

Charter School Renewal Application

World Compass Academy

Submitted to: *Douglas County School District - Choice Programming*

Submitted by: *World Compass Academy*

Submitted at: *09/03/2024 08:47 AM*

Application Elements

A) Basic School Information & Required Attachments

1. Basic School Information

Status: Completed

Form Result

Mission & Vision

Vision Statement

World Compass Academy envisions a world where empowered and globally-minded citizens confidently navigate the challenges and opportunities of the future.

Mission Statement

World Compass Academy is dedicated to nurturing an inclusive environment where every student is valued, supported, and empowered to thrive. We are committed to fostering academic excellence, nurturing the growth of character, and cultivating awareness, knowledge, interest and curiosity of other cultures and geographic areas. We strive to inspire lifelong learners who are equipped with the skills, knowledge, and values to make a positive impact in our local and global communities.

Grades served at your school (any and all educational services you provide (i.e. Preschool, Homeschool, Post-Secondary Classes, etc.)

- Pre-K
- K
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

Total Enrollment

791

% Free or Reduced Price Lunch Students

15

% Special Ed Students

7

% Multilingual Learners Students

2

Evaluation Rubrics

This application element is not evaluated

2. Required Attachments

Status: **Completed**

Form Result

Mission and Vision Statements and narrative that describes programs, procedures, and curriculum that demonstrate alignment with the mission and vision statement.

Mission and Vision Narrative Educational Program
(1).pdf

1.19 MB • Added 2 months ago

Unified Improvement Plan and progress toward achieving the goals set forth.

UIPPublicFacingdev_Print.pdf

221.23 KB • Added 2 months ago

Other interim testing, standardized testing or other metrics the school uses to measure progress.

Assessments Used (2).pdf

55.63 KB • Added 2 months ago

State reports (SPF) on academic progress and growth.

0900-9397-2-Year.pdf

340.59 KB • Added 2 months ago

Parent satisfaction survey and other parent/community surveys. (These may be combined into one summary report.)

2023-2024 Survey.pdf

511.8 KB • Added 2 months ago

Areas of perceived strengths in the program and any areas identified as areas in need of improvement.

Areas of Strength and Continued Growth (1).pdf

184.7 KB • Added 2 months ago

Other particular achievements you would like the Board to be aware of.
For example... John Erwin, Governors distinguished.

WCA Awards and Recognitions (2).pdf

164.88 KB • Added 2 months ago

Board Conflict of Interest forms

CONFLICT OF INTEREST FORM (Responses).xls

7.24 KB • Added 2 months ago

**2024-2025 ALL CONFLICT OF INTEREST FORM -
Google Forms.pdf**

577.24 KB • Added 2 months ago

ESP Agreement, if applicable.

Enrollment Preferences, Selection Methods, Enrollment Timelines and Procedures.

NondiscriminationPolicyAdmissions-2021-22.pdf

77.4 KB • Added 2 months ago

24_25 Enrollment Policy (1).pdf

102.63 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

B) Mission and Key Design Elements

1. Mission & Key Design Elements

Status: Completed

Form Result

(1) State the school's vision and mission.

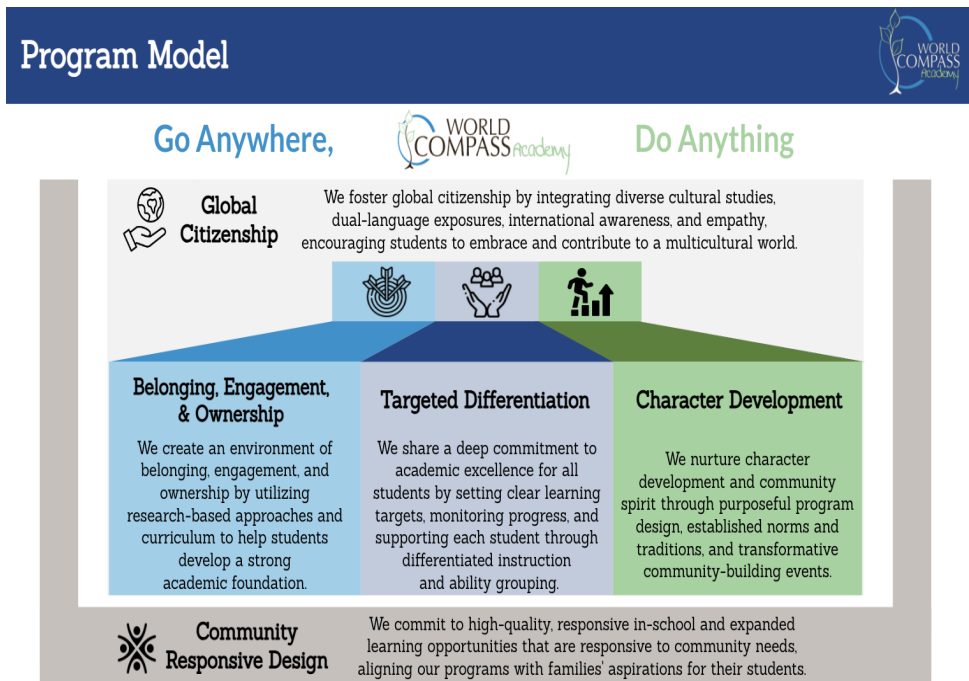
Vision Statement

World Compass Academy envisions a world where empowered and globally-minded citizens confidently navigate the challenges and opportunities of the future.

Mission Statement

World Compass Academy is dedicated to nurturing an inclusive environment where every student is valued, supported, and empowered to thrive. We are committed to fostering academic excellence, nurturing the growth of character, and cultivating awareness, knowledge, interest and curiosity of other cultures and geographic areas. We strive to inspire lifelong learners who are equipped with the skills, knowledge, and values to make a positive impact in our local and global communities.

(2) Describe the school's educational philosophy.



World Compass Academy is thoughtfully designed to cultivate a holistic educational experience where students are not only academically prepared but also globally aware and character-driven. At the core of the school's philosophy are the principles of Belonging, Engagement, and Ownership, which permeate every aspect of the learning environment.

By fostering a strong sense of belonging the school ensures that every student feels valued and connected, creating a foundation for active engagement in their learning journey. Teachers greet students at the door daily and begin classes with a community/relationship building activity. The school also offers a diversity of extracurricular programming to allow students to shine in areas outside of academics. One of the highlights of our belonging initiative, is the annual heritage fair, where students are reconized and celebrated for their diverse backgrounds and traditions.

At our K-8 charter school, student engagement is a top priority, and we actively seek to understand and respond to students' needs and perspectives. We listen to student voices through an annual survey, using their feedback to shape a learning environment that is both responsive and dynamic. Our instructional strategies are grounded in research and include hands-on learning, group work, and cross-curricular activities, which are designed to make learning more interactive and relevant. We also utilize ability grouping to tailor instruction to individual student needs, ensuring that every child is appropriately challenged. By incorporating critical thinking and the higher levels of Bloom's Taxonomy into our curriculum, we empower students to engage deeply with content, fostering a love of learning that extends beyond the classroom.

Ownership is encouraged through student-led initiatives such as Cougar Committee Student Council and student led service projects, and goal-setting, empowering learners to take charge of their academic and personal growth.

Targeted differentiation is a key element in meeting the diverse needs of students. The school employs a variety of instructional strategies and resources to tailor learning experiences to individual strengths and areas for growth, ensuring that every student can achieve their full potential. We utilize ability grouping for math and language arts beginning in second grade. We also have a comprehensive student support program.

Character education at World Compass Academy is a fundamental aspect of the school's mission to develop well-rounded, ethical individuals. The school integrates the Second Step program, a research-based social-emotional learning curriculum that teaches students essential skills such as empathy, emotion management, and problem-solving. Each month, the school emphasizes a specific character trait and intellectual virtue, such as perseverance, integrity, curiosity, or open-mindedness, which are woven into classroom discussions, activities, and school-wide initiatives. These monthly focuses not only guide students in reflecting on their behavior and decisions but also help them internalize values that are crucial for their personal development and their roles as responsible, compassionate citizens. Through this structured approach, World Compass Academy nurtures students who are not only academically capable but also morally grounded and prepared to lead with character in any community they become part of.

Global Citizenship is a cornerstone of World Compass Academy's mission. Our curriculum is designed to cultivate awareness, knowledge, and curiosity about different cultures and global issues, preparing students to navigate and contribute to an interconnected world. World Compass Academy uses introduction to language learning as one of several puzzle pieces of global competency. Students in K-1 spend 2.5 hours of their school day in an immersion setting. Grades 2-5 students spend 45 minutes daily in language classes. Grades 5-8 students spend 60 minutes daily in language classes. The aim is to familiarize with language and cultivate fundamental proficiency, rather than achieving fluency. The school encourages exposure and dialogue with the world. All students participate in multicultural celebrations during the school year

The school's commitment to Community Responsive Design ensures that its programs and practices are aligned with the needs and values of the local community while also fostering a broader global perspective.

World Compass Academy's Vision and Mission Statements reflect its dedication to nurturing empowered, globally-minded

citizens who are equipped to navigate the challenges and opportunities of the future. By creating an inclusive, supportive environment that prioritizes academic excellence, character development, and global awareness, the school aims to inspire lifelong learners who are ready to make a positive impact both locally and globally.

(3) What are the school's key design elements? What have you implemented since your last charter renewal in response to student/community needs? Have there been any focused changes to curriculum, professional learning, or student supports? Emphasize the unique and innovative features of the educational program.

Instructional Strategies

Differentiated Instruction:

At World Compass Academy, our mission is to support all students, regardless of their academic background or abilities. We recognize the diverse needs of our student body, from gifted and talented learners to those who may be struggling academically. Our commitment to excellence extends to providing tailored support and resources to meet the individual needs of each student. Whether through differentiated instruction, personalized learning plans, or targeted interventions, we strive to ensure that every student receives the support they need to thrive academically and reach their full potential. By embracing the diversity of our student population and fostering a culture of inclusivity and equity, we empower all students to succeed and excel in their academic journey.

Ability Grouping:

Ability grouping involves organizing students into classes or groups based on their academic abilities. This approach is aimed at tailoring instruction to meet the specific needs of each group, allowing for more targeted support or challenges. Well-implemented ability grouping results in enhanced academic outcomes, especially benefiting students requiring extra support or those seeking more advanced challenges. Furthermore, students often exhibit increased engagement levels when collaborating with peers of similar academic levels, as instruction can be more effectively tailored to their individual needs.

MTSS (Multi-Tiered Systems of Supports):

MTSS, or Multi-Tiered System of Support, is a structured framework aimed at providing tailored assistance to students facing academic challenges. Its primary objective is to implement timely interventions to help students bridge the gap and reach parity with their peers. MTSS is strategically designed to facilitate early identification of struggling students and prompt intervention. It emphasizes addressing the holistic needs of students, encompassing not only academic growth but also behavioral, social, emotional, and attendance-related concerns. The overarching goal of MTSS is to conduct early screening and deliver swift support. Moreover, it assists schools in distinguishing between students who may have previously lacked adequate instruction and those who genuinely require specialized educational services.

Instructional Methods and Strategies Departmentalizing Teachers:

Departmentalizing teachers entails organizing educators according to their subject expertise rather than assigning one teacher to oversee all subjects. Each teacher specializes in teaching a specific subject, often guiding students through

transitions between classes throughout the day. This specialization allows teachers to develop deeper knowledge and expertise, resulting in higher-quality instruction. Moreover, departmentalization can optimize resource allocation, as teachers focus on their specialized subjects and devote more time to preparing tailored lessons. Additionally, departmentalization fosters opportunities for collaboration among teachers, facilitating the sharing of best practices and participation in subject-specific professional development activities.

Standards-Based Instruction:

Standards-based instruction is an educational approach where teaching and learning are guided by clearly defined academic standards. These standards outline the specific knowledge, skills, and abilities that students are expected to master at each grade level or in each subject area. Teachers design their instruction and assessments to align with these standards, ensuring that students receive a consistent and coherent education. Standards-based instruction aims to promote deeper understanding, critical thinking, and mastery of essential concepts and skills, ultimately preparing students to meet academic expectations and succeed in their academic and professional pursuits. Teachers can utilize data derived from standards-based assessments to pinpoint areas where students might encounter difficulties, facilitating tailored interventions and individualized teaching approaches. Aligning educational practices with standards is widely regarded as a means to enhance students' readiness for success in both college and career paths, ensuring they acquire crucial knowledge and competencies.

