. Over the following two school years, CY teams provided both Tier 1 and Tier 2 supports to students in those schools, helping create the student-centered culture that allowed for smooth transitions. At Montbello, CY’s work in academics and attendance with the 10th and 11th grade students was critical to helping the schools last graduating class have among the schools highest graduation rates in recent years. CY’s work at Lake allowed for a successful launch of the Lake IB model, and CY continued to provide services in the new program through the 2013-14 school year. The team at Rachel B. Noel Middle School was a key part of the school-wide discipline initiative and much needed academic intervention for exiting students. In each case, the presence of a team of City Year AmeriCorps members provided students and their families with a sense of security and belonging that helped ease any negative perceptions about the ‘closing’ of those legacy programs.

According to a recently-released third party study, schools partnering with City Year are 2-3 times more likely to improve ELA and math proficiency scores than schools not partnered with City Year. The study also found that schools partnering with City Year gain the equivalent of approximately one month of additional learning each year. These results reinforce the student-level impact City Year has achieved, and continues to achieve, across the country and suggests a “City Year effect,” which fosters school-wide learning gains.

The Diplomas Now partnership -- a collaboration between City Year, Johns Hopkins University’s Center for Social Organization of Schools, and Communities In Schools -- has achieved impressive results in urban schools across the country. Since partnering with Diplomas Now, Burbank High School ranked highest in San Antonio Independent School District at closing the student achievement gap. English High School, in Boston, Massachusetts, has seen a six percentage point increase in its average daily attendance since the school’s first year of Diplomas Now partnership. Manual Arts High School, a Diplomas Now partner school in Los Angeles, California, increased its graduation rate from 69% to 75%. And other Diplomas Now partner schools in cities from Washington, D.C., to Columbus, Ohio, to Philadelphia, Pennsylvania, boast improvements in student academic performance, attendance, and behavior.

Beginning in the 2016-2017 school year, City Year would seek to deploy a team of ten AmeriCorps members with a full-time professional Program Manager to support Henry grades 6-8 working collaboratively with the school staff and administration. TDS would have a full-time School Transformation Facilitator (either employed by DPS or TDS) on staff along with technical assistance support from TDS to run the early warning and tiered response system and integrate effective instructional and climate coaching support. City Year would decrease the size of its team of AmeriCorps members over the following two years aligned with the decrease in grades in Henry.

If Compass Academy is placed at Henry and DPS engages the Diplomas Now program for turnaround support for the phasing out grades, it will create a shared and cohesive campus benefitting all students. Instead of dividing up a school, the utilization of both of these programs will unify the entire campus, creating a singular learning environment and academic culture where all students are

supported. The focus will be on what is best for every student, teacher and parent belonging to the Henry community

Equitable Enrollment of English Language Learners

Compass Academy has created recruitment and enrollment strategies to attract equitable portion of English Language Learners and to create a student body that is demographically reflective of the target community. First and foremost, the school delivers written material and oral presentations in both English and Spanish and makes explicit reference to Compass Academy's commitment to serving all families. For example, the school's flyers, direct mail, emails, radio advertisements and website provide content in both English and Spanish. Additionally, during door-to-door recruitment and presentations throughout the community, Compass Academy has leveraged its diverse staff, City Year corps members and community partners in order to provide information in Spanish and in other languages as needed.

Recruitment activities are held at different times to accommodate a variety of parents' schedules and in establishments that are frequently visited and easily accessible for all families in the target area. For example, Compass Academy has presented at community meetings and festivals that families in Southwest Denver regularly attend; it has distributed newspaper and radio ads to a wide variety of media outlets including Spanish language networks like Univision; and it has posted bilingual flyers with vendors, faith-based organizations, public libraries, recreation centers, and advocacy groups, including many that serve largely Spanish-speaking populations. Compass Academy has also run free camps and service activities, supported by bilingual marketing and ensuring access without regard to home language or income level. In all of its outreach, Compass Academy has worked to build authentic relationships with the community and a representative array of prospective parents, teachers, and students.

With respect to enrollment, all of the school's policies and procedures have been designed in alignment with the Colorado Charter Schools Act, Section 22-30.5-104, the DPS Office of Choice and Enrollment Services and state law. Compass Academy participates in the district's SchoolChoice enrollment process and provides assistance with choice form completion as requested. A waiting list will be maintained as permitted, and vacant seats will be filled throughout the school year. The school does not discriminate against any student, parent, family, or community member on the basis of race, ethnicity, national origin, gender, age, academic performance, language ability, religion, sexual orientation, disability, or special education requirement.

Meets Academic and Cultural Needs of English Language Learners

Introduction: Working in close consultation with an ELL/ELD expert and Denver Public Schools, Compass Academy has drafted a comprehensive plan to meet the academic and cultural needs of English Language Learners. The plan is provided in full below.

