

Polk County Public Schools

Gause Academy Of Leadership



2018-19 Schoolwide Improvement Plan

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Gause Academy Of Leadership

1395 POLK ST W, Bartow, FL 33830

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	71%

School Grades History

Year	2011-12	2011-12
Grade		

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Gause Academy of Leadership and Applied Technology is to provide a nurturing environment in which each student is motivated, inspired and instructed to achieve his or her full potential of becoming a positive, proud, confident, and productive individual of society.

Provide the school's vision statement.

Gause will provide a small learning community built around a career theme that will enable students to build relationships among academic subjects and their application to a broad field of work. Students will be provided with day-to-day support, but they will also be expected to perform. Most significantly, the partnerships among Gause staff members, the community, and parents will be designed to guarantee that all students succeed and that they leave Gause with the skills needed to transition into careers and adulthood.

School Leadership Team

Membership

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

Name	Title
Jones, Daraford	Principal
Carrier, Cindy	Instructional Technology
Alexander, Alita	School Counselor
Maysonet, Herbert	Teacher, K-12
Stunkard, Matthew	Teacher, K-12
Lashman, Brenda	Teacher, K-12
Worth, Keith	Teacher, K-12
James, Shirlie	Assistant Principal
Armstrong, Audrey	Administrative Support

Duties

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

Ms. Armstrong is the School-Based Instructional Reading coach. She will be an instructional leader for Reading and ELA teachers.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	8	17	20	20	17	14	24	120
One or more suspensions	0	0	0	0	0	0	7	11	16	18	11	5	12	80
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	7	11	25	18	15	9	16	101

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	10	16	12	8	3	12	66

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	0	1	3	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	3	8	14	13	15	5	9	67

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	12	20	20	17	4	15	93
One or more suspensions	0	0	0	0	0	0	3	8	17	11	6	1	5	51
Course failure in ELA or Math	0	0	0	0	0	0	3	20	34	17	14	18	2	108
Level 1 on statewide assessment	0	0	0	0	0	0	12	18	32	12	0	0	0	74

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	14	30	10	10	10	1	80

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	5	12	20	20	17	4	15	93
One or more suspensions	0	0	0	0	0	0	3	8	17	11	6	1	5	51
Course failure in ELA or Math	0	0	0	0	0	0	3	20	34	17	14	18	2	108
Level 1 on statewide assessment	0	0	0	0	0	0	12	18	32	12	0	0	0	74

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	5	14	30	10	10	10	1	80

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

English/Language Arts Learning Gain data component performed the lowest for second year. As a result of English/Language Arts Learning gains decreasing for second year only, the determination of this being a trend will need to be determine after a three year decrease.

Which data component showed the greatest decline from prior year?

The two components of English/Language Arts and Math declined one percent equally.

Which data component had the biggest gap when compared to the state average?

N/A

Which data component showed the most improvement? Is this a trend?

Neither component showed any improvement.

Describe the actions or changes that led to the improvement in this area.