Cultural Responsiveness:

At World Compass Academy, we are committed to implementing initiatives focused on fostering a sense of belonging, engagement, and ownership among our students. Through these initiatives, we aim to create a school culture where every student feels valued, supported, and empowered to take ownership of their learning journey. By promoting active engagement in both academic and extracurricular activities, we encourage students to develop a strong sense of connection to their school community and take pride in their accomplishments. Through collaborative efforts between students, educators, and families, we strive to create an inclusive environment where all members feel a sense of belonging and are motivated to contribute positively to the school community.

Belonging:

- Capturing Kids Hearts: All staff are trained to implement and reinforce Capturing Kids Hearts. Capturing Kids' Hearts is an educational program focused on creating positive and

supportive classroom environments. It emphasizes building meaningful connections between educators and students by promoting social and emotional learning, effective communication, and a culture of mutual respect. The program aims to enhance both academic success and students' overall well-being by fostering positive relationships in the classroom.

- **Second Step:** Second Step is a social-emotional learning (SEL) program designed for classrooms. It provides a curriculum that teaches students essential skills for social and emotional development, including self-awareness, emotion management, relationship skills, and responsible decision-making. The program includes age-appropriate lessons, activities, and resources that educators use to integrate SEL into their teaching. Second Step is implemented to help create a positive and supportive classroom environment, improve students' interpersonal skills, and enhance overall well-being.

- **Homerooms:** Homerooms play a crucial role in fostering a sense of belonging in schools. Homerooms provide a space where students can build relationships with their peers and connect with a supportive adult mentor. Through regular meetings, collaborative activities, and shared experiences, homerooms promote a sense of community and belonging among students, helping them feel valued and connected to their school. By cultivating a positive school environment where every student feels accepted and supported, schools can enhance overall student well-being and academic success.

Engagement :

- **Ability Grouping:** Ability grouping involves organizing students into classes or groups based on their academic abilities. This approach is aimed at tailoring instruction to meet the specific needs of each group, allowing for more targeted support or challenges. Well-implemented ability grouping can result in enhanced academic outcomes, especially benefiting students requiring extra support or those seeking more advanced challenges. Furthermore, students often exhibit increased engagement levels when collaborating with peers of similar academic abilities, as instruction can be more effectively tailored to their individual needs.

- **Social Contracts:** At World Compass Academy, every grade collaborates to craft a social contract that outlines how they wish to be treated and how they will treat others. This student-led initiative empowers students to engage in their school culture and fosters a sense of shared responsibility for creating a positive and respectful learning environment. Through open dialogue, consensus-building, and collective decision-making, students articulate their values, expectations, and commitments to one another. By actively participating in the creation of their social contract, students develop a deeper understanding of

empathy, mutual respect, and the importance of community in fostering a supportive and inclusive school climate.

- Electives/Specials/Extracurricular Activities and Clubs

Elementary Specials aim to cultivate a positive school culture and deliver a comprehensive education. Specials provide opportunities for students to explore their interests, spend time with peers in diverse settings, and reinforce core subject teachings. Specials can also uncover hidden talents or passions in students. Middle school students will have the opportunity to select from a diverse range of elective courses. Each elective session spans 45 minutes in duration. Students will engage in one elective on Mondays and Wednesdays and another on Tuesdays and Thursdays. Middle schoolers will enroll in 4 to 6 electives, depending on the duration of each one, whether it spans one or multiple trimesters. The aim of these middle school electives is to foster a positive school culture and provide students with a comprehensive education. The specific elective offerings and their quantity will be determined based on the interests of the student body at World Compass Academy and enrollment numbers. After-school extracurricular activities and clubs play a vital role in enhancing students' academic, social, and emotional development. Some of the advantages include skill development, expanded learning, socialization, building positive relationships, inclusivity, and personal growth.

Ownership:

- Goal Setting: Student goal setting is a valuable practice that empowers learners to take ownership of their academic journey and personal development. By setting specific, achievable goals, students can clarify their objectives, stay motivated, and track their progress over time. Encouraging students to set SMART goals—specific, measurable, achievable, relevant, and time-bound—helps them develop important skills such as self-regulation, time management, and perseverance. Additionally, involving students in the goal-setting process fosters a sense of accountability and self-efficacy, as they take ownership of their learning and actively engage in their own growth and development.

- Shifting the Cognitive Load: Shifting the cognitive load to students is a pedagogical approach that empowers learners to take an active role in their own learning process. By providing students with opportunities to engage in problem-solving, critical thinking, and self-directed inquiry, educators can facilitate deeper understanding and long-term retention of information. This approach encourages students to actively process and apply new knowledge, rather than passively receiving it, leading to greater mastery of concepts and skills. Through scaffolded learning experiences, teachers gradually transfer responsibility for learning tasks to students, allowing them to develop

metacognitive skills and become independent learners. By shifting cognitive load to students, educators not only promote deeper learning but also foster a sense of ownership and agency in the learning process, empowering students to take control of their own educational journey.

Since our last charter renewal, we made a deliberate and strategic decision to incorporate a stronger focus on **Belonging, Engagement, and Ownership** within our school community. The impact of the COVID-19 pandemic left us grappling with a surge in behavior referrals and growing staff frustration over unproductive student choices. It was clear that the disruption had not only affected academic performance but had also shaken the very foundation of our students' connection to their school environment. In response, we engaged in deep reflection on how to reverse these concerning trends and restore a positive, thriving school culture.

We recognized that fostering a profound sense of belonging was essential. When students feel genuinely valued and connected, their motivation to engage meaningfully in their learning and contribute positively to the community naturally increases. By prioritizing engagement, we sought to reignite students' curiosity and passion for learning, making school a place where they are excited to participate and explore their interests. Ownership was the final, critical piece—empowering students to take charge of their educational journey, make informed decisions, and feel accountable for their actions and outcomes.

This renewed focus on Belonging, Engagement, and Ownership is not just a response to the challenges we faced post-pandemic; it is a commitment to ensuring that every student is seen, heard, and motivated to achieve their fullest potential. We believe that by embedding these principles into the fabric of our school, we are not only addressing current issues but also laying the groundwork for long-term success. Our goal is to create a vibrant, inclusive community where students are empowered to make positive choices, take pride in their learning, and grow into responsible, compassionate leaders. The early results of this shift have been promising, and we are confident that this approach will lead to lasting, transformative change for our students and staff alike.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Curriculum

Status: **Completed**

Form Result

(1) Describe the school's curriculum and how it is aligned to the state standards.

Challenging Researched Based Curriculum

MATH: Into Math

Into Math" is a comprehensive curriculum designed to engage students in mathematical learning from kindergarten through eighth grade. Grounded in the latest research and aligned with rigorous standards, Into Math fosters conceptual understanding, procedural fluency, and application skills essential for mathematical success. Through interactive lessons, real-world problem-solving scenarios, and differentiated instruction, students develop a strong foundation in mathematics while building critical thinking and collaboration skills. With a focus on both mastery and growth, Into Math empowers students to explore, reason, and communicate mathematically, preparing them for future academic challenges and real-world problem-solving.

SPELLING & PHONICS: Magnetic Reading

Magnetic Reading is a dynamic phonics program designed to ignite a love for reading while building strong foundational skills in developing readers. Phonics is a fundamental component of early literacy education, focusing on the relationship between letters (graphemes) and their sounds (phonemes). Key elements of phonics instruction include:

- 1. Letter-Sound Correspondence:** Teaching the association between letters of the alphabet and the sounds they represent. For example, understanding that the letter 'b' makes the sound /b/.
- 2. Phonemic Awareness:** Developing the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. Activities may include rhyming, blending, segmenting, and manipulating sounds.
- 3. Decoding Skills:** Teaching strategies to sound out and blend letters to pronounce words. This involves applying knowledge of letter-sound relationships to read unfamiliar words.
- 4. Word Recognition:** Building a sight vocabulary of high-frequency words and teaching strategies to recognize words quickly and accurately.
- 5. Spelling Patterns and Rules:** Introducing common spelling patterns and rules that help students predict and spell words correctly.
- 6. Fluency:** Developing the ability to read text accurately, quickly, and with expression, which enhances comprehension.

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7. Systematic Instruction: Providing structured and sequential lessons that gradually increase in complexity, starting from basic sound-symbol relationships to more advanced phonics rules and patterns.
8. Application in Reading and Writing: Integrating phonics skills into meaningful reading and writing activities to reinforce learning and promote transfer of skills.

Magnetic reading helps students become proficient readers by equipping them with the essential skills needed to decode words and comprehend text independently.

Through engaging activities, leveled readers, and interactive technology tools, Magnetic Reading cultivates confident readers who can apply their skills across various texts and contexts.

WRITING AND GRAMMAR: Benchmark (Grades K-5)

Benchmark Writing and Grammar utilizes student-friendly goals with multi-step strategies, mini-lessons, ample writing time, and opportunities for constructive feedback. Multiple mentor texts on the same topic and genre are included. Grammar is taught via mini following a recursive approach that connects grammar to writing and strengthens students' process, style, and craft.

ENGLISH LANGUAGE ARTS: Benchmark (Grades K-2)

Aligned with Science of Reading research, Benchmark is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge.

LANGUAGE ARTS (Grades 2-8), SOCIAL STUDIES (Grades K-8), SCIENCE, ART, MUSIC: Core Knowledge

CORE KNOWLEDGE

World Compass Academy employs the Core Knowledge Scope and Sequence to guide and direct the content taught at each grade level. The Core Knowledge Scope and Sequence is designed to be:

Coherent

The Core Knowledge Sequence is predicated on the realization that what children are able to learn at any given moment depends on what they already know – and, equally important, that what they know is a function of previous experience and teaching.

Cumulative

Core Knowledge provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education.

Content-Specific

By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, "What do our children need to know?"

FOREIGN LANGUAGE

Children who acquire a second language experience enhanced academic performance, enhanced problem-solving abilities, and achieve higher scores on standardized tests. Research further suggests that individuals who commence language acquisition before adolescence are more likely to attain proficiency compared to those who start later.

Foreign language instruction follows an immersive approach, aiming for 90% of the class to be conducted in the target language.

Foreign Language Instruction:

- PreK: 20-30 minutes of Spanish instruction every day.
- Kindergarten and 1st grade: Approximately 2 ½ hours of their day will be allocated to their foreign language immersion class, where they will receive instruction in math, science, and social studies/history, all conducted in the target language.
- 2nd-5th Grades: 45 minutes a day of Foreign Language Instruction
- 6th-8th Grades: 60 minutes a day Foreign Language Instruction

Foreign Language Curriculum:

- Chinese: Easy Steps to Chinese

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The primary goal is to help students establish a solid foundation of vocabulary, knowledge of Chinese and communication skills throughout the natural and gradual integration of language, content, and cultural elements. This series adopts a holistic approach, and is designed to emphasize the development of communication skills in listening, speaking, reading and writing. (Ma and Li)

- French
 - Elementary School: Les Loustics

Using "Les Loustics" as a French language learning program for elementary students can be justified for several reasons. Firstly, the program offers age-appropriate content specifically tailored to the needs and interests of young learners. This ensures that students are engaged and motivated to participate in the learning process. Additionally, "Les Loustics" follows a structured curriculum, providing a systematic progression of language skills and concepts to help students build a solid foundation in French proficiency over time. The program incorporates a variety of learning modalities, including visual, auditory, and kinesthetic elements, to cater to different learning styles and preferences. Interactive activities, games, songs, and stories encourage active participation and collaboration among students, fostering language production and communication skills. Moreover, "Les Loustics" introduces students to French culture and traditions, promoting cultural awareness and appreciation while broadening their understanding of the world. Comprehensive teacher resources support educators in planning and delivering engaging and effective French language instruction. Overall, "Les Loustics" offers a well-rounded and student-centered approach to French language learning for elementary students, making it a valuable resource for language educators.

- Middle School: Adosphere

Using "Adosphere" as a French language learning program lies in its comprehensive approach. Firstly, the program offers engaging content that is dynamic and culturally relevant, appealing to the interests and experiences of young learners. Its thematic units cover a wide range of topics, from everyday life to global issues, ensuring that students remain motivated and engaged throughout their learning journey. Additionally, "Adosphere" follows a progressive scope and sequence, systematically building upon students' language skills from beginner to advanced levels. This structured approach ensures effective language acquisition across all aspects of language learning, including vocabulary, grammar, listening, speaking, reading, and writing. Moreover, the program emphasizes a communicative approach, encouraging students to actively engage in speaking and listening tasks through interactive activities, dialogues, and real-life scenarios.