ELL / ELD Program Design: The Compass Academy governing board and staff are committed to meeting all students where they are, and to providing high quality educational supports for all students. After

analyzing the data from the students enrolled in Compass Academy, we have designed an ELA -E Spanish Resource plan as per page 10 in the DPS ELA Handbook for Schools (2014).

Compass Academy will continually build on students' L1 with the goal of developing bi-lingual/bi-literate students. The end goal is to have non-native English speakers gain English skills as well as gain and deepen skills in academic Spanish. In addition, students whose L1 is English will be provided with Spanish world language class. All students (L1 English and L1 Spanish) will be able to participate in AP Spanish and AP English Language prior to high school graduation so that they can qualify for the Seal of Biliteracy.

In its first year, Compass Academy will have four core content teachers to support all students – English language arts, mathematics, social studies and science. We will offer 1 or 2 classes of Social Studies wherein Spanish is the Language of Heavy Lifting for which students will need to take the IPT oral Spanish. This is open to all students and required for ELL students Level 1 or 2. In addition, the bridging model from English to Spanish will be used in each unit in Math and Science for all students as teacher capacity is built through a book study of Urow's *Teaching for Biliteracy* this summer and continued coaching on bridging and extending with the ELD Administrator.

The school will also employ a core Spanish language teacher, four Spanish speaking City Year Corp members, and a core ELD teacher. These individuals will not only lead their respective focus areas, but will also provide second language supports to students throughout the day as needed, in a push-in/pull-out structure in content classes.

The Compass Academy Social Studies and Spanish teachers are bilingual. The ELA, Science, and Math teachers have limited Spanish but have experience with ELL populations and are building their language proficiency. The school governing board feels that it is important to build toward a bilingual staff at the school to facilitate communication with students and their families especially as the needs of the school change as it grows.

Compass Academy is designing the plan around four designed levels of language learners based on students' level of English proficiency on the ACCESS test. ELD Class will be provided for every student who is identified as ELL. The curriculum for the ELD class will be INSIDE Level A, B, C, D or E as per level on ACCESS. Identification in one of these four levels is fluid and initial placement is based on ACCESS data. Re-identification of students in these levels and movement in ELD class level will be based on INSIDE Unit Tests and assessments in their ELD class and a body of evidence from content classrooms assessed by the ISA team at a minimum of every 6 weeks.

In addition to the ELD classes, following the WiDA standards, the language instruction of each content area will be an integral part of the content courses through differentiated scaffolds and supports such as word walls, accountable talk sentence stems/frames, close reading, language bridging differentiated for the needs of the students in a diverse classroom. As a part of our bilingual and bi-literate focus, all students will receive Spanish Language Class that is also differentiated using Comprehensible Input and Total Physical Response Storytelling. Those whose L1 is Spanish will be in a Spanish Literacy Class using the district curriculum for Spanish Heritage and those whose L1 is English will be in a Spanish World Language Class using the district curriculum of Comprehensible Input(CI) and Total Physical Response Storytelling (TPRS). Students will be placed in Spanish class using the district World Language Pre - assessment for Spanish Heritage given in August and April along the district timeline. The levels of consideration are as follows:

- ACCESS Level 1 & 2 ELL students. These students will receive intervention supports in English, including stand-alone ELD blocks of instruction, and Social Studies core content instruction in Spanish with bridging to English. In math and science concepts will be taught in English and then the languages will be bridged (contrastive analysis) and extended into Spanish. These students will also receive 65 minutes of Spanish Literacy instruction using CI and TPRS, as well as have access to elective classes, PE, before and after school programming in an inclusive diverse classroom setting.
- ACCESS Level 3 & 4 ELL students. These students will receive sheltered English instruction in content classes with differentiation in supports and scaffolds such as translanguaging, bridging in Spanish, and extension. They will have an option to test into the Spanish Social Studies class by taking the IPT oral test. These students will also receive 65 minutes of ELD as well as Spanish Literacy instruction using CI and TPRS, and they have access to elective classes, PE, before and after school programming in an inclusive diverse classroom setting.
- ACCESS Level 5 & 6 students. These students will receive sheltered English instruction in content classes with differentiation in supports and scaffolds such as translanguaging, bridging in Spanish, and extension. They will have an option to test into the Spanish Social Studies class by taking the IPT oral test. These students will also receive 65 minutes of ELD as well as Spanish Literacy instruction using CI and TPRS, and they have access to elective classes, PE, before and after school programming in an inclusive diverse classroom setting.
- Native English speakers. These students will receive instruction in English in all of their classrooms with access to bridging to Spanish in math and science. They will have an option to test into the Spanish Social Studies class by taking the IPT oral test. These students will also receive 65 minutes of Spanish World Language instruction, with CI and TPRS as well as have access to elective classes, PE, before and after school programming in an inclusive diverse classroom setting.

