Gause Academy Of Leadership

2021-22 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: 7/24/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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)	**2020-21 Title I School**	**2020-21 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 is to provide a nurturing environment where students can reach their full potential, with a major focus on graduation.

Provide the school's vision statement.

Gause Academy envisions meeting our mission by:
Foster a small learning community.
Enable students to build relationships among staff members, families and students.
Provide individualized daily support.
Create academic plans tailored to student needs.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Robertson, Kevin	Principal	Provides a common vision for the use of data-based decision making, ensures that the school-based team implements sound instructional practices, conducts evaluations of school staff, ensures implementation/ documentation of a multitiered system of interventions and supports, ensures that adequate professional development opportunities exist and that these opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the school's abilities both academic and beyond. The principal also ensure that appropriate and diverse methods of communication are in place to inform parents and other community stakeholders of school-based plans and activities.
Speed, Toi	Assistant Principal	Assist and facilitate the common vision for the use of databased decision making, ensure that the school-based team is implementing research-based, effective instructional strategies, conduct both informal and formal assessments of school staff, ensure implementation/documentation of a multi-tiered system of interventions and supports, ensure that adequate professional development opportunities exist and that these opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the campus' instructional capacity, and communicate with parents regarding school-based plans and activities.
Armstrong, Audrey	Reading Coach	The reading coach is instrumental in knowing the instructional practices and capacity of our teachers and providing input regarding professional development themes/design that would be beneficial for all staff. She will work with our deans to run an induction program for our new teachers and will ensure that they are monitored, encouraged, and provided with necessary support. She will work closely in designing cohesive lessons in our Reading and English departments in an effort to ensure seamless instruction and to maximize literacy-based efforts
Worth, Keith	Teacher, K-12	Reading teacher
Konkol, Melissa	Teacher, K-12	Business teacher and FBLA sponsor.
Carson, Francoise	Teacher, K-12	ELA teacher
Carrier, Cindy	Instructional Technology	To ensure that the quality and quantity of technology is abundant and satisfactory across campus, and that teachers feel supported and ready for the classroom concerning their technology. In addition, Mrs. Carrier diligently keeps track, updates, and monitors all technology across campus, and makes sure that each piece of technology is up to date and ready for usage and any time.

Demographic Information

Principal start date

Friday 7/24/2020, Maryjo Costine

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

113

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	7	14	19	16	18	14	24	112
Attendance below 90 percent	0	0	0	0	0	0	4	10	12	10	12	10	8	66
One or more suspensions	0	0	0	0	0	0	2	8	9	9	8	4	1	41
Course failure in ELA	0	0	0	0	0	0	0	0	1	2	8	4	3	18
Course failure in Math	0	0	0	0	0	0	0	0	2	2	4	4	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	6	5	7	12	11	11	9	61
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	7	12	12	11	7	1	55

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	6	9	13	14	15	12	9	78

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	2	3	1	1	1	8
Students retained two or more times	0	0	0	0	0	0	0	1	3	6	5	5	0	20

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	0%	48%	-48%	54%	-54%
Cohort Comparison						
07	2021					
	2019	7%	42%	-35%	52%	-45%
Cohort Comparison		0%				
08	2021					
	2019	28%	48%	-20%	56%	-28%
Cohort Comparison		-7%				
09	2021					
	2019	11%	45%	-34%	55%	-44%
Cohort Comparison		-28%				
10	2021					
	2019	10%	42%	-32%	53%	-43%
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison						
07	2021					
	2019	15%	39%	-24%	54%	-39%
Cohort Comparison		0%				
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	41%	-18%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	54%	-31%	67%	-44%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	57%	-26%	70%	-39%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	50%	-44%	61%	-55%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	53%	-42%	57%	-46%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR ELA, STAR Math

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			25
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	29	18
	Economically Disadvantaged	13	29	20
	Students With Disabilities			
	English Language Learners		50	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	13	31
	Economically Disadvantaged	13	13	33
	Students With Disabilities			100
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		33	
	Economically Disadvantaged		33	
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	20	9
	Economically Disadvantaged	10	20	9
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	11	
	Economically Disadvantaged	11	11	
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	22		
	Economically Disadvantaged	22		
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18		25
	Economically Disadvantaged	20		27
	Students With Disabilities	50		50
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		8	
	Economically Disadvantaged		8	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	22		
	Economically Disadvantaged	22		
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	33	
	Economically Disadvantaged	50	25	
	Students With Disabilities			
	English Language Learners	60	33	

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD		31		25							
ELL										64	
BLK	14	33		4	23			31		44	
HSP		20		8						71	25
WHT	31			8			18			21	

2021 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 2019-20	C & C Accel 2019-20
FRL	15	31		6	19		8	24		50	43
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	23
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	185
Total Components for the Federal Index	8
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	25
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	25
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	20
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	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students are low in reading and math
Students are academically behind based on kindergarten and 9th grade cohort

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to progress monitoring data, Black students did not show growth at the same level of other subgroups in both ELA and Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors are students' lack of academic foundation due to one or more years of academic struggles.
New actions needed to address the need for improvement would be to diligently work on improving core instruction across all content areas and frequent formative assessments to monitor students' mastery of the standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA ELA Reading Retake Scores, ELA Star Assessment Proficiency
Hispanic students showed the most improvement in both ELA and Math STAR assessments. 8th grade students showed the most improvement on ELA compared to other grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Support of Instructional coach, use of formative data assessments, tracking students data, data chats, and collection of student samples to submit for teacher data chats with admin team.