- Spanish
 - Elementary School: Descubre el español con Santillana

Descubre el español con Santillana has its overall goal be the communicative competence of students in the Spanish language by means of cultural-awareness activities that focus on the

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gradual development of listening, speaking, reading and writing skills in each level. Taking this goal into consideration, the program's specific objectives are to introduce students to Hispanic and Hispanic American culture, to foster a positive attitude toward language learning, and to provide a solid foundation for basic communication skills. (Guia Del Maestro)

- Middle School: Espanol Santillana

Español Santillana is a Spanish language learning program designed for middle school students. The Español Santillana program is structured to provide students with a comprehensive language learning experience that covers various aspects of Spanish language acquisition, including vocabulary, grammar, reading, writing, listening, and speaking skills. The program typically follows a communicative approach to language teaching, emphasizing real-life communication and interaction in Spanish.

ALIGNMENT WITH STATE STANDARDS

World Compass Academy carefully selects a curriculum that meets or exceeds state standards, ensuring that our students receive a high-quality education that prepares them for academic success. Teachers intentfully align the chosen curriculum with state standards in their year-long planning process. This alignment not only ensures that all required content is covered but also allows educators to identify and address areas of deficiency. By maintaining this rigorous approach to curriculum planning, we guarantee that our students are well-prepared to meet and exceed state expectations while fostering a deeper understanding of the material.

(2) Describe the school's process and rationale for reviewing and revising the curriculum as needed.

At World Compass Academy, our curriculum review and revision process is a collaborative effort driven by our commitment to academic excellence, student needs, and alignment with our mission to nurture globally-minded citizens. The process begins with ongoing data collection and analysis, where we evaluate student performance through assessments, surveys, and teacher feedback to identify areas of strength and opportunities for growth. This data is carefully reviewed by our administration, SAC, and board, which includes educators, administrators, and subject-matter experts, ensuring a diverse range of perspectives and expertise.

The rationale for reviewing and revising the curriculum stems from our belief in continuous improvement. Education is not static, and we recognize the importance of adapting our curriculum to reflect the latest research, best practices, and emerging global trends. By staying responsive to the evolving needs of our students and the world they will enter, we ensure that our curriculum remains rigorous, relevant, and aligned with our vision of empowering students to confidently navigate future challenges.

Revisions are made with thoughtful consideration of our key design elements—Belonging, Engagement, and Ownership, targeted differentiation, character education, global citizenship, and community-responsive design. We also seek input from teachers, who bring valuable insights from their daily interactions with students. Once revisions are proposed, they are piloted in classrooms, and feedback is gathered to assess their effectiveness before full implementation.

This iterative process allows us to implement curriculum that not only meets academic standards but also inspires lifelong learning and prepares our students to make meaningful contributions to both their local and global communities. Through regular review and revision, we maintain a curriculum that is both academically rigorous and deeply connected to the needs and aspirations of our students.

(3) Describe the school's Social Emotional Learning Curriculum and its implementation.

World Compass Academy implements the Second Step Social Emotional Learning (SEL) curriculum to support the emotional and social growth of its students. This evidence-based program is integrated into our weekly schedule, with students participating in one lesson per week. These lessons focus on key areas such as empathy, emotional management, problem-solving, and responsible decision-making.

To ensure consistency and depth in learning, the concepts introduced in the weekly lessons are reinforced throughout the week. Teachers and teaching assistants, who have undergone comprehensive training in using the Second Step curriculum, actively engage students in discussions and activities that help internalize these SEL principles.

The effectiveness of the SEL curriculum is monitored through annual staff and student surveys. These surveys provide valuable insights into the impact of the program, allowing us to make informed adjustments and continuously improve the SEL experience for our students. This commitment to SEL ensures that World Compass Academy not only meets academic needs but also fosters a supportive and emotionally intelligent school community.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

3. Assessment

Status: Completed

Form Result

(1) Describe the school's assessment systems and how they are used to improve instructional effectiveness and student learning.

Use of Data

Tests Administered

In order to monitor the progress of all students, the school; will administer baseline and formative assessments including i-Ready, Brigance Kindergarten Readiness Assessment, Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), benchmark writing samples- scored according to grade level rubric, the Assessment of Performance toward Proficiency in Languages (AAPPL Assessment), and the CogAT (Cognitive Abilities Test) in grades 2 and 6. For identified students, the school will also administer the World-class Instructional Design and Assessment (WIDA) Screener and ACCESS Testing. For students who are on Individual Education Plans (IEPS) or are being evaluated, additional testing and assessments will be identified for use and administered by the special education team.

In addition the school will assess the grade level content standards throughout the year for all students using summative assessment practices, including end-of-unit testing (including curriculum provided assessments such as the chapter tests associated with Singapore Math In Focus and Benchmark Language Arts curriculum) projects, presentations, and other demonstrations of learning as deemed appropriate by classroom teachers. The school will also administer the state mandated testing CMAS testing to all students annually.

Data Monitoring Systems

WCA uses Infinite Campus to monitor summative data in each subject. Students are assigned grades in accordance with the school grading standards, available in Appendix C.

MAP, i-Ready, AAPPL, and CMAS all house data in their individual testing platforms. Teachers have access to their student's data and are able to pull reports as needed.

The school also utilizes Educlimber, a system that integrates student data in one platform. This system also houses data for gifted students, including CogAT (Cognitive Abilities Test) data, and for English Language Learner students, including teh WIDA Screener and ACCESS testing.

Use of Data

Data informs resource allocation and goal setting at various levels within the school community. This process occurs at the school level during reviews by the board, School Accountability

Committee, and Board, where data is analyzed to develop annual goals and create the Unified Improvement Plan. It also influences resource allocation. Additionally, at the team and classroom levels, teachers review data to inform and adjust instruction.

Progress Shared with the Community

The administration team maintains a Board Data Dashboard, which includes assessment data metrics for formative assessments and the CMAS assessment. Pupil performance data updates are presented four times annually at public board meetings as part of the administrator report. A written pupil performance report is shared with parents annually as part of a special State of the School edition of the school newsletter. Individual student performance data is sent home three times annually in student report cards and in i-Ready (grades K-4), Brigance Kindergarten Readiness Assessment (K), and MAP (grades 5-8) individual student reports. Additionally, families receive an annual CMAS (grades 3-8) and AAPPL (grades 3-8) report.

Corrective Action

If the school falls short of academic growth or achievement goals, a plan will be crafted and implemented to address the areas of concern and improve outcomes. This plan may involve conducting a thorough analysis of data to identify specific areas for improvement, revising instructional strategies, providing targeted professional development for teachers, offering additional support to students who are struggling, and allocating resources effectively to support the implementation of evidence-based interventions. The plan will be closely monitored and evaluated to ensure progress is being made toward meeting academic goals and that adjustments are made as needed to achieve success.

Assessment Plan

Name of Assessment	Frequency	What is being assessed
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Brigance Kindergarten Assessment	Administered 1X annually, with progress monitoring throughout the year	The varying skill levels and knowledge with which students enter kindergarten.
i-Ready	3X annually with progress monitoring for throughout the year for students scoring below benchmark	Math and Reading
NWEA MAP	3X annually	Math, Reading, Language Usage, Science
AAPPL	1X annually	Foreign Language Proficiency in the domains of listening comprehension, reading comprehension, and speaking/interpersonal communication (grades 5-8 only)
CMAS	1X annually	Math, Reading, Writing, Science
CogAT	1X in each of the following academic years: 2nd and 6th grade	Learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal
WIDA Screener	1X annually for identified students	Helps to identify English Language Learners.
ACCESS	1X annually for identified students	English learners' social and academic proficiency in English
Other testing as part of IEP	As needed/requested and 1X every three	Health, vision, hearing, social and emotional status, intelligence, academic

Evaluation Process	years for identified students	performance, communication, and motor abilities
Writing benchmarks	3X annually	Student's level of writing as compared to state of Colorado grade level standards
Benchmark Unit Assessments	End of each unit	Proficiency on the learning standards (state standards covered in the unit) for the English Language Arts unit
Math In Focus Chapter Assessments	End of each chapter	Proficiency on the learning standards (state standards covered in the unit) for the Math unit
Summative Assessments for all Units Covered	End of each unit	Proficiency on the learning standards (state standards covered in the unit) for the unit

Relevant, Reliable, and Valid

An assessment is considered relevant when it accurately measures what it is intended to measure and aligns with the learning objectives or outcomes of a specific educational program or curriculum. At WCA, assessments are designed to reflect the content that students are expected to learn as identified by state standards.

Reliability refers to the consistency of the assessment results. To ensure reliability, assessments should be standardized, with clear instructions and scoring criteria. WCA utilizes several standardized tests, including i-Ready, AAPPL, and MAPS, which are administered and scored consistently nationwide. For assessments that are not standardized, WCA has implemented measures to ensure higher levels of reliability. For example, all "explain your thinking" questions in math and benchmark writings are scored according to the same rubric across grade levels. Additionally, when grading the first benchmark writing samples, teachers collaborate with administration to grade

several student responses together, ensuring a shared understanding and interpretation of the rubric across grade levels.

Validity is the extent to which an assessment accurately measures what it is intended to measure. Valid assessments at WCA accurately assess the knowledge, skills, or abilities they are designed to measure, allowing for meaningful interpretations or decisions. The school carefully selects assessments to ensure alignment with learning objectives and utilizes a triangulation of data in decision-making. A variety of assessment types and methods are used to benchmark and monitor student progress, providing a comprehensive picture of student achievement using a triangulation of data. Furthermore, WCA provides teacher training in assessment development and administration to support valid assessment practices.

Staff Assessment Training

World Compass Academy will provide training for teachers on how to develop and administer assessments that are valid and reliable. This can help ensure consistency in assessment practices across the school. Trainings that are held annually include:

- Administration/proctoring training for i-Ready, MAPS, CMAS, and Brigance Kindergarten Readiness Assessment
- Analyzing data through the process of conducting data walks for i-Ready, MAPS, CMAS, and Brigance Kindergarten Readiness Assessment
- Benchmark writing rubric review and scoring alignment
- Math "explain your thinking" written response rubric review and scoring alignment
- Using Math-In-Focus test scoring guide

Responsive Professional Development

Assessment data at World Compass Academy is used to inform professional development opportunities. When trends reveal deficits in specific areas, the school responds with targeted staff training to enhance professional practices. For instance, in 2019, the school identified lower-than-expected student scores on the writing sections of CMAS. In response, several professional development sessions were conducted. These included a review of state standards related to writing, alignment of curriculum with state standards, creation of rubrics to assess state writing

standards, and scoring student writing according to the rubric. These efforts led to key insights, such as many students answering questions but failing to explain their thinking or struggling to cite information from provided texts. Subsequently, instructional-focused professional development sessions were conducted, led by teacher leaders with strengths in areas where students were struggling.

Identify Struggling Students

Pupil performance assessments play a crucial role in identifying students who may be struggling academically. In addition to state-mandated READ plan identification and testing, these assessments help pinpoint students who may benefit from other Multi-Tiered System of Supports (MTSS) interventions. At World Compass Academy, teachers are expected to initiate MTSS for any student whose triangulation of testing data indicates mastery deficits.

Inform Daily Instruction and Refine Curriculum

Pupil performance data plays a vital role in shaping instructional practices at World Compass Academy. This data directly informs decisions such as the amount of time teachers spend covering different topics, which topics need to be reviewed and revised, and where different instructional practices are needed. For example, if data indicates that a large number of students are struggling with a particular math concept, teachers may allocate more time to teach and review that concept, or they may adjust their instructional strategies to better meet the needs of their students.

Furthermore, pupil performance data fosters vertical conversations across grade levels. Teachers can use this data to identify trends and patterns in student learning, which can lead to collaborative discussions about how to best support students as they progress through different grade levels. For instance, if data shows that students are consistently struggling with a certain skill in fifth grade, teachers from lower grade levels can discuss how to better prepare students for that skill in earlier grades.

The curriculum is continuously reviewed and adjusted to align with state standards. When deficiencies are identified, supplementary materials are introduced as necessary. For instance, additional fact practice in math is provided to compensate for the relative lack of such exercises in Singapore Math in Focus.

Overall, pupil performance data serves as a powerful tool for informing and improving instructional practices, promoting

collaboration among teachers, and ultimately enhancing student learning outcomes.

(2) Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

World Compass Academy actively utilizes feedback from student, parent, and staff surveys to evaluate perceptions of our curriculum and academic programming. These surveys are a crucial component of our continuous improvement process, as they provide valuable insights into the effectiveness and relevance of our educational offerings from multiple perspectives.