The Compass Academy governing board and school leadership is committed to creating a supportive learning environment through an ELA-E Spanish Support Structure and the following guiding actions:

- Supporting, celebrating and encouraging biculturalism and bilingualism/biliteracy through WiDA, bridging, translanguaging, ELD classes, and world languages classes.
- Building capacity among staff and making resources available to staff, including:
 - The ELA Administrator will train all staff in Second Language Acquisition strategies and support. Compass Academy will collaborate with the District's Office of School Reform and Innovation (OSRI) to ensure access to and completion of the district's Charter ELA-E Training, ensuring teachers are ELA-E Certified within two years of hire and ELA-S through continued Spanish instruction for staff.
 - Setting large blocks of common planning time in the school's schedule, where teachers will meet to look collectively at student work and student data to inform instruction.
- Holding staff accountable for implementing research-based learning and teaching strategies in the classroom and in the school building, through a structured teacher staged growth, support and professional development plan. This Plan outlines expectations for teacher professional development, professional licensure, job performance and comprehensive job evaluation, and is linked to standards for student academic achievement and growth. The Plan includes observation and feedback based on a rubric for classroom evaluations that contain expectations for learning and teaching in classrooms, including observable evidence of sheltering and supporting student learning. These expectations will be monitored through our developed observation tool with best practices in instruction identified within.

Compass Academy will develop an individualized Learner and Leader Plan (LLP) for each learner who attends the school. The LLP will document student proficiency in academic standards and 21st century competencies. ELL students will have an additional progress monitoring section for documentation of their proficiency with the WIDA Can-Do-Descriptors and ACCESS testing results as well as Spanish development goals based on district Spanish Literacy Assessment for Spanish Heritage. This will help students to track both their proficiency in L1 and L2. Students will use this data to set weekly SMART goals in order to raise their proficiencies. The Learner and Leader Plan will also serve as a communication platform between families, teachers, students, and Corps Members.

The ELA Administrator will inform families of, and ensure proper notification to, families and guardians of students identified for LIEP services, including language allocation guidelines. Written notification will be in a language that can be understood by families/guardians within the first 30 days of school (or two weeks/10 days if the student enrolls after the first 30 days). Notification shall include: reason for identifying his/her child in need of English language instruction, the student's level of English proficiency and how this level was assessed, method of instruction to be used in program, how the program will meet the educational strengths of the child and help child to learn English and continue development in Spanish, exit/transition requirements and expected rate of transition from the program, families' right to opt out of program services, and (in the case of a child with a disability), how such programs meet objectives of the IEP program. In addition to notification, the school will make reasonable and substantial effort to obtain informed parental consent. Further, the final ELD plan will be posted on the website so that it is available to all stakeholders, families, and the community.

Assessment and Accountability: When a student registers into Compass Academy without records and/or prior assessment information, the trained, culturally-competent ELA Administrator will collect, administer, and review the DPS Home Language Survey (HLS). The questionnaire will identify all students whose Primary or Home Language is Other than English (PHLOTE). The information will be used to help identify PHLOTE students who need to be assessed for English language proficiency. All incoming students whose HLS responses indicate that English is the only language used by the student and all individuals in the home and who have not previously been identified as English Language Learners will be considered an English-only speaker.

Within 30 days of Compass Academy's opening day (or two weeks/10 days if the student enrolls after the first 30 days), the school will use the WIDA Access Placement Test (W-APT), for reading, writing, listening, and speaking standards, to assess the English language proficiency of all PHLOTE students. The ELD Programs Coordinator will be responsible for administering the W-APT placement test. The results of this assessment and staff review of a student's academic records will determine placement in ELD class. Students whose L1 is Spanish will also be given the Spanish Heritage Pre-Assessment by the Bilingual Spanish Teacher in the first week of school to determine the literacy level in L1 and placement in Spanish Literacy class.

In addition, an individualized Learner and Leader Plan will be developed for each student. Based on the student's assessment (ACCESS and Spanish Heritage Pre-Assessment) results, the student's individualized Learner and Leader Plan, as described in the above section, will be modified to include linguistic goals such as the Seal of Biliteracy at graduation from high school and/or completing the Spanish AP and English Language AP in their Junior or Senior year of high school. Furthermore, short term goals based on exiting from the ELD program and movement on the WiDA rubric in every domain will be identified on the student plan.

Student performance will be analyzed on a weekly basis using NWEA MAPS data, classroom and state assessments and other curriculum embedded formative and summative assessments, during the 14 hours of collaboration scheduled for teachers and teams each week to determine progress toward Learner and Leader Plan goals and support needed for progress.