What strategies will need to be implemented in order to accelerate learning?

Continue to work on improving instruction with all content-based teachers. Provide additional resources for students who continue to lag behind, such as tutoring, push in support, online resources. Teachers should continue to monitor for learning by using formatives and ongoing progress monitoring assessments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Monthly PLCs will focus on Instructional Strategies in the area of student teaming and monitoring for student engagement at the level of the standards. This will be enhanced by a focus on formative assessment in the moment aligned with the standards.
Common Planning will focus on development of student-centered lessons and a review of both summative and formative data with administrators during the planning process.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Gause Academy will continue our focus of moving students forward to graduate with the appropriate cohort. This will be accomplished by using Edgenuity courses in a setting with focused teacher support and feedback. A consistent review of data from Edgenuity will ensure that students are making adequate progress.
PLCs and Common Planning meetings will focus on progress monitoring data and quarterly assessments to best support students. This aligned with our focus on formative assessments in the moment will improve core instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students proficiency in ELA was less than 24% in all grade levels during the 19-20 school year, while learning gains were at 54%. We will focus on increasing the ELA reading and writing proficiency in all grade levels and sub groups.
Measurable Outcome:	Increase the ELA proficiency by 10% in all grade levels while increasing learning gains to 60%.
Monitoring:	This will be monitored throughout the year using progress monitoring, daily class visits, reviews of lesson plans, and planning meetings.
Person responsible for monitoring outcome:	Kevin Robertson (kevin.robertson@polk-fl.net)
Evidence-based Strategy:	Increase student engagement and appropriate teaming to ensure students are working to the depth of the standard and that teachers are using data to drive instruction.
Rationale for Evidence-based Strategy:	18-19 data shows the need to improve ELA instruction and engagement across all grade levels and subgroups. ELA is the core and drives instruction in other content areas and is essential for student success. Once this area improves it is our belief that other areas will show growth as well. We will continue to monitor student growth in this area through progress monitoring and state assessment data.

Action Steps to Implement

Increase daily attendance in class by tracking daily attendance, contacting parents by teachers and administrators, having attendance meetings with parents, utilizing the school social worker for excessive absences, and offering incentives for students with good attendance.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

Provide a tutoring program for students to receive extra support in both reading and content area assistance with classroom teachers after hours.

Person Responsible	Audrey Armstrong (audrey.armstrong@polk-fl.net)

Provide intensive ACT tutoring for juniors and seniors.

Person Responsible	Audrey Armstrong (audrey.armstrong@polk-fl.net)

Provide continued professional development for all teachers in the areas of target/task alignment with standards, student teaming strategies, and reading instruction across all content areas. Provide meaningful feedback to teachers from classroom visits by administrators.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

Increase student technology to provide computer based programs proven to support students in the area of ELA and reading comprehension.

Person Responsible	Cindy Carrier (cindy.carrier@polk-fl.net)

Utilize progress monitoring tools on a regular basis and hold planning meetings to review data to drive instructional planning based on the needs of the students.

Person Responsible   Kevin Robertson (kevin.robertson@polk-fl.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	2018-2019 data indicated that less than 15% of students were proficient in Math in grades 6-10 across all subgroups. We will focus on improving math proficiency across all grade levels and subgroups for the 2021-2022 school year.
Measurable Outcome:	Increase math proficiency by 10% in all grade levels for the 2021-2022 school year.
Monitoring:	This will be monitored throughout the year using progress monitoring, daily class visits, reviews of lesson plans, and planning meetings.
Person responsible for monitoring outcome:	Kevin Robertson (kevin.robertson@polk-fl.net)
Evidence-based Strategy:	Increase student engagement and appropriate teaming to ensure students are working to the depth of the standard and that teachers are using data to drive instruction.
Rationale for Evidence-based Strategy:	18-19 data shows the need to improve Math instruction and engagement across all grade levels and subgroups. Math proficiency is essential for student success. We will continue to monitor student growth in this area through progress monitoring and state assessment data.

Action Steps to Implement

Increase daily attendance in class by tracking daily attendance, contacting parents by teachers and administrators, having attendance meetings with parents, utilizing the school social worker for excessive absences, and offering incentives for students with good attendance.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

Provide a tutoring program for students to receive extra support in both reading and content area assistance with classroom teachers after hours.

Person Responsible	Audrey Armstrong (audrey.armstrong@polk-fl.net)

Provide continued professional development for all teachers in the areas of target/task alignment with standards, student teaming strategies, and reading instruction across all content areas. Provide meaningful feedback to teachers from classroom visits by administrators.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

Increase student technology to provide computer based programs proven to support students in the area of math achievement.

Person Responsible	Cindy Carrier (cindy.carrier@polk-fl.net)

Utilize progress monitoring tools on a regular basis and hold planning meetings