By analyzing this data, we can identify strengths, areas for improvement, and any gaps in our curriculum or instructional practices. Adjustments are then made based on this data to ensure that our academic programming remains responsive to the needs and expectations of our school community. This data-driven approach allows us to refine our teaching methods, enhance curriculum alignment with student needs, and ensure that our educational environment supports the academic and personal growth of every student.

Through this ongoing process, World Compass Academy remains committed to delivering a high-quality, adaptive education that meets the evolving needs of our student body.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

4. Organizational Capacity

Status: **Completed**

Form Result

(1) Describe the school's organizational structure and roles of responsibilities of key personnel. Be sure to include the following in your response:

Process and system for decision-making

World Compass Academy's organizational structure is designed to ensure effective leadership, clear communication, and efficient decision-making. At the top of this structure is the Board of Directors, which holds the ultimate responsibility for the school's governance and strategic direction. The principal is the sole direct reporting employee of the Board and serves as the chief executive officer of the school, responsible for the overall management and operation of the school.

The principal's role includes making key decisions regarding policy and program implementation, and ensuring that the school's mission is fulfilled. To support these responsibilities, the principal is assisted by a team of assistant principals. These assistant principals play a crucial role in the daily management of the school, specifically in supervising teachers and school staff. They help ensure that educational programs are effectively delivered and that school operations run smoothly.

The decision-making process at World Compass Academy is a collaborative one, involving input from various stakeholders, including the Board of Directors, the principal, assistant principals, teachers, and staff. The principal works closely with the assistant principals to gather insights and feedback from the school community, which is then used to inform decisions that impact the school's academic and operational strategies.

This system ensures that decisions are made with a comprehensive understanding of the school's needs and goals, while also providing clear lines of responsibility and accountability. The Board of Directors oversees the strategic decisions and holds the principal accountable for the school's performance, while the principal and assistant principals work together to manage the day-to-day operations and ensure that the school's objectives are met.

Process and system for evaluating school leaders.

The Board of Directors conducts an annual evaluation of the school principal using a comprehensive approach. This evaluation is guided by the Principal Evaluation Rubric developed by the Colorado Department of Education. The board considers multiple data sources to ensure a well-rounded assessment, including student achievement and growth data, school accountability metrics, and feedback from student, staff, and community surveys. Additionally, observational data is utilized to provide a complete picture of the principal's performance. This thorough evaluation process helps the Board of Directors make informed decisions and supports the continuous improvement of school leadership.

The school principal evaluates the assistant principals using the Principal Evaluation Rubric developed by the Colorado Department of Education. Like in the principal evaluation, multiple data sources to ensure a well-rounded assessment, including student achievement and growth data, school accountability metrics, and feedback from student, staff, and community surveys. Additionally, observational data is utilized to provide a complete picture of the assistant principal's performance.

Process and system for evaluating and coaching teachers.

Teacher Evaluation

Teachers receive feedback throughout the year via classroom walkthroughs (5-15 minutes in length). Teaching staff should expect to receive five walkthrough evaluations with written feedback in a year. Staff will receive two longer evaluations of approximately 30 minutes in length.

Scoring

Professional Practice: 50%

Measures of Student Learning: 50%

Professional Practice

Teachers are evaluated using the World Compass Academy Teacher Rubric. There are two formal evaluations annually. The first one is scheduled. The second one is unscheduled. In addition, there are several walkthrough evaluations. Final evaluation scores are based on a body of evidence, including student performance and growth data, parent and student feedback, and observational data.

Process and system for staff professional development.

Professional development at World Compass Academy is strategically designed to align with the school's vision and mission. It is tailored to support new initiatives aimed at enhancing both school and student performance. Additionally, professional development addresses areas of opportunity identified through student data and feedback from staff and the community.

Prior to the start of each academic year, staff receive 6-7 days of professional development to prepare for the upcoming school year. Throughout the academic year, there are four additional professional development days dedicated to ongoing learning and growth. This comprehensive approach ensures that staff are well-equipped to meet the evolving needs of students and to drive continuous improvement in educational outcomes.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

C) School Climate & Culture

1. School Climate & Culture

Status: **Completed**

Form Result

(1) Describe how the school promotes a culture of learning, scholarship and high expectations. Be sure to include the following in your response:

How the school's overall learning environment aligns with its educational program. (Evidence may include, for example, student led organizations, student achievements and recognition, adult learning communities, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities);

At World Compass Academy (WCA), we promote a vibrant culture of learning, scholarship, and high expectations through a well-rounded and supportive learning environment that aligns closely with our educational program. Our student-led organizations, such as the Cougar Committee (Student Council) and the Sources of Strength Program Leadership Team, are central to this culture. The Cougar Committee actively plans school events, including participation in the town's Turkey Trot, fundraising initiatives like ice cream sales for teacher wishlist items and Penny Wars for the Make-A-Wish Foundation, as well as organizing a middle school Halloween party and spring dance. The Sources of Strength team, which attended a state leadership conference, leads classroom initiatives during homeroom focused on building community. This year, these two groups are excited to collaborate on even bigger initiatives, further enriching our school culture.

At World Compass Academy (WCA), we celebrate student achievements and foster a culture of recognition through various awards and programs. Each month, we honor students who exemplify specific character traits and intellectual virtues, and we hold a trimester awards assembly where middle school students making the A/B honor roll or earning all A's are recognized. Additionally, we celebrate students' participation in sports, performing arts, and other clubs, and eighth graders who excel academically can earn the prestigious Presidential Academic Award based on their overall middle school GPA. We also have a Cougar Cash program, where students earn Cougar Cash for demonstrating these character traits or intellectual virtues. They can use their Cougar Cash to shop in the Cougar Store, reinforcing positive behaviors and encouraging a commitment to personal growth. Through these recognition initiatives, WCA cultivates an environment where students are motivated to strive for excellence and are acknowledged for their hard work and character.

WCA fosters a strong sense of community among adults as well. We offer monthly parent meetings for GT families with diverse topics, and our PTO hosts regular community events, including bingo nights, movie nights, pancake breakfasts, and park days. The Watch Dog Dad program hosts an annual pizza night, providing fathers with an opportunity to connect and engage with the school community. Parents are actively encouraged to volunteer, and we express our gratitude through an annual volunteer appreciation breakfast. Our Heritage Fair, featuring a school potluck, offers another meaningful opportunity for students and families to connect with each other and the broader community.

Finally, WCA provides numerous extracurricular opportunities for students to explore their interests and build connections, from the Dungeons and Dragons Club and chess club to the aerospace club. Our strong performing arts program offers activities in drumming, rhythm, choir, musical theater, orchestra, and band, while our athletics program, including soccer, volleyball, cross country, cheer, and basketball, is supported by our founding role in the Mountain High Sports League. Through these varied opportunities, WCA creates a comprehensive environment that nurtures academic excellence, personal growth, and a deep sense of belonging for all students.

How the school supports the social and emotional health of its students.

At World Compass Academy (WCA), we are deeply committed to supporting the social and emotional health of our students through a comprehensive, proactive, and responsive approach. We utilize the Second Step Social Emotional Learning program to proactively address social and emotional development, helping students build essential skills in self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Additionally, our strong emphasis on fostering a sense of belonging serves as a preventative measure, ensuring that students feel connected and valued within our school community.

For students who may need additional support, we have a dedicated behavior team comprised of a certified special education teacher and a teacher assistant with experience in Applied Behavior Analysis (ABA). This team responds through the Multi-Tiered System of Supports (MTSS) process and employs strategies such as SuperFlex, Zones of Regulation, Social Stories, and other individualized approaches to support student growth and skill development. Furthermore, our school social worker and psychologist offer 1:1 and small group sessions, providing a listening ear, interventions, skill-building lessons, and support for both the general student population and those with more intensive needs.

Our behavior, mental health and administration teams are equipped with extensive training, including current Crisis Prevention Institute (CPI) training, enabling them to effectively de-escalate and support students during challenging situations. We also adhere strictly to the district's suicide and threat assessment processes, with all mental health staff and our school nurse trained in suicide screening and assessment. We have completed whole staff training in Mental Health First Aid within the last five years, and members of the administration have completed district suicide screen and assessment training, as well as ASIST (Applied Suicide Intervention Skills Training). Additionally, all administrators and mental health team members are trained in conducting threat screens and assessments, ensuring that we are well-prepared to support our students' well-being in every aspect.

How the school supports staff in creating a classroom environment conducive to student learning.

Our school is deeply committed to fostering a classroom environment that is conducive to student learning by supporting our staff through a comprehensive approach that combines consistency with flexibility. Our Belonging, Engagement, and Ownership initiative is central to this effort, ensuring that every student feels connected and invested in their learning experience.

One of the ways we promote positive behavior is through our Cougar Cash program, which recognizes and rewards good behavior, encouraging students to consistently meet and exceed expectations. However, we also recognize that some students may occasionally exhibit disruptive, disrespectful, or unsafe behaviors. To address this, we utilize classroom social agreements that establish a shared understanding of expectations between students and teachers. When a student does not meet these expectations, teachers and staff are trained to engage the student with three key questions: "What are you doing? What are you supposed to be doing? What are you going to do now?" This approach is standardized across the school, ensuring consistency, yet it allows teachers autonomy in developing classroom-specific consequences.

We believe that by combining consistent expectations with teacher autonomy, we create a structured yet adaptable environment that supports both educators and students. This approach leads to more effective learning outcomes, as teachers can tailor consequences to meet the unique needs, preferences, and developmental stages of their students. We provide a table of school-accepted and suggested consequences for five levels of behavior, which serves as a guide while still allowing for individualized teacher decisions.

In addition to classroom-level support, our school offers a system-wide framework that provides further assistance to teachers and students. For instance, at level three behaviors, staff can call for behavior team support, particularly for students with an MTSS or BIP plan. For level four behaviors, the administration steps in to support teachers, often utilizing restorative justice practices to address the situation. At level five, a full response team, including administration, mental health professionals, and our School Resource Officer (SRO), is deployed to ensure student safety and de-escalation, with team members dismissed as the situation stabilizes.

This marriage of standardization and autonomy not only supports teachers in creating an environment conducive to learning but also fosters teacher buy-in, as they are empowered to adapt strategies to best suit their classroom dynamics.

Provide and discuss TLCC survey data.

World Compass Academy acknowledges the importance of gathering meaningful feedback from our staff, though we recognize that participation in the TLCC Survey was insufficient. However, our staff consistently engages with regular short survey checkins on timely topics and an annual more comprehensive school survey, which have provided valuable insights into areas of satisfaction and opportunities for improvement.

Survey results indicated overall satisfaction with team dynamics and school culture, but they also highlighted specific areas where we could enhance our support for staff. These areas include improving communication regarding the outcomes of administration referrals and offering a greater variety of professional development opportunities.

In response to these concerns, we have taken proactive steps. First, administration has trained staff on how to access the administration response tab for referrals, ensuring clear and timely communication regarding the outcomes. Additionally, we've implemented a new professional development model this school year, featuring teacher-led, conference-style sessions. This approach not only diversifies our professional development offerings but also empowers our educators to share their expertise and collaborate more effectively.

To gauge the effectiveness of this new professional development format, we conducted a survey following our first conference-style PD day in August. The results were overwhelmingly positive, with a 93% satisfaction rate reported by staff. This feedback reinforces our commitment to continually improving our support for teachers, ensuring they have the resources and communication they need to thrive in their roles.

(2) Safety and security

Safety and security plan.

Hold

Action: Be in your room or area. Clear the hall.

A HOLD can be called for when hallways need to be cleared of students and adults for reasons such as medical emergencies.

1. An announcement is made over the intercom and radio that the school will be going into a HOLD.
2. Stay where you are unless you are in the hallway or transitioning (including cafeteria and outside); if in the hallway or transitioning, move to your classroom immediately.
3. Remove the door magnet and close your classroom door.
4. Business as usual in the classroom.
5. Listen for announcements over the intercom and/or radio for updates.
6. Students/adults will not be permitted to enter or leave the building while a HOLD is in place unless permitted by the administration.

Secure

Action: Get inside. Lock outside doors.

A SECURE can be called when staff or students notice something out of the ordinary or strange. A SECURE can also be called in the event of a wild animal or violent person being near the school, there is an environmental hazard, or other incidents in the community that occur near the school.

1. An announcement is made over the intercom and radio that the school will be going into a SECURE.
2. Teachers, staff, or administration will get the students back into the building as quickly and orderly as possible.
3. Take attendance. Use your radio to call for assistance if you don't have all of your students within 5 minutes of a SECURE being called. Make note of present or missing adults (ex: co-teachers, TA's, parent volunteers, etc.). Note the time.
4. Situational awareness will be increased, but it is business as usual inside the building.
5. Listen for announcements over the intercom and/or radio for updates.