This Plan will also allow staff and City Year AmeriCorps members and ELA Administrator to assess students' proficiency in English and Spanish on a regular basis through formative and summative assessments in Spanish and ELD classes. Students' Learner and Leader Plans will be adjusted accordingly depending on assessment results. Additional support offered in L1 or L2 depending on the level of English Development (ACCESS level 1 or 2 students will receive additional support in L1 with bilingual staff and Americorps Spanish speaking member, ACCESS level 3+ will receive additional support in English) will include differentiated instruction and assessment in core classrooms, 1:1 support and small group work with Americorps members and ELD teacher in push-in/pull-out model, homework help, and home support (what is needed at home to help families support improvement in the targeted area).

Curriculum and Resources/Materials: The Compass Academy standards based curriculum will be used to support all content areas and the language allocation guidelines. Under the leadership of Dr. Balfanz, curriculum was selected according to its effectiveness with urban populations similar to DPS in linguistic and cultural diversity. Current curriculum includes Every Child a Writer, Every Child a Reader; Engineering by Design; Agile Minds; and History Alive. Curricular Resource Materials are available in Spanish for Math (*Agile Mind*), Social Studies (TCI's *History Alive!* and *Geography Alive!*), and Science (Glencoe's online textbook for *iScience*). Units and anchor lesson development has begun for these curricula, and are aligned to scope and sequence. Finalized unit and anchor lessons will include language objectives and targets as well as core content objectives and literacy skills.

Through collaboration with our trained ELA Administrator, the Master Teacher for Student Success and the Principal (to be hired), courses and unit plans will outline differentiation for ELLs, L1 instruction, bridging, and extensions. Professional development around sheltered English including use of Accountable Talk, WiDA standards, Can-dos and Performance Definitions will be provided to all content teachers. In addition, school-wide book studies on relevant ELL topics such as *Differentiating for ELLs* by Fairbairn, *Teaching for Biliteracy* by Urow, *Academic Conversations* by Zwiers, *Biliteracy from the Start* by Escamilla, will be directed by the ELA Administrator for all staff. The Principal, ELA Administrator, and MTSS will coach teachers and provide feedback on instruction. Teachers will seek and/or adapt content, textual materials, assignments, and assessments to support ELD students. Resources will be distributed equitably within the program and the school to support L1 development, sheltered English, and ELD instruction.

Differentiated Instruction: All students will take Spanish Literacy or Spanish World Language class and English Language Arts classes. Students will have the option to take Social Studies in either English or Spanish. Content teachers will differentiate supports and scaffolds for their ELL students in diverse leveled classrooms based on WiDA best practices for instruction and assessment. They will use the Strategic Use of Two Languages as defined by the DPS ELA-S department, explained in the chart below. Those teachers who are building their own capacity in Spanish will be supported by the City Year Corps members who are Spanish Speaking. Instruction will include continued assessment and be data driven from classroom assessments in content classes, ELD classes, and Spanish Literacy classes.

More specifically, students who are ACCESS Level 3 and above will be offered Sheltered English Language Content Instruction or Spanish in Social Studies if they choose, English Language Development instruction which is fluid within our schedule and they can move ELD classes as data shows their growth, and L1 Content Instruction in English content classes as outlined by Urow in *Teaching for Biliteracy* through instruction and support in Spanish with bridging and extension (see table below that was created by the ELA Department of DPS for Dual Language Classrooms based on Urow). For Levels 3 and above, the Language of Heavy Lifting will be English (right side of table). The Language of Heavy Lifting refers to the language used to build conceptual knowledge. They will also be in Spanish Literacy class to continue growth in Spanish.

Students who are ACCESS Level 1 and 2 will have English Language Development Class, Spanish Literacy, and their social studies class will use Spanish as the Language of Heavy Lifting in the bridging model below (left side of table). They will also be offered ELD classes which are fluid within our schedule and they can move ELD classes as data shows their growth. They will also be in Spanish Literacy class to continue growth in Spanish.

As teacher capacity is built, the support of City Year Members who speak Spanish will be in classrooms to support instruction and expansion in Spanish.

Teaching for Biliteracy Model Language of Heavy Lifting (LoHL)=Spanish	Teaching for Biliteracy Model Language of Heavy Lifting (LoHL)=English
Spanish Literacy Instruction (3-4 weeks) Build oracy and background knowledge Develop language in all domains (reading, writing, speaking, and listening) Develop content knowledge Aligned CCSS and WiDA	Spanish Literacy Instruction (5 days) Build oracy and background knowledge Develop language in all domains Develop content knowledge Aligned to CCSS and WiDA
The Bridge and Analysis (1-2 days) Compare and contrast languages Instruction is in English and Spanish with TPR	The Bridge and Analysis (1-2 days) Compare and contrast languages Instruction is in English and Spanish with TPR
Extension Activities (2-5 days) Apply and extend learning using all four language domains in English Aligned to CCSS and WiDA	English Literacy Instruction (3-4 weeks) Build background knowledge and oracy Develop language in all domains Develop content knowledge Aligned to CCSS and WiDA

