Polk County Public Schools

Gause Academy Of Leadership

2019-20 Schoolwide Improvement Plan

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Gause Academy Of Leadership

1395 POLK ST W, Bartow, FL 33830

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

Demographics

Principal: Maryjo Costine

Start Date for this Principal: 6/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2011-12	2011-12
Grade		

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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 college, 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	Job Duties and Responsibilities
Jones, Daraford	Principal	Oversee the day to day management of the school
Alexander, Alita	School Counselor	Oversee academic progression of all students
Armstrong, Audrey	Administrative Support	She is the instructional leader for Reading and ELA teachers and instructional support for all other content areas
	Assistant Principal	Oversee the curriculum and the facility of the school - Toi Speed

Early Warning Systems

Current Year

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	10	12	29	11	19	16	12	109
Attendance below 90 percent	0	0	0	0	0	0	2	3	11	2	5	7	1	31
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	5	12	5	12	5	1	41
Level 1 on statewide assessment	0	0	0	0	0	0	5	11	25	9	15	13	8	86

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	5	15	6	11	8	1	48

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
18

Date this data was collected or last updated
Thursday 6/20/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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		
Level 1 on statewide assessment	0	0	0	0	0	0	7	11	25	18	15	9	16	101

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	61%	61%	0%	56%	57%
ELA Learning Gains	0%	58%	59%	0%	53%	57%
ELA Lowest 25th Percentile	0%	49%	54%	0%	44%	51%
Math Achievement	0%	61%	62%	0%	52%	58%
Math Learning Gains	0%	56%	59%	0%	50%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	44%	50%
Science Achievement	0%	52%	56%	0%	49%	53%
Social Studies Achievement	0%	79%	78%	0%	68%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	10 (0)	12 (0)	29 (0)	11 (0)	19 (0)	16 (0)	12 (0)	109 (0)
Attendance below 90 percent	2 (8)	3 (17)	11 (20)	2 (20)	5 (17)	7 (14)	1 (24)	31 (120)
One or more suspensions	0 (7)	0 (11)	1 (16)	0 (18)	0 (11)	0 (5)	0 (12)	1 (80)
Course failure in ELA or Math	1 (0)	5 (0)	12 (0)	5 (0)	12 (0)	5 (0)	1 (0)	41 (0)
Level 1 on statewide assessment	5 (7)	11 (11)	25 (25)	9 (18)	15 (15)	13 (9)	8 (16)	86 (101)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	48%	-48%	54%	-54%
	2018	0%	41%	-41%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	7%	42%	-35%	52%	-45%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	9%	42%	-33%	51%	-42%
Same Grade Comparison		-2%				
Cohort Comparison		7%				
08	2019	28%	48%	-20%	56%	-28%
	2018	4%	49%	-45%	58%	-54%
Same Grade Comparison		24%				
Cohort Comparison		19%				
09	2019	11%	45%	-34%	55%	-44%
	2018	3%	43%	-40%	53%	-50%
Same Grade Comparison		8%				
Cohort Comparison		7%				
10	2019	10%	42%	-32%	53%	-43%
	2018	10%	42%	-32%	53%	-43%
Same Grade Comparison		0%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	47%	-47%	55%	-55%
	2018	0%	40%	-40%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	15%	39%	-24%	54%	-39%
	2018	0%	40%	-40%	54%	-54%
Same Grade Comparison		15%				
Cohort Comparison		15%				
08	2019	0%	35%	-35%	46%	-46%
	2018	6%	34%	-28%	45%	-39%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	23%	41%	-18%	48%	-25%
	2018	0%	42%	-42%	50%	-50%
Same Grade Comparison		23%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	54%	-31%	67%	-44%
2018	11%	59%	-48%	65%	-54%
Compare		12%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	71%	-71%
2018	23%	84%	-61%	71%	-48%
Compare		-23%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	57%	-26%	70%	-39%
2018	29%	57%	-28%	68%	-39%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	50%	-44%	61%	-55%
2018	0%	60%	-60%	62%	-62%
Compare		6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	53%	-42%	57%	-46%
2018	0%	41%	-41%	56%	-56%
Compare		11%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD		33			50						
BLK	13	56		3	40		18				
HSP	8	60		10						50	
WHT	15	44		15	50					36	
FRL	15	56		8	38		21			36	
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	10
Percent Tested	81%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