6. Students/adults will NOT be permitted to enter or leave the building while a SECURE is in place.

Lockdown

Action: Locks, Lights, Out of Sight.

A LOCKDOWN will be called when it is necessary to secure individual rooms and keep students quiet and in place.

1. If a LOCKDOWN is called, you will hear "Locks, Lights, Out of Sight" over the intercom twice and then it will stop.
2. Check the hallways. If there are students in the hall, bring them into the nearest classroom. (DO NOT SEND THEM TO THEIR ACTUAL CLASSROOMS!)
3. Remove door magnets and close the door. The doors should already be keyed locked as per standard safety procedure.
4. Turn lights off. You do not need to close blinds or shades on exterior windows.
5. Students will move to the designated area in the classroom away from the corridor line of sight. All people must sit on the floor and maintain silence. (Students should not sit on counters or desks/tables).
6. Take attendance. Make note of present or missing adults (TA's or parent volunteers) and missing or extra students . Note the time.
7. DO NOT OPEN THE DOOR FOR ANY REASON! When the incident is over law enforcement or administrators will open the door and brief the occupants.
8. If you are outside, move away from the building and seek safety–this could mean taking your class a significant distance away from the school.
9. Students/adults will not be permitted to enter or leave the building while a LOCKDOWN is in place.

Evacuate

Action: Follow the directions.

An EVACUATE call means to move students from one point to another in an orderly fashion. A fire drill is an EVACUATION. A fire drill really means "Evacuate out of the building." With the exception of fire drills, where the evacuation location is preassigned, an EVACUATION announcement is always followed

by a location. For example: "EVACUATE to the gym" or "EVACUATE to Plum Creek Church."

Administrators, teachers, and all building staff need to work together quickly and quietly to safely evacuate students to the evacuation point. Students and staff will leave their personal possessions behind (backpacks, purses, books, etc.). Other instructions detailing specific actions during the evacuation may also take place such as holding hands, covering heads, and/or crawling.

1. An announcement is made over the intercom and radio and/or the fire alarm will sound.
2. In case of the fire alarm, evacuate to the designated location. See Addendum B.
3. In case of an announcement, follow directions and evacuate to the announced location.
4. Teachers must bring their emergency binders and buckets. Personal items should be left behind unless directed differently as per the announcement.
5. Take attendance. Make note of present or missing adults (TA's or parent volunteers). Note the time. If all students and adults are accounted for, teachers will display the green side of their binders. If any student or adult is unaccounted for, teachers will display the red side of their binders.
6. If students are evacuating to an off-site location, teachers will take attendance and account for each student after each transition to the new location (example: classroom to gym, gym to bus, bus to location). At each transition point, if all students are accounted for, teachers will display the green side of their binders. If any student is unaccounted for, teachers will display the red side of their binders. Teachers should wait for approval from school administration, district security personnel, and/or police and fire personnel before moving their students to the next area.

Shelter

Action: Follow the directions.

A SHELTER is called for things like hazmat concerns and tornadoes. When the SHELTER is called it will include what we are sheltering from and the specific action to do.

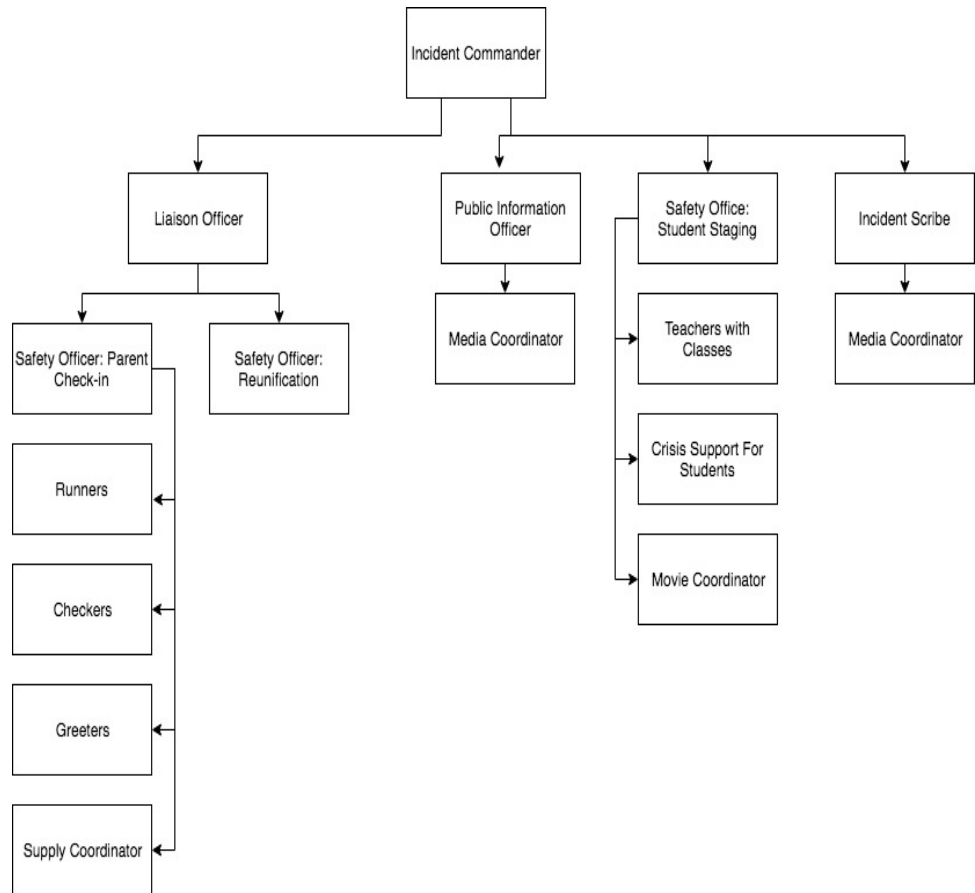
Some examples of SHELTER announcements are:

- Shelter for Tornado - Evacuate to shelter area

- Shelter for Earthquake - Drop, cover and hold
 - Shelter for Hazmat - Seal the room
 - Shelter for Fire - Drop and crawl
 - Shelter in Silence - Maintain silence
1. An announcement is made over the intercom and radio. The announcement will include what we are sheltering from and what action should be taken.
 2. Follow the directions.
 3. Take attendance - Use your radio to call for assistance if you don't have all of your students. Make note of present or missing adults (TA's or parent volunteers). Note the time.
 4. Listen for announcements over the intercom and/or radio for updates.
 5. Students/adults will not be permitted to enter or leave the building while a SHELTER is in place.

Standard Reunification Method (SRM)

Charter School Renewal Application



See Addendum A for listing of role assignments and descriptions.

Off-Site Evacuation Locations:

1. Walking Distance: Plum Creek Church:

a. Sensitive Evacuation/Poor Weather- inside

b. Non-Sensitive Evacuation (assuming fair weather)- parking lot of Plum Creek Church

2. Bus Transportation: To district-designated location

Standard Reunification Method for Non-Sensitive Situation Evacuation:

1. Deliver the students to the student staging area on the school field, at another designated location on campus, or in Plum Creek Church parking lot. Students remain seated in lines arranged by grade level with the classroom teacher at the head of the line. Runners assist with line supervision.
2. "Greeters" direct parents/guardians and help them understand the process.
3. Parents/guardians sign-out their student with the classroom teacher
4. If the teacher does not know/recognize the parent/guardian, the teacher directs the individual to the check-in table, where a

checker can assist in identity verification, custody rights, and pick-up permissions.

Standard Reunification Method for Sensitive Situation Evacuation:

1. Establish a Parent Check-In Location.
2. Deliver the students to the student staging area, beyond the field of vision of parents/guardians. "Greeters" direct parents/guardians to the Parent check-In location, and help them understand the process.
3. Parents/guardians complete Reunification Cards.
4. Procedure allows parents/guardians to self-sort during check-in, streamlining the process.
5. Runner recovers student from the student staging area and bring student to meet parent in the reunification area.
6. Controlled lines of sight allow for communication and other issues to be handled with diminished drama or anxiety.
7. Medical or investigative contingencies are anticipated and addressed.

Addendum A:

Role Responsibilities:

Updated Annually (2024/2025 Version)

*Roles are filled with alternates using position hierarchy.

Role	Assigned to	Responsibilities
Incident Commander	Principal-Bethany Merkling	Defining and coordinating the objective of accountable, easy, reunification of students with parents.
	ALT 1- Charity Bray*	
	ALT 2- Heather Fortelka	
Liaison Officer	Charity Bray	Communicating with Fire, Medical or Law Enforcement Operations; Establish procedures for Parent Check-in and Reunification areas
	ALT 1- Bethany Merkling	
	ALT 2- Heather Fortelka	
Operations	Kyle Haslick	Establish and oversee student staging area, Establish and

<p>Officer: Student Staging Area</p>	<p>ALT 1- Jen Cord ALT 2- Ken Davis</p>	<p>manage staff for student staging area, General site observation and safety concern remedy</p>
<p>Operati ons Officer: Parent Check- in Officer</p>	<p>Neana Lueck ALT 1- Ken Davis* ALT 2- Heather Fortelka</p>	<p>Establish and oversee parent check-in area, Establish and manage staff for Parent Check- in area, General site observation and safety concern remedy; organize runners</p>
<p>Operati ons Officer: Reunific ation Officer</p>	<p>ALT 1- Ken Davis* ALT 2-</p>	<p>Establish and oversee Reunification area, General site observation and safety concern remedy; Assign staff without students to their roles and responsibilities (greeter, checkers, runners, etc.)</p>
<p>Public Informa tion Officer</p>	<p>District- Stacy Radar ALT 1- Lisa Parker*</p>	<p>Coordinating use of mass call, email, or text messages. Social Media Coordinator</p>
<p>Supply Coordin ator</p>	<p>Team- Sarah Berner/Lisa Parker/Ken Davis/Andrea Arthur</p>	<p>Responsible for bringing the off site evacuation school kit/backpack and coordinating set up of evacuation site; after set-up will become Reunification Specialist</p>
<p>Media Coordin ator</p>	<p>District- Stacy Radar ALT 1- Kyle Glavan and Bethany Merkling*</p>	<p>Responsible for any press communication, coordinating communication with district communication staff</p>

	Kim Reifschneider	
Greeters	John Forsythe Middle School Teaching Staff who are on Plan	Meet in Parent Check-In Location; Help coordinate the Parent Lines. Tell parents about the process.
Reunification Specialist	Lead: Andrea Arthur Alt 1- Sarah Berner*	Will work with parents/guardians/individuals arriving to pick up without ID, pickup permissions, or custody verifications
	Station 1 (LEAD): Lisa Parker	
	Station 2: Chimene Bickler	
	Station 3: Michelle Shaffstall	
Checkers	Station 4: Lisa Carpenter Station 5: Natalie Johnson Station 6: Dawn Morris	Verify ID and custody rights of parents/guardians, Collect Reunification Forms, Direct Parents to Reunification Location. LEAD has authority to answer questions and make final decisions on student release
	Alt 1: Kristie Carney*/Kate Parker*	
	Alt 2: Kimberly Schnakenburg	

Runners	Kristie Carney, Kate Parker, Jonathan Doerr, Elizabeth Baird, Teaching Assistants, Staff members without students or other emergency duties	Take Reunification Card to Student staging area, recover student and bring to Reunification Area. (Report to Heather)
Crisis Support for Students	Nalani Cabral, SPED Team (who are without students at the time of evacuation), Steffi Bender (if available), Antione Johnson	Standby unless needed for student support
Technology Coordinator	Technology Director- Kristina Graham ALT 1: Tamara Romney	Bringing Chromebooks, setting up with internet access at check-in stations once on-site; once finished with Chromebook set up and internet access at check-in stations set up movies
Movie Coordinator	Kristina Graham-Secondary Responsibility	Sets up a G-Rated movie for students to watch if possible
Incident Scribe	Sarah Berner Alt: Lisa Carpenter*	Document event and times
Staff Without Students	Immediately go to the reunification room and receive direction from Heather Fortelka or ALT Reunification Officer	

*Priority Pull- Nonnegotiable to pull the alternate if lead is absent, even though the individual is assigned another duty

At World Compass Academy, we prioritize the safety and well-being of our students and staff by maintaining comprehensive emergency preparedness measures. Each classroom is equipped with an evacuation bucket containing basic medical supplies, water, snacks, and games or activities to keep students engaged in the event of an emergency. These buckets also include a variety of other essential items designed to support both immediate needs and long-term comfort during a crisis. To ensure staff members are easily identifiable during an emergency, every evacuation bucket contains a red hat for the classroom teacher. Additionally, CERT (Community Emergency Response Team) members are equipped with backpacks that include the same red hats. This system allows for quick identification of key personnel, enhancing coordination and communication during critical situations. By implementing these thorough safety protocols, World Compass Academy demonstrates our commitment to creating a secure environment where students can learn and thrive.