(Created by Valeria Praga, Rebecca Castellanos, Lindsay Armstrong, 2015)

Scope and Sequence and Unit plans will be created in each content area with support from the ELA Administrator and Master Teacher of Student Success to include the above bridging and extension instructional activities and timeline as well as Tier 1, 2, and 3 vocabulary with supports and scaffolds. Following the structure laid out by the DPS ELA-S department, units will follow the Strategic Use of Two Languages in the above chart. It will also include differentiated instruction around intentional grouping, TPR, selection of effective materials and texts, visuals and manipulatives, cooperative learning and group work. Through scaffolding and thoughtful selection of individualized instructional strategies, teachers will make the content more accessible to students and will be able to identify and meet each

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student's needs along his or her own Learner and Leader plan which includes linguistic goals. Students will, in turn, experience greater engagement, equity, and achievement.

To help to build teacher capacity in differentiation and best practices in Sheltered English Instruction and Spanish Resource (as described in the ELA Handbook for Schools), on-going Professional Development and coaching for instructional staff around ELD strategies will be offered throughout the school year including ELA-E certification classes. This will be facilitated by the ELA Administrator and Master Teacher for Student Success.

Second Language Learners with Special Needs: Identification procedures for ELL students who are eligible for Special Education services and 504 services will be commensurate with federal guidelines. Service and accommodation decisions will be guided by the Colorado Accommodations Manual and the Colorado Accommodations Guide. In addition, Compass Academy teachers and staff will discuss and plan for services and accommodations provided to ELL students with disabilities during the collaborative planning time each week. These services and appropriate accommodations include Special Education services and services under Section 504. From language-specific assessment results, formal and informal data collection and evaluation, classroom and social observation, student work samples, and family-student interviews, teachers and support staff will plan instructional accommodations and support.

All ELL 504 Plans and IEPs will include:

- ELL documentation;
- Language proficiency level;
- Active ELL program services;
- Evaluation of student assessment results and learning progress in light of language proficiency;
- Accommodations needed for testing, general assessment, and standardized assessment instruments, including use of any translators or interpreters and in what language as well as an acknowledgement of the potential subsequent influence on validity of results;

Compass Academy will provide ELL students with comprehensive, equitable, and meaningful opportunities for extended learning in the differentiated classrooms. Compass Academy will ensure that emerging English language proficiency does not limit consideration for participation in extension and critical thinking activities in all classrooms.

Staff Recruiting and Retention: The Compass Academy governing board is committed to recruiting, hiring and retaining a diverse and highly qualified academic and operational staff. The School Leader (Executive Director) will directly report to the school board, and will oversee all school staff. The school board has empowered the School Leader to make all employment decisions (including but not limited to recruitment, screening, hiring, evaluation, support, compensation and firing) for all employees that report to her. At this time, City Year staff and the school board are in the process of recruiting and screening the founding cohort of instructional staff for the school. Until the School Leader is a formal employee of the board, starting July 1, 2015, the board has designated the Board Chair to make all employment decisions related to hiring new staff for the school. Job descriptions for founding teacher roles include expectations and preferences for Spanish bilingualism, experience teaching the population of students Compass Academy will serve, and second language learner support credentials (ELA-S, ELA-

E). The school has a plan for recruitment and hiring and the school's governing board reviews this plan regularly.

The school governing board has adopted a Career Pathway for Academic Staff at Compass Academy that includes a framework for Staged Growth, Support and Compensation. Staff evaluation is aligned with DPS's teacher and leader evaluation framework and each stage in the Compass Academy Career Pathway is defined and linked to supports, expectations and appropriate compensation bands to ensure clear understanding of career pathways at Compass Academy. All staff evaluations – including formal and informal classroom observations as part of the Staged Growth and Support framework – will be performed by a certified, supervising administrator.

Compass Academy will collaborate with the District's Office of School Reform and Innovation to ensure access to and completion of the district's Charter ELA Training to ensure teachers are ELA-E Certified within two years of hire. In addition, the ELA Administrator will facilitate the OSRI classes for ELA-E certification and the Spanish teacher will offer Spanish classes after school to any non-bilingual staff so they can work toward their ELA-S certification.

A diverse and bilingual team of highly trained City Year AmeriCorps Members will support ESL classrooms. They will partner with teachers to support Compass Academy's individualized learning environment for all students and offer support for the bridging and extension in Spanish for classroom teachers.

ELA Program teachers will receive support from school administrators, the ELA Administrator, and the District ELA Department. The ELA Administrator and the Master Teacher for Student Success will offer professional development in best practices and bridging Spanish and English classrooms as well as evaluate, coach, and mentor on WiDA classroom practices and strategies for working with ELL students, analyzing and implementing ELL assessment data, and communicating with families and stakeholders. The bilingual principal and the ELA Administrator who is trained in ELA best practices will conduct evaluation in Spanish speaking classrooms.