N/A

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	60%	0%	56%	55%
ELA Learning Gains	0%	52%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	46%	52%	0%	50%	49%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	0%	55%	61%	0%	54%	56%
Math Learning Gains	0%	54%	58%	0%	52%	54%
Math Lowest 25th Percentile	0%	51%	52%	0%	48%	48%
Science Achievement	0%	48%	57%	0%	52%	52%
Social Studies Achievement	0%	85%	77%	0%	72%	72%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	8 (5)	17 (12)	20 (20)	20 (20)	17 (17)	14 (4)	24 (15)	120 (93)
One or more suspensions	7 (3)	11 (8)	16 (17)	18 (11)	11 (6)	5 (1)	12 (5)	80 (51)
Course failure in ELA or Math	0 (3)	0 (20)	0 (34)	0 (17)	0 (14)	0 (18)	0 (2)	0 (108)
Level 1 on statewide assessment	7 (12)	11 (18)	25 (32)	18 (12)	15 (0)	9 (0)	16 (0)	101 (74)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	41%	-41%	52%	-52%
	2017	9%	45%	-36%	52%	-43%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	9%	42%	-33%	51%	-42%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		9%				
Cohort Comparison		0%				
08	2018	4%	49%	-45%	58%	-54%
	2017	3%	46%	-43%	55%	-52%
Same Grade Comparison		1%				
Cohort Comparison		4%				
09	2018	3%	43%	-40%	53%	-50%
	2017	7%	43%	-36%	52%	-45%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
10	2018	10%	42%	-32%	53%	-43%
	2017	0%	40%	-40%	50%	-50%
Same Grade Comparison		10%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	40%	-40%	52%	-52%
	2017	0%	39%	-39%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	40%	-40%	54%	-54%
	2017	0%	40%	-40%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	6%	34%	-28%	45%	-39%
	2017	6%	36%	-30%	46%	-40%
Same Grade Comparison		0%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	42%	-42%	50%	-50%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	59%	-48%	65%	-54%
2017	6%	51%	-45%	63%	-57%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	23%	84%	-61%	71%	-48%
2017	0%	62%	-62%	69%	-69%
Compare		23%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	57%	-28%	68%	-39%
2017	63%	56%	7%	67%	-4%
Compare		-34%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	8%	43%	-35%	60%	-52%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	0%	34%	-34%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading/ELA
Rationale	Due to decrease of Reading/ELA percent below unsatisfactory level (>26%), Reading/ELA will be area of focus. The improvement of Reading/ELA will enhance all academic areas as a result.
Intended Outcome	The intended outcome is to improve Reading/ELA percent scores to above 30%.
Point Person	Shirlie James (shirlie.james@polk-fl.net)
Action Step	
Description	Ms. James will coordinate with the School-Based Instructional Coach, Ms. Armstrong, on a weekly basis to plan and implement the plans with Reading/ELA teachers, but also to provide training on how plan and implementation of plan of best practices will improve students' performance and mindsets. The plan will be provided to all other subject areas as well. Gause has extended learning opportunities for all students. Achieve 3000 will be part of plan for improving students FSA ELA scores. The Achieve 3000 purchased included licenses, materials and professional development. Ms. Armstrong will provide additional professional development for staff.
Person Responsible	Shirlie James (shirlie.james@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Monthly and weekly checks on teachers with Reading/ELA teachers.
Person Responsible	Audrey Armstrong (audrey.armstrong@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The staff at Gause Academy work to build positive relationships with students and parents. Parent involvement is encouraged and pursued in various ways. A parent-student orientation meeting is held initially prior to student enrollment. Parents are contacted throughout the year via telephone, automated school messenger system, and notes regarding attendance, grades, behavior, and school activities. Parents are also encouraged to attend school functions and celebrations. We continually seek to build strong relationships with our parents that will lead to more positive participation in our school. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Our students social-emotional needs are met in various ways. We have a school guidance counselor, school psychologist and social worker who support our students', social-emotional needs. Academic needs are also supported and addressed by these staff members. Our school guidance counselor facilitates relationships with families through parent and teacher involvement. The school psychologist and social worker provide additional support and resources for our school guidance counselor as well. These staff members work as a team to meet the diverse needs of our student population. The assistant principal is also a part of the team, involved, by providing leadership for the MTSS process that takes place in our school. The school psychologist provides services to our students utilizing small groups, for example, anger management, and individual sessions to address mental health/personal needs. Information for support for our families and resources are provided within the MTSS process, our school social worker, is a part of this process.

Mentoring Programs

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

Student achievement data is evaluated upon entry. Based on student performance on state standardized tests, students are scheduled according to state requirements and master schedule offerings.

WE3 Expo

Career Academies

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

The school district provides instructional and curricular resources to meet the needs of students. The leadership team assesses what needs continue to exist within the school and problem solves to meet those needs. The leadership team will meet monthly. Title 1 funds will be used to extend learning and purchase of Achieve 3000 (District approved program) program, materials and professional development to maximize desired student outcome. Title 1, Part A project funds school-wide services at our eligible and participating Title 1 schools. The Title 1 funds provide supplemental instructional resources (Achieve 3000 being one) and interventions so that all students achieve success.

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

Our school population is small and allows for us to provide a caring and concerned staff. A great amount of school hours, before, during and after, has been spent in developing the master schedule and subsequently creating student schedules. Our school population reflect a number of students who are lower performing and includes those who may have been retained. Throughout the school year, students receive assistance on how to plan short and long term goals, in both academic and career planning, offered through the guidance counselor and the principal. Student schedules include required courses and previously failed coursework. We also provide classes that provoke student interest and motivation, ranging from digital technology offered on our own campus to Creative Photography, offered virtually through, Polk Virtual School,(PVS). Every middle and high school will have a designated College and Career Contact.

Part V: Budget

Total:	\$13,000.00
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