N/A

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap when compared to the state average. The factors that contributed to this gap were many students have been retained at least one year and/or they have gaps in the learning due to non attendance in traditional schools prior to enrolling.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ELA Learning Gains. New actions our school used was the use of an Instructional coach in intentional planning with teachers and focusing on improving student data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Attendance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improving attendance of all students
2. Improving schoolwide data of all students
3. Providing a nurturing environment for all students
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	FSA-ELA Learning Gains/Proficient Levels
Rationale	Currently 16% of Juniors have met FSA-ELA graduation requirement.
State the measurable outcome the school plans to achieve	The school will progress monitor student's measurable outcome with the STAR results, Achieve3000 (Lexile) and grades. The ACT & SAT concordant scores will be used as measurable outcomes for students meeting proficient levels.
Person responsible for monitoring outcome	Audrey Armstrong (audrey.armstrong@polk-fl.net)
Evidence-based Strategy	Improved attendance. Increase student's frequency of taking ACT & SAT to improve students possibility to earn concordant scores or super-scoring concordance. Register and prepare all juniors and seniors for the In School ACT Day to possibly earn the concordant score. Prep tutoring for Juniors on ACT & SAT test taking strategies using research based practices. Instructional time in ELA and Reading classes to teach test taking strategies to students taking the FSA or ACT/SAT for concordant scores
Rationale for Evidence-based Strategy	The ACT/SAT is offered up to 6 times per academic year. If students prepare and take the exam frequently, they have a better chance of reaching the concordant score for graduation. ELA and Reading teachers will use research based materials such as Kaplan prepatory materials to help students learn stategies for successful testing.
Action Step	
Description	1. Identify all students who have not met graduation requirements due to FSA Reading 2. Schedule students with a Reading teacher for additional support. 3. Use progress monitoring tools such as Achieve 300 Level Set and STAR to monitor and track data for improvement. 4. Use Kaplan ACT/SAT prep book weekly to better prepare students to meet the concordant score 5. Register all juniors and seniors for the national ACT/SAT exams during school and ensure they take the test.
Person Responsible	Daraford Jones (daraford.jones@polk-fl.net)

#2	
Title	Graduation Rate
Rationale	The current graduation rate is 39% for Gause Academy.

State the measurable outcome the school plans to achieve	The school plans to create a measurable tool to include students who earn Penn Foster diploma in graduation rate. The school plans to increase the graduation rate of students earning Florida Diplomas and Penn Foster Diplomas to over 80%.
Person responsible for monitoring outcome	Alita Alexander (alita.alexander@polk-fl.net)
Evidence-based Strategy	Guidance will constantly monitor all students for academic progression towards earning a standard high school Florida diploma. Admin and teachers will meet with all students on a regular basis and have ongoing data chats to discuss exactly where students are and exactly what each inidividual student needs to do to improve and make learning gains.
Rationale for Evidence-based Strategy	Teachers work daily with students, so it is imperative that they are forefront in discussing overall student data with them. Students will discuss this data and learning goals with all teachers so they will remain in the loop regarding their staus for graduation and metriculation requirements. Adminstration will also meet with students to discuss their data. If students are constantly discussing their data and learning goals with admin and teachers, they will be more aware of grades and improvement and the exact step they need to take to improve. This strategy will help build up the students self confidence and help them to set and attain clear educational goals.

Action Step	
Description	1. Identify all lowest performing students using data in UNIFY, create a specific plan of improvement 2. Have ongoing data chats with those students regarding performance and steps to improve 4. Provide in class support for those students via teacher led small groups, one on one instruction, and small groups 5. Provide ongoing instructional support (via data chats, one on one and small groups) for all other students who have not need to meet graduation requirements 6. In January of graduating year, place all seniors who have not met graduation requirements in the Penn Foster program to ensure they receive a high school dipoloma in May of graduating year.
Person Responsible	Daraford Jones (daraford.jones@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will constantly monitor all students for improved attendance.
If students are not meeting the attendance requirments, we will promptly schedule a meeting with the parent, Social Worker and admin to address the problem.

The school will work diligently to establish good relationships with the students and families, so if the student is in need, we can work hard provide basic needs or refer to the appropiate places.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):
• WE3 Expo and Career Academies
• PBIS
• School Social Worker Conferences and Counseling Sections
• Mentoring Groups/Programs
• School Psychologist and Mental Health Groups
• DrumBeats

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

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.
WE3 Expo
College Visits
Career Academies
Great American Teach-In
ASVAB Testing
College and Career Night

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.

Our school population is small and allows for us to provide a caring and concerned staff. A great amount of school hours, 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. 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

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation.

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

• Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
• High school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
• Every middle and high school will have a designated College and Career Contact.
• School Counselors will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
• Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines will be used to track this information.
• Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.
The school is forging a partnership with BE The Future Be You, a non profit organization that links

students with local business and community partners to bridge the gap between high school and the work force. They also help students with college planning and enrollment to ensure a smooth transition from high school to college.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: FSA-ELA Learning Gains/Proficient Levels				$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1491 - Gause Academy Of Leadership			$7,500.00
2	III.A.	Areas of Focus: Graduation Rate				$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1491 - Gause Academy Of Leadership			$7,500.00
					Total:	$30,000.00