Bilingual staff and translators will be available for all communications with families and stakeholders. In addition, the staff will be learning Spanish so that all of Compass Academy staff is working toward being bilingual. Finally, Compass Academy will collaborate with the English Language Acquisition Department at DPS to provide additional training to staff.

Professional Development: The Schools has also developed a professional development and support approach and plan that includes the following elements:

- Principal and ELA Administrator attends ELA-S District and Train the Trainer professional development
- Staff is supported in obtaining all necessary certifications in ELA-E and ELA-S. Curriculum includes classes in the following focus areas as per the Charter ELA Training Channel:
 - Foundations
 - Academic Language
 - Sheltering
 - English Language Development
 - Culturally-responsive Pedagogy
 - Literacy for ELL's

- Spanish Classes for those who need ELA-S
- The Master Teacher for Student Success and the ELA Administrator facilitate ELA professional development at pre-service and on a bi-weekly basis at Wednesday early-release whole staff professional development meetings including practices from WiDA, *Teaching for Biliteracy*, *Biliteracy from the Start*, *Differentiated Instruction and Assessment for English Language Learners*, *Academic Conversations*, *Translanguaging*, and other best practices in Language Acquisition and Bilingual Education.
- Staff are supported as advocates for bilingual students and cultural competency
- The ELA Administrator and school instructional leaders coach staff on best practices for ELL students and sheltered instruction.
- All staff will have access to Spanish Classes offered after school two to three times weekly
- Training all staff in Second Language Acquisition strategies and support during regularly scheduled professional development time
- Coaching and feedback on instructional practice for all teachers given by the Master Teacher for Student Success
- Training and facilitation of data analysis and instructional planning for support and remediation of all students on a weekly basis
- Goal setting: all staff will develop a Learner and Leader Plan, which will articulate annual goals and professional development needs in areas of bilingual education and cultural awareness

Family and Community: Compass Academy will establish a School Advisory Committee, and an ELA-SAC, which will be comprised of the parents of ELA Program student participants. These organizations will be vehicles by which family and community members can communicate with the Compass Academy governing board and leadership about what is happening at the school. The Committees will meet at least four times per year and the school will distribute information about school activities, and school academic programming and services—including the ELL/ELD language allocation guidelines. The Committees will also be a vehicle to keep open communication with, and ensure involvement of, Compass Academy's ELL families. Families will be encouraged to voice their feedback and concerns, and in this way, the committee can also function as an aid in program implementation evaluation.

As a part of the registration packet, the ELA Administrator will conduct the Home Language Survey with parents along with a proficient interpreter for parents. At this time, the Language Allocation Guidelines as well as our program design with bridging in content classes, as well as leveled ELD classes and Spanish Literacy classes will be explained to all parents. Also, our completed and finalized plan will be posted on the website for access and transparency to parents, community, and stakeholders.

Extending family involvement into the larger community of southwest Denver, Compass Academy will work tirelessly to intentionally celebrate and inspire respect and curiosity in students for the cultures of all school members and the surrounding community. To achieve this, we will bring in culturally and linguistically diverse leaders and idealists from the local as well as the more global community to speak to and interact with our student body. In addition, we will welcome families and community members into our school for informal as well as formal functions to participate in celebrations of and dialogues about families' cultural and linguistic backgrounds. School celebrations will also focus on highlighting elements of our diverse community and will be linked to the curriculum content while functioning as community-building celebrations.

Translation and Interpretation Services: For those who have a primary home language other than English, Compass Academy, Facility Placement Application

English and who request communications in these languages or the need is made manifest, Compass Academy will provide written translation and oral interpretation services to families, accordingly. A school designee fluent in that language or an appointed qualified interpreter will provide these services. Items to be translated/interpreted will include ELA program materials, information regarding legal decrees and acts (i.e., IDEA and 504), and details on obtaining further translation and interpretation services as needed. General-issued documents of essential information regarding Compass Academy will automatically be translated into Spanish as well as into any other high-demand languages spoken by families.

Implementation Plan (years 0-3): Along with our Middle School Director who is very versed in bilingual education, we also hired an ELA Administrator to oversee Sheltered English, Strategic Use of Two Language Instruction, and ELD instruction as well as ACCESS assessment, placement, and tracking. With this hire, we have continued plans for professional development, coaching, and support for staff around Spanish development, ELD best practices, Culturally Responsive Teaching, and whole child learning. Compass Academy also continues the hiring practice of Bilingual Teaching Staff as available and is working to have Spanish speaking City Year Corps members on staff.