EMCR plans.

<https://docs.google.com/spreadsheets/d/1q0Wx3NRt9DleTFxWZelechwdgav4KhtVXIfil-51Vul/edit?usp=sharing>

District security trainings.

World Compass Academy is committed to maintaining a safe and well-prepared environment through extensive training and collaboration with the district and local authorities. Our CERT (Community Emergency Response Team) members have completed district FEMA training, ensuring they are equipped to respond effectively in emergencies. Additionally, some of our administration members have participated in district-led offsite evacuation trainings, further enhancing our crisis management capabilities.

We work closely with the district to conduct two lockdown drills annually, with district staff providing a presentation prior to the first drill to ensure everyone is informed and prepared. All staff members also complete mandatory district safety training, reinforcing our commitment to safety across the board.

Moreover, we have had district security staff and local law enforcement actively participate in our off-site evacuation drills. Their involvement ensures that our procedures are aligned with best practices and that we are fully prepared to coordinate effectively in real emergency situations.

These collaborative efforts underscore our dedication to creating a secure environment where students and staff can feel confident and protected.

District Data privacy training.

At World Compass Academy, we prioritize data security as a fundamental aspect of our overall safety protocols. All staff members are required to complete mandatory training that includes a focus on data security, ensuring that everyone is knowledgeable about best practices and protocols.

In addition to this mandatory training, our Technical Director provides supplementary training specifically addressing data security.

By combining mandatory training with targeted, specialized sessions, we ensure that our staff is well-equipped to manage and safeguard data effectively.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Family & Community Engagement

Status: **Completed**

Form Result

(1) Explain how the school promotes family and community involvement. Be sure to include specific examples.

Evidence of how plans have been realized.

At our school, we actively promote community and family involvement through a variety of engaging opportunities. Here's how:

1. Classroom Projects: Volunteers can provide valuable support in classrooms, assisting teachers with projects tailored to their specific needs. This hands-on involvement helps enhance the learning experience for students.
2. Extra Educational Opportunities: Local businesses and community groups are invited to contribute by providing additional instruction or serving as guest speakers. These contributions are organized under the direct supervision of a World Compass Academy teacher, enriching the educational experience with real-world insights.
3. Lunchtime Help: Volunteers are needed to support and assist during lunch and recess, ensuring a smooth and enjoyable experience for all students.
4. Field Trip Help: Parents can volunteer to supervise and assist during field trips throughout the year, helping to make these educational excursions safe and memorable.
5. Special Event Volunteer: We invite parents to volunteer for special events, fundraisers, and other activities, contributing to the success of our school's community events.
6. Other Opportunities: We encourage parents to bring their unique skills to the table. Opportunities such as participating in PTO, SAC, Watch D.O.G.S., organizing community bingo nights, movie nights, and pancake breakfasts are all ways to get involved and support our school community.

By offering these diverse volunteer opportunities, we strive to build a strong, engaged community that supports both our students and the broader school environment.

Plans to improve the school's partnerships with families and community.

At World Compass Academy, we are dedicated to continuously improving our relationships with families and the broader school community. We actively use data from student and parent surveys to gain insights into community perceptions and identify areas for enhancement.

For instance, last year we discovered that many families found READ plans to be confusing. In response, we organized an information session this year specifically dedicated to READ plans, which included a detailed presentation and a question-and-answer segment to clarify any uncertainties.

We also learned that some families felt that our school communications were too lengthy and comprehensive, leading them to miss important information. To address this, we are now focusing on streamlining our communication methods. This year, we have introduced school and classroom Google calendars that parents can subscribe to. These calendars feature brief, event-focused details to make it easier for families to stay informed. Additionally, we are sending out a weekly highlights text every Sunday, which outlines the most important school-wide events for the upcoming week, ensuring that key information is easily accessible.

These efforts reflect our commitment to enhancing communication and engagement with our families, ensuring that they are well-informed and actively involved in our school community.

(2) Describe the various partnerships the school has developed with educational institutions and/or community organizations. Be sure to include:

How these relationships promote and help achieve the school's mission.

World Compass Academy has developed a variety of partnerships with educational institutions and community organizations to support and enhance our mission. These collaborations play a crucial role in helping us achieve our goals of developing character, fostering community involvement, and preparing students to become globally competent citizens. One of our key initiatives is our annual service day, during which we partner with organizations such as CRPD, Ronald McDonald House, Dumb Friends League, Promise Ranch, Lowell Ranch, and Meals on Wheels, among others. These partnerships provide our students with opportunities to engage in meaningful community service, which aligns with our focus on character development and active community involvement. By participating in these service activities, students learn the importance of contributing to their community and making a positive impact.

Additionally, we celebrate Diversity Day, where we collaborate with organizations like CRPD, the Mizel Museum, At the Table with Dr. King, the Jewish Heritage Center, and individuals from various culturally diverse backgrounds. This event enriches our students' understanding of different cultures and perspectives, further supporting our mission to promote inclusivity and global awareness.

Our language programs benefit from partnerships with the Alliance Française, the Confucius Institute, and the Chinese Cultural Center. These collaborations provide students with valuable field trips and resources that enhance their language learning experiences and cultural knowledge, helping them become more globally competent.

Local businesses also contribute to our mission. For example, First Bank sponsors our cultural celebrations, supporting our efforts to celebrate and appreciate diverse cultures within our school community.

To prepare students for their future educational journeys, we invite representatives from over five local high schools to speak about their programs. Additionally, our students visit the Legacy Sturm campuses annually to learn about high school offerings and opportunities. These interactions ensure that our students are well-informed about their next steps and ready to transition smoothly into higher education.

Through these diverse partnerships, World Compass Academy effectively supports our mission to develop well-rounded, globally aware, and community-oriented students.

How they align with the school's education program.

The various partnerships developed by World Compass Academy are deeply aligned with our educational program and mission, enhancing the overall student experience and supporting our core objectives in several key ways:

1. Character Development and Community Involvement:

- **Service Day Partnerships:** Collaborating with organizations such as CRPD, Ronald McDonald House, Dumb Friends League, and others directly supports our focus on developing character and community involvement. These service opportunities allow students to engage in real-world activities that promote empathy, responsibility, and a sense of contribution to society, which are integral components of our educational program.

2. Cultural Awareness and Global Competence:

- **Diversity Day and Cultural Partnerships:** By partnering with the Mizel Museum, At the Table with Dr. King, the Jewish Heritage Center, and culturally diverse individuals and organizations, we enhance our students' understanding of diverse cultures and perspectives. These experiences align with our goal of fostering global competence and inclusivity, providing students with a broader worldview and helping them appreciate and respect cultural differences.
- **Language Program Collaborations:** Our interactions with the Alliance Française, the Confucius Institute, and the Chinese Cultural Center support our language programs by providing students with authentic cultural and linguistic experiences. These partnerships enrich our language curriculum and help students gain a deeper understanding of the languages and cultures they are studying.

3. Community Engagement and Local Partnerships:

- **Local Business Sponsorships:** Collaborations with local businesses, such as First Bank, to sponsor cultural celebrations demonstrate our commitment to community engagement and support for local enterprises. These partnerships enhance our cultural programs and reinforce our connection to the broader community.
- **High School and College Preparations:** Bringing in local high schools to discuss their programs and

facilitating visits to Legacy Sturm campuses align with our educational program's goal of preparing students for future academic and career paths. These initiatives ensure that our students are well-informed about their options and are better equipped to make informed decisions about their educational journeys.

Overall, these partnerships complement and strengthen the educational program at World Compass Academy by integrating character development, cultural awareness, community involvement, and college and career readiness into our students' learning experiences. They support our mission to develop globally competent, responsible, and engaged citizens.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

D) Board Governance

Status: **Completed**

Form Result

(1) Provide evidence that the board governs the school effectively. Be sure to include the following in your response:

Evidence that the board has the appropriate skills (legal, financial, educational, community, etc.) and experience to govern the school effectively.

Kyle Glavan (President): Mr. Glavan is an engineering manager at Alcohol Monitoring Systems / SCRAM Systems in Littleton, Colorado. He has over 15 years of experience in product development, manufacturing, project management, mentoring, and team-building ranging from start-ups to Fortune 500 companies. He is passionate about coaching & mentoring others, and developing products that help others enhance their day to day lives. He received his Bachelor of Science in Mechanical Engineering from General Motors Institute in Flint Michigan.

Adam Shaffstall (Vice President): Mr. Shaffstall is a retired U.S. Army Officer having served with the 82d Airborne Division and 1st Cavalry Division. He served in multiple locations across the U.S. and deployed to combat operations in Afghanistan. Adam is a Colorado Native who returned home after retiring from Active Duty where he continues to serve the American people working for the Federal Government. He believes in a coach, teach, and mentor philosophy which strives to ignite passion and develop future leaders. He earned a Bachelor's of Arts in Political Science (2009), and a Master's of Science in Organizational Leadership and Strategy (2021) from the University of Colorado at Boulder.

Sabrina DeRamus (Secretary/Compliance): Mrs. DeRamus is a retired US Air Force veteran having served over 21 years on active duty. She has served in combat in Iraq, Afghanistan, Saudi Arabia and Uzbekistan, and has a proven record of successfully making tough decisions for the benefit of the whole. After her retirement from the military, she served as the Budget Execution Officer for the Denver District Food and Drug Administration, and was responsible for all purchases as well as managing a \$1.2M annual budget. She currently works for the Colorado Army National Guard as a Contract Specialist. Mrs. DeRamus has a B.A. in Business Administration and a M.A. in Federal Procurement and Acquisitions.

Patrick Brannan (Treasurer): Mr. Brannan is the Principal of BACI, LLC, a business and financial consulting company servicing small to medium size businesses and individuals with consulting, financial, accounting, and tax services. Patrick brings 40 years of financial experience to the Board. He has worked and lived throughout the world in Ghana, Tanzania, Senegal, Uzbekistan, Kazakhstan, Indonesia, and Australia. In addition to his financial background, Patrick has significant experience in strategic planning and team development. He received his BS degree in Accounting, Cum Laude from Saint Francis University in Loretto, PA. Patrick has lived in Colorado since 1986 and has recently relocated to Castle Rock.

Katie Arrendondo (Board Member): Mrs. Arrendondo is currently working full-time as a Public Safety Background Investigator with

the City of Aurora and Pinnacle Investigations for incoming sworn police officers, firefighters and career service positions. Mrs. Arredondo spent 8 years as a sworn police officer with the Los Angeles Police Department and the Aurora Police Department.

Kasie Leshar (Board Member): Ms. Leshar has worked as a Internal Medicine Nurse Practitioner for Kaiser Permanente for over 20 years. Ms. Leshar holds a Masters in Health Sciences and Nursing from University of Colorado Health Science Center.

Erica Mitchell (Board Member): Mrs. Mitchell is a marketing and communications professional and former teacher with over 15 years of experience in the field of education. Prior to launching her own consulting business in 2021, Erica served as the Director of Marketing for Denver Public Schools where she led external communications, branding and marketing for the district. As a consultant, she now works closely with her clients to build their brand, tell their story and stay connected to their communities. Erica is a Colorado native and earned her Bachelor of Arts degree from Colorado State University in Spanish and Media Studies.

Anita Mitchum (Board Member): Mrs. Mitchum is the University Recruiter at Empower. She began her career as a Teach For America corps member in Nashville, working with low-income 1st grade English Language Learners, which was a perfect fit for her as a child of immigrants. After spending a few years in the classroom, she transitioned to recruiting teachers for a network of charter schools working in underserved communities in Nashville. Life eventually brought Anita back to Colorado, where she was born and raised, and her recruiting career led her to the university relations space, where she is able to blend her passion for recruiting and working with students. Anita has a Bachelor of Arts degree in Psychology and Communication from the University of Colorado at Boulder and a Master of Education degree in Instructional Leadership from Lipscomb University.

Information on the board's priorities for recruitment of additional members and how the board recruits and selects new board members.

Board Member Terms and Transition Policy

Term Length: 3 Years

Number of Times a Term can be Renewed: No Limit

Structure: Each director vote/position/seat is assigned a letter.