The PD plan as laid out in the Professional Development Section, includes ELA -E/ELA-S certification courses and best practices in dual language teaching such as bridging and WiDA instructional and assessment differentiation. Also, Compass Academy is committed to increasing the Spanish Language Fluency of our staff and has hired the Spanish teacher to teach staff Spanish classes 2-3 times a week. For year one, our teachers' capacity in Spanish is as follows:

- Math – limited Spanish
- Science – limited Spanish
- Social Studies – proficient
- SPED – beginning
- Spanish – fluent
- ELD – beginning
- Art – beginning
- Corps members – four fluent Spanish speakers

In August, 2015, Scope and Sequence will be created in each content area and Unit 1 will be developed and planned with support from the ELA Administrator and Master Teacher of Student Success to include the above bridging and extension instructional activities and timeline as well as Tier 1, 2, and 3 vocabulary with supports and scaffolds. It will also include differentiated instruction around bridging, intentional grouping, TPR, selection of effective materials and texts, visuals and manipulatives, cooperative learning and group work. Further, in August of 2015, the ELD scope and sequence will be aligned to classroom content to offer support in content academic literacy.

Into year 2 and beyond, Compass Academy will continue to seek out strong candidates who are bilingual in all areas of instruction to meet the needs of our students and support our goal of offering bilingual/biliterate education. We will also continue to build the capacity of the instructional staff for dual language instruction. We are in the process of finding and securing the use of the most effective Spanish assessments in content areas that align with our curriculum, especially as we build our capacity to offer Level 1 and 2 students instruction with Spanish as the Language of Heavy Lifting.

Service to Students in Center Programs

Compass Academy is committed to serving all students. As described in Section I: Student Growth and Achievement, the school has intentionally designed its educational program to meet the needs of special education students and of all students. Because of the design and culture of Compass Academy, combined with a low student-to-adult ratio and dedicated special programs coordinator, students with disabilities will benefit from a very supportive and personalized learning environment. While Compass Academy has not previously served students in center programs, it is open to conversations with Denver Public Schools about this opportunity. To ensure that the school has the appropriate capacity to support students with more significant disabilities, Compass Academy would be willing to work with Denver Public Schools, local leaders and schools (such as SOAR), as well as national partners, to assess student needs and define the necessary modifications to its staffing pattern, curriculum, classroom resources and budget to determine if Compass could take on a center based program.

Capacity to Open

With the DPS Board of Education having approved its charter application in June 2014, Compass Academy is scheduled to open its doors in August 2015. To guide its first year, Compass Academy created a pre-opening launch plan which is available to view on Google Drive [here](#). The plan allowed the founding team to define and manage each critical step in the process toward opening. It builds on established school launch best practices and is tailored to the particular context of Compass Academy. More specifically, the plan accomplishes the following:

- Details roughly 750 action items to be completed between August 2014 and September 2015, within 17 separate categories, from finance to culture, and over 70 individual work streams
- Includes benchmarks and references to federal and state statutes, useful resources, and notes gathered through meetings and online research in order to support the completion of each task
- Builds in mechanisms to sort and filter tasks in a variety of ways, allowing for clear, high-level intelligibility

Leveraging comprehensive backwards planning, Compass Academy has completed a successful first year. During that period, the school developed a robust educational program and founding team and a lay the foundation for strong governance and financial management. It is well positioned for many more successfully years ahead.

Service to Boundary Zone

Compass Academy affirms its willingness to provide service to the Southwest boundary or enrollment zone, as identified in the Call supplement.

IV. Enrollment Demand

There is an immense need for Compass Academy in Southwest Denver, as described previously under Section I: Student Growth and Achievement. In this region, only half (52%) of all students are attending a high-quality school as identified by the School Performance Framework, and a large numbers of students are failing to demonstrate proficiency in reading and mathematics. For this reason, families in Southwest Denver are urgently demanding additional high-quality public school options for their children. As evidence of this demand, three of the five DPS charter middle schools with the longest waitlists (KIPP Sunshine, STRIVE Prep Westwood, STRIVE Prep Federal) are located in Southwest Denver, with waitlists as long as 239 slots, and acceptance rates as low as 5.26%. Statistically speaking, it is more likely for an applicant to be accepted into Stanford or Harvard than it is for a child in Denver to be accepted into the seventh grade at KIPP Sunshine.

Denver Public Schools' 2015 Call for New Quality Schools Supplement states that in Southwest Denver, "more must be done. This is a message we've heard consistently from community members, during public comment at DPS Board meetings, at other community gatherings and through poignant, community-based advocacy reports." Compass Academy's founding team has heard similar messages during focus group conversations and while collecting feedback from the 4,700 families that City Year has served in Denver over the last four years. The response has overwhelmingly underscored the need for additional seats in quality schools in Southwest Denver.

As a testament to the demand for Compass Academy, at the time of its charter application the school had gathered more than 70 letters of community support from prospective parents/guardians, community organizations, business and community leaders, prospective funders, and elected officials. What's more, Compass Academy collected 237 intent-to-enroll forms from parents/guardians in the southwest community with students entering Grade 6 in 2015. Once Compass Academy opened for school choice, as the enrollment results were tabulated, Denver Public School's Director of School Development and Support emailed the school leader, writing, "A quick note to you and the entire team just to say: Wow. Compass's early Choice returns are exemplary among new schools." Today, the Compass Academy roster has 127 students on it; the school's goal is to open with 112 students on the first day of school. This is a first step toward meeting the vast enrollment demand in Southwest Denver.

V. Supplemental Criteria

Compass Academy's board has approved a fully solvent five-year budget, with the current draft shown in Attachment C. In developing the budget, the leadership team assumed that the school will continue to add one additional grade level per year until it includes Grades 6 through 12. At full enrollment, with between 112 and 120 students per cohort, the middle school is projected to include between 340 and 360 students, and the high school is projected to include between 450 and 480 students.

To ensure Compass Academy's financial viability, the budget includes an annual contingency fund reflecting the potential difference in expected revenue and expenses should the school enroll 112 students per class rather than the 120 student target. The school will also maintain the required TABOR reserve and an additional unrestricted fund to carryover each year's projected surplus. Should the school face under-enrollment or other challenges that diminish revenue, Compass Academy would be able to reduce its non-teaching staff while still maintaining high-quality programming and a low student-to-adult ratio, demonstrated by the staffing chart shown in Attachment B.

Compass Academy's leadership team and financial consultants have carefully analyzed each of the school's projected revenue and expense drivers. The primary long-term revenue streams include per pupil revenue; Mill Levy funding; Title I, II and III funding; and ELPA and Capital Construction funding. By Year 3, the school will be self-sustaining from these sources alone. Additionally, the school has been awarded the highest possible allocation from the Colorado Charter School Program, which it will receive through Year 2. Compass Academy's Board will also leverage its depth of experience in fundraising to secure philanthropic contributions, with specific targets planned through the school's second year. Finally, to support its initial year, Compass Academy will also receive funding from the Daniels Foundation and has also been awarded a Walton start-up grant..

As teachers and other staff are central to the school's educational program, the primary expense drivers include salaries and benefits. Other key expenses include property (primarily technology for student use), district purchased services; purchased professional and purchased property services; and books and periodicals. Regarding facilities, the school has budgeted \$776.65 per pupil for rental of land and buildings plus moderate allocations for land and improvements as well as for furniture and fixtures. Beyond these projected facility expenses, Compass Academy can explore options to raise additional funds, if needed, for upfront and ongoing facility improvements depending on the school's long-term facility placement.

Compass Academy's Board members have significant experience in both financial management and fundraising. Relevant experience includes the following: previous service by several Board members on public charter school boards; one Board member has served as the treasurer of a public charter school; one Board member is on the staff at a large family foundation; and several Board members work for non-profit, education-focused organizations, with responsibility for financial oversight in their organizations. The Board has adopted fiscal policies, including fiscal controls policies and guidelines, to ensure proper stewardship of all public and private funds.

Attachment A: Timeline Toward Opening

Having received approval from the DPS Board of Education in June 2014, Compass Academy will open its doors to students in August 2015. To view Compass Academy's timeline of critical steps toward opening, please see the school's launch plan, which is available to view on Google Drive [here](#).

Attachment B: School-Level Staffing

The chart below illustrates how the staffing pattern will evolve between Year 1 and Year 3, as Compass Academy continues to add one grade level per year. Throughout, the student to adult ratio will remain exceptionally low and will vary between 9:1 and 13:1 when considering only Compass Academy staff, or between 5:1 and 7:1 when also considering Corps members and the staff of school partners.

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Minimum Expected Enrollment	112	224	336
Total FT Teachers	8.75	13.50	21.50
Core Subject Teachers (Math, ELA, Science, SS)	4.00	8.00	12.00
Spanish Language Teachers	1.00	1.00	2.00
Elective Teachers	0.75	1.50	2.50
Master Teachers for Student Success	1.00	1.00	1.00
Special Programs Coordinator: SPED	1.00	1.00	1.50
Special Programs Coordinator: ELD	1.00	1.00	2.00
Total FT Administrators	4.00	4.00	5.00
Executive Director	1.00	1.00	1.00
Principal	1.00	1.00	1.00
Operations Director	0.00	0.00	1.00
Operations Manager	1.00	1.00	1.00
Family Engagement Coordinator / Receptionist	1.00	1.00	1.00
Corps Members	8.00	12.00	18.00
Additional School-Based Staff through City Year and Johns Hopkins University	3.00	3.00	3.00

Attachment C: Five-Year Budget

Please see the proposed five-year budget, attached.