Seats come up for renewal on the following schedule: May 2020:

Seats A, B, G May 2021: Seats C, D, H May 2022: Seats E, F, I

(Repeat) Renewal Procedure: February of the year the seat is up

for renewal the Director(s) occupying the seat completes the

Board of Director's Intent to Return Form. The director specifies

whether they intend to continue service on the WCA board.

Should the Director desire to continue service, the Board of

Directors will vote on whether to renew the Director's term at the

March board meeting. A simple majority is required to renew a

Director's term. Retirement and Transition to a New Director:

Should the Director desire to retire from the board, or if a

Director's term is not renewed, a committee will be formed to

complete a board needs assessment. The assessment will

dictate whether a new director is needed or the desired

qualifications of a new director. Should a replacement director be

needed, the committee will then interview committee leads, PTO

committee leads, SAC members and other active school

volunteers who have the qualifications identified in the needs

assessment. Although, the committee will actively seek

candidates, anyone may choose to apply for the open board

position and will be considered by the committee. Weight will be

given to candidates who have previously volunteered at WCA.

The committee will recommend a replacement director. The

Board of Directors will vote on the committee recommendation.

Board terms begin July 1 and end June 30. New board members

voted on prior to the July meeting may sit as a nonvoting board

members in the months prior to the beginning of their term to

provide for a smooth transition and transfer of knowledge.

Should a board member be removed or resign mid term, their

successor can be appointed and gain full voting and board

member privileges immediately.

Evidence that the board sets school goals aligned to the mission.

Each summer, the World Compass Academy Board of Directors convenes for an annual goal-setting meeting, a crucial event that shapes the strategic direction of the school for the upcoming year. During this meeting, the Board carefully reviews student data, including achievement and growth metrics, as well as recommendations from the School Accountability Committee (SAC). These insights inform the Board's discussions and decision-making process, allowing them to establish clear, focused goals that align with the school's mission and vision. The goals set during this meeting serve as a roadmap for the school year, guiding the administration, teachers, and staff in their efforts to enhance student outcomes and overall school performance. By basing their goals on data-driven insights and community input, the Board ensures that their objectives are both ambitious and achievable, ultimately fostering a culture of continuous improvement at World Compass Academy.

Evidence that the board regularly monitors progress relative to its priorities.

The school principal maintains a Board Data Dashboard, which serves as a dynamic tool for reporting on the Board's priorities. This dashboard provides real-time updates and allows for continuous monitoring of key metrics, ensuring that the Board can track progress and make informed decisions throughout the year. By offering a clear and accessible overview of critical data, the dashboard supports the Board's ability to stay aligned with the school's goals and respond proactively to any emerging trends or challenges. In addition to the board dashboard, administration reports out as follows:

July	Professionalism: Goal recommendations for upcoming school year alignment with strategic plan				Important School Events/Timely Information
August	Operational Leadership: School Safety and Security	Culture and Climate: School Year Initiatives			Important School Events/Timely Information
September	Talent Management: Prior School Year Statistics	Talent Management: Retention Strategies	Instructional Excellence: CMAS Data	Instructional Excellence: SPF	Important School Events/Timely Information
October	Instructional Excellence: UIP Review	Instructional Excellence: K Readiness Data	Count Day	School Calendar	Important School Events/Timely Information
November	Operational Leadership: Marketing	Culture and Climate: School Year			Important School Events/Timely Information
December	Professionalism: Annual Goals Update alignment with strategic plan				Important School Events/Timely Information

Charter School Renewal Application

January	Operational Leadership: Lottery Data				Important School Events/Timely Information
February	Culture and Climate: Community Partnerships				Important School Events/Timely Information
March	Talent Management- Board Dashboard Intent to Return Initial Numbers and Losses to Date	Talent Management- Retention Strategies	Operational Leadership: Initial Draft Budget	Talent Management: Staffing Plan for Upcoming Year	Important School Events/Timely Information
April	Talent Management: Staff Recruitment	Culture and Climate: School Year Initiatives	Operational Leadership: Purchase Services		Important School Events/Timely Information
May	Operational Leadership: Final Budget				Important School Events/Timely Information
June	Instructional Excellence: MAPS Data	Instructional Excellence: READ Data	Professionalism: Annual Goals Reporting		Important School Events/Timely Information

Evidence that the board has adequate numbers and regularly has a quorum, according to its bylaws.

The World Compass Academy Board has consistently met at least once a month throughout the duration of the charter contract. At each of these meetings, the Board successfully reached a quorum, ensuring that decisions were made with the full participation and representation of its members. This commitment to regular meetings and achieving quorum reflects the Board's dedication to effective governance and oversight of the school.

Board Agendas can be found here- <https://www.worldcompassacademy.com/apps/pages/wca-bod-agendasminutes>

Evidence that the board evaluates the school leader(s), school business administrator, and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.

Since the school's inception, the Board has conducted an annual evaluation of the principal's performance. This evaluation process utilizes the data dashboard to monitor and ensure progress toward achieving the school's goals.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

E) Access & Equity

1. Special Education

Status: Completed

Form Result

(1) Describe the steps the school takes to identify students in need of Special Education services.

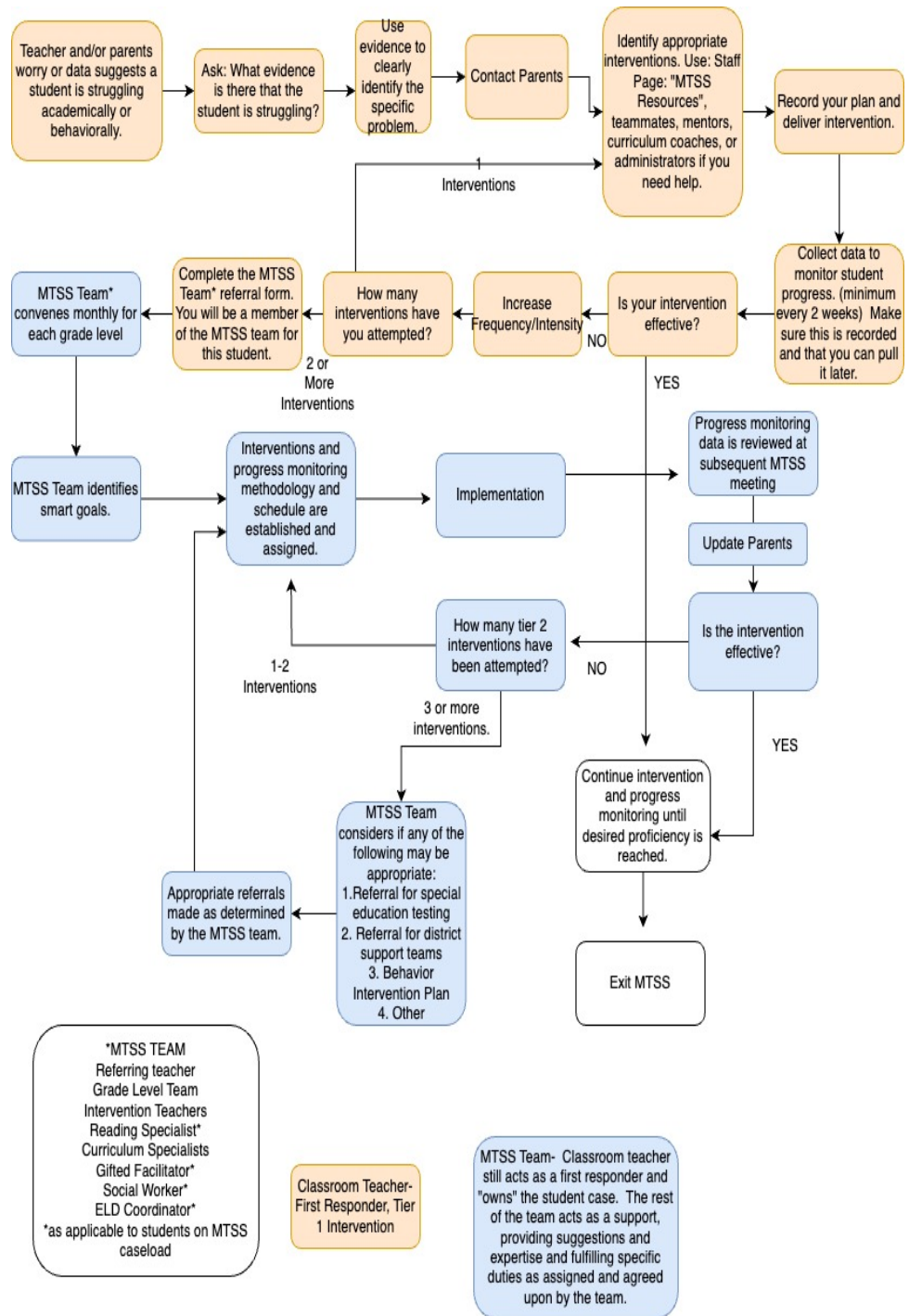
World Compass Academy utilizes a Multi-Tiered System of Supports (MTSS) to identify students who may need Special Education services. This comprehensive approach begins with universal screening using iReady or MAPS for all students to assess their academic needs.

Students identified as requiring additional support are provided with targeted interventions within the general education setting. These interventions are monitored closely for effectiveness, with data collected regularly to track student progress. If a student does not respond to these interventions, the school intensifies the support and may involve specialized staff to provide more individualized strategies.

If, after these increasingly intensive interventions, the student continues to struggle, the school may initiate a formal evaluation to determine eligibility for Special Education services. This process involves collaboration among teachers, school psychologists, and other relevant professionals, as well as input from parents or guardians.

The goal of this multi-tiered approach is to provide early and effective support, ensuring that all students have the opportunity to succeed and that those who need Special Education services are accurately identified and supported.

Charter School Renewal Application



(2) Describe the special educational programs and range of services the school provides for identified students.

World Compass Academy offers a comprehensive range of special education programs and services designed to meet the diverse needs of students who qualify for special education. These services are tailored to support students with various disabilities, ensuring that each student receives the appropriate level of support to succeed academically and socially.

1. **Individualized Education Programs (IEPs):** For each student identified with special needs, the school develops an Individualized Education Program (IEP) that outlines specific goals, accommodations, and services required. The IEP is a collaborative effort involving educators, specialists, parents, and the student, and it is reviewed regularly to ensure that the student's needs are being met.
2. **Inclusive Classroom Settings In Least Restrictive Environment:** Whenever possible, students with special needs are included in general education classrooms, with the necessary accommodations and supports. This inclusive approach fosters a sense of belonging and allows students to learn alongside their peers.
3. **Specialized Instruction:** For students who require more intensive support, specialized instruction is provided in small groups or one-on-one settings. This instruction focuses on key areas such as reading, writing, math, and social skills, tailored to each student's unique learning needs through goals listed in the IEP.
4. **Related Services:** The school provides a variety of related services to support students' overall development. These services may include speech and language therapy, occupational therapy, physical therapy, and mental health. Each service is integrated into the student's IEP and delivered by qualified professionals meeting licensing standards outlined by the Colorado Department of Education.
5. **MTSS Behavioral Support:** For students with behavioral challenges, the school implements Positive Behavior Interventions and Supports (PBIS) and other evidence-based strategies. Behavioral specialists work with students to develop positive behavior plans that promote success in the classroom and beyond.
6. **Assistive Technology:** When appropriate, students have access to assistive technology tools that help them overcome barriers to learning. These tools range from simple devices to advanced software, all designed to

enhance the student's ability to participate fully in their education.

- 7. Transition:** For students coming into or leaving the school, the school coordinates transition meetings that prepare our team or receiving teams to effectively service students.

World Compass Academy is committed to providing a supportive and inclusive environment where all students can thrive. By offering a wide range of special education programs and services, the school ensures that every student has the opportunity to reach their full potential.

- (3)** Submit a copy of the school's written RtI or IMTSS procedures.

Upload Procedures

MTSS Process.pdf

170.14 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. English Language Learners

Status: Completed

Form Result

- (1)** Describe the steps the school takes to identify English Language Learners (ELL).

At World Compass Academy, the process of identifying and supporting English Language Learners (ELL) is comprehensive, ensuring that students who need language assistance are accurately identified and receive the necessary resources.

1. **Home Language Survey:** Upon enrollment, all incoming students and their families complete a Home Language Survey. This survey gathers essential information about the languages spoken at home and the student's primary language. It serves as the first step in identifying students who may need ELL support.
2. **WIDA Screener Assessment:** If the Home Language Survey indicates that a language other than English is spoken at home, the student is then assessed using the WIDA Screener. This standardized assessment evaluates the student's proficiency in listening, speaking, reading, and writing in English. The results of the WIDA Screener provide a clear picture of the student's current English language abilities.
3. **Determination of ELL Status:** Based on the results of the WIDA Screener, the school determines whether the student qualifies for ELL services. Students who demonstrate limited English proficiency are identified as English Language Learners and become eligible for targeted language support.
4. **Parent/Guardian Notification:** Once a student is identified as an ELL, the school promptly notifies the parents or guardians. This communication includes details about the student's ELL status, the support services available, and how these services will be integrated into the student's educational experience.
5. **Ongoing Monitoring and Support:** After identification, the student's progress in English language acquisition is monitored regularly. One of the key tools for this ongoing assessment is the annual ACCESS testing, conducted each winter. The ACCESS test evaluates students' progress in the domains of listening, speaking, reading, and writing, providing valuable data on their English language development. Along with classroom observations and other assessments, this data helps the school adjust support as needed to ensure that each student is making steady progress.

World Compass Academy is committed to providing a supportive learning environment for English Language Learners, ensuring

they receive the appropriate language instruction and are equipped to succeed both academically and socially.

(2) Describe the programs and range of services the school provides for identified ELL students.

World Compass Academy offers a range of programs and services designed to support English Language Learners (ELL) in their academic and social development. At the heart of this effort is the school's English Language Development (ELD) Coordinator, who plays a pivotal role in both direct student support and professional development for staff.

- 1. Direct Student Support:** The ELD Coordinator works closely with identified ELL students, providing targeted instruction tailored to their individual language proficiency levels. This support focuses on developing skills in listening, speaking, reading, and writing, ensuring that students are equipped to access the general curriculum effectively. The ELD Coordinator or designee under the ELD Coordinator direction may work with students one-on-one or in small groups, depending on their specific needs, to ensure they make measurable progress in their English language acquisition.
- 2. Teacher and Staff Training:** In addition to working directly with students, the ELD Coordinator provides ongoing training and professional development for teachers and staff. This training equips educators with effective strategies for supporting ELL students in the classroom. Topics covered include differentiating instruction, using visual aids, scaffolding lessons, accessing plans, utilizing translation tools and services, and promoting an inclusive classroom environment where ELL students can thrive. By empowering teachers with these skills, the school ensures that ELL students receive consistent and effective support across all subjects.
- 3. Collaborative Support:** The ELD Coordinator collaborates with classroom teachers to integrate language development strategies into everyday instruction. This collaboration ensures that ELL students receive language support throughout the school day, not just during designated ELD sessions. The coordinator also assists teachers in modifying assignments and assessments to accommodate the language needs of ELL students, helping them demonstrate their knowledge and skills effectively.
- 4. Family Engagement:** Recognizing the importance of involving families in the education process, World Compass Academy provides resources and support for ELL families. This includes regular communication in their preferred language as well as using translation services as appropriate.

5. Ongoing Assessment and Adjustment: The progress of ELL students is continuously monitored through a combination of classroom assessments and standardized tests, including the annual ACCESS test. This ongoing assessment allows the ELD Coordinator and teachers to adjust instructional strategies and interventions as needed to ensure that each student is making progress.

World Compass Academy is committed to creating a supportive and inclusive learning environment for all students. Through the dedicated work of the ELD Coordinator and a range of targeted services, the school ensures that English Language Learners receive the support they need to succeed academically and socially.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

F) Fiscal Performance

1. Financial Framework

Status: Completed

Form Result

(1) Based on historical financial reporting:

Provide an explanation for any Near Term or Sustainability Ratios that did not meet standard.

Not applicable

Provide a plan with a timeline for improving any ratios that do not meet standard.

Not applicable

Attachments (optional)

Fiscal Health Calcs 22-23.xls

223.17 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. Financial Audit

Status: **Completed**

Form Result

If applicable, provide an explanation for any notes to financial statements.

NA

Attachments (optional)

FY 23 Audit.pdf

516.94 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

3. Budget Information

Status: **Completed**

Form Result

(1) 22-30.5-110. 2(b) A charter school renewal application submitted to the chartering local board of education shall contain: (b) A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board of education.

Notes: Use the most recent actual revenues available from the latest enrollment count. Prepare the five year budget assuming revenues are frozen except for increase in enrollment. The purpose of the five-year budget projection is to forecast significant changes in expenses and assess future fiscal viability. Please note that these budgets are solely for forecasting.

Submit a budget summary covering projected sources of revenue and planned expenditures for the next 5 years. Using the DCSD Template.

Attach Budget Template
(with data)

WCA 5YR BUDGET PROJECTION.pdf

85.93 KB • Added 2 months ago

Provide a Budget Narrative for the next 5 years.

TO: WORLD COMPASS ACADEMY (WCA) FINANCE
COMMITTEE/BOD

FROM: BART SKIDMORE, CPA, MBA – FINANCIAL CONSULTANT
SUBJECT: CHARTER RENEWAL NARRATIVE

DATE: AUGUST 30, 2024

The following is a discussion of the FY24 Financial Statements,
Financial Ratios, and 5 YR Forecast

FY 23-24 Budget:

The FY24 budget was based on an enrollment of 740 students
with an actual funded count of 739.5. This was a 4.2%
increase over the prior year of 709.7.

Through June 30, 2024, total revenue (all funds) was 100.1% of
adjusted budget as compared to 101.1% for the same
period in the prior year. Total expenditures through June 30,
2024 were 96.02% of adjusted budget as compared to
98.04% for prior year, FY23. FY24 total revenue was \$10,578,175
and FY24 total expenditures were \$10,147,187.

Ending Fund Balance increased \$430,987 or 16.1% to \$3,109,887.
This includes a transfer out to the Repair and
Replacement Fund of \$50,000. The Repair and Replacement
Fund will continue receiving contribution annually until
reaching a balance of \$500,000.

FY 23-24 Balance Sheet Analysis:

The School's General Fund cash and savings position at 6/30/24
was \$3,342,602. The balance reflects an increase of
\$877,963 over the same period last year. The 6/30/2023 General
Fund cash and investable balance was \$2,464,639.

Other current assets at 6/30/24 were \$277.1K less than the same
period last year and is attributed to accounts receivable.
Current liabilities were \$138.9K more than the prior year due to
unearned revenue related to Student Fees and accounts
payable.

FY 23-24 Ratios and Prior Two Years:

WCA is exceeding all of the metrics currently
published/distributed by the District. Those metrics are Asset
Sufficiency

Ratio (ASR), Debt Burden Ratio (DBR), Operating Reserve Ratio
(ORR), Operating Margin Ratio (OMR), and the
Change in Fund Balance Ratio (CFBR). WCA ended with 9.15,
6.79, .307, .04, .16 respectively. The Benchmarks were
1.0, 1.0, .0192, .01, and 0 respectively. We conclude compliance
with all metrics by a substantial multiple and have done
so for three consecutive years. WCA also focuses on Operating
Expense Days of Cash on Hand. This metric is
approaching 4 month or 120 days.

Five Year Budget Forecast:

Key assumptions include growth in PPR of 3% and all remaining

revenue flat. Expenses are estimated to increase 2.5% with the exception of Debt Service remaining flat, as the cost is fixed. Enrollment is projected to be flat at 740 students. Given these key assumptions, WCA anticipates growing Fund Balance modestly and ensuring a financially viable and successful K-8 program.

Please let any finance committee members know if you have any questions.

For the next 5 years, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year (such as planned facilities expansion, capital investments, or any other significant changes.)

There are no significant variances Year over Year...due to the School operating at capacity and not anticipating any significant variances.

Please prepare a Cash Flow Schedule for the first renewal school year only.

Cash Schedule is attached.

Attach Cash Flow
Schedule (optional)

WCA FY26 CASH FLOW.pdf
126.79 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

G) Five Year Planning

1. Enrollment

Status: Completed

Form Result

(1) Based on the school's current enrollment, provide a five-year enrollment chart by grade level, in the prescribed format below. Note that schools must allow for the natural progression of students from year-to-year; they may not account for year-to-year attrition in their enrollment charts. If the school expects an increase in enrollment over the next charter term, provide that information in the chart. If your charter is requesting a grade expansion, this chart will serve as the expected enrollment chart of the school over the next five years.

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	Year 1	Year 2	Year 3	Year 4	Year 5
PK	53	70	70	70	70
K	105	105	105	105	105
1	100	100	100	100	100
2	95	95	95	95	95
3	90	90	90	90	90
4	84	84	84	84	84
5	80	80	80	80	80
6	75	75	75	75	75
7	70	70	70	70	70
8	70	70	70	70	70
9					
10					
11					
12					
TOTAL	822	839	839	839	839

(2) If the school is requesting an increase in enrollment, provide evidence of a plan to obtain an approved amendment to the current Traffic Management Plan, approved by the appropriate local jurisdiction, along with a proposed timeline.

World Compass Academy has no plans to significantly increase enrollment at the Castle Rock Campus. Our focus is on maintaining the current student capacity while ensuring that existing programs and services effectively meet the needs of all enrolled students.

There will be a modest increase in preschool programming capacity; however, this will have minimal impact on traffic. Preschool pick-up and drop-off occur at different times from the K-8 school schedule, and the campus has sufficient traffic capacity to accommodate both preschool and prekindergarten operations. The preschool program is much smaller in scale compared to the K-8 program, which is already successfully managed under the current traffic plan.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Facility

Status: Completed

Form Result

(1) Provide detailed information on the school's facility plans for the five years of the next charter, being sure to list any and all planned capital improvements. The plan should include an adequate and detailed financial arrangement and timeline for the facility. If the school is planning on a facility expansion, please detail the timeline and budget needs anticipated for the expansion.

Overview: Our facility plans for the next five years include the preliminary exploration of adding portable classrooms to accommodate increased learning spaces as required by our student population

Facility Expansion through Portable Classrooms:

1. Addition of Outdoor Portables:

- **Objective:** To address the increased demand for classroom space and support our expanding student enrollment.
- **Current Status:** We are in the preliminary exploration phase.
- **Actions Taken:** The building corporation is currently meeting with various companies to understand the costs associated with adding these portable classrooms.
- **Timeline:**
 - **Preliminary Exploration:** July 2024-October 2024
 - **Cost Assessment and Planning:** November 2024-December 2024
 - **Decision and Approval:** January 2025-February 2025
 - **Implementation:** March 2025-July 2025
- **Budget Needs:** We are in the process of determining the precise budget for the portables. This will include costs for procurement, installation, and necessary site modifications.

Financial Arrangement:

- **Partnership with Board of Directors:** We will collaborate closely with the Board of Directors to ensure a strong financial plan for the addition of portable classrooms.
- **Funding Sources:** We will explore various funding options, including potential grants, reserves, and budget reallocations.
- **Financial Planning:** A detailed financial plan will be developed, including a cost breakdown and funding strategy, to ensure transparency and fiscal responsibility.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

3. Five Year Planning

Status: **Completed**

Form Result

(1) Describe the changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.

Academic Achievement Measures and Metric

Every student shall attain academic excellence through an educational journey aimed at establishing a solid foundation, enabling them to realize their utmost potential.

Strategy

We will provide an environment where students are prepared for the next grade level and beyond as measured by CMAS testing proficiency.

Action Plan

We will...

- cultivate an educational environment of belonging, engagement, and ownership.
- assist each student in the development of a plan to meet goals and monitor progress.
- develop support-based plans connecting students with relevant and available educational and community resources.
- empower each student's self-discovery by cultivating meaningful experiences through exceptional classroom instruction and supporting educational activities.
- develop a fundamental level of proficiency in a secondary language.

Metric

- On the School Performance Ranking, achieve an academic achievement percentile rank of 85 on the spring 2026 CMAS assessment and beyond.
- The school employs Brigance Kindergarten Readiness Assessment, NWEA MAPS, and READ-compliant evaluations to regularly assess progress at least three times per year, adapting instruction as needed.
- The school will monitor language growth and proficiency using the AAPPL (ACTFL Assessment of Performance Toward Proficiency in Languages) assessment annually.

(2) Describe any significant changes the school expects to make in the following areas over the next charter term:

Amendments to your school's charter

None

Governance and/or Education Service Provider (ESP) structure.

The governance structure for World Compass Academy is outlined in the school's bylaws, which can be accessed here: [World Compass Academy Bylaws](#).

Attachments (optional)

WCA Bylaws - Adopted 7_2019.doc

28.1 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

H) Optional: Supplementary Information

Status: Completed

Form Result

If there is additional information that you would like to share with the DCSD Office of Choice Programming and/or the DCSD Board of Education that is relevant to your renewal application, please feel free to include that information in this section.

Thank you for your partnership!

Enter additional information here -

Upload any supporting documents (optional)

Evaluation Rubrics

This application element is not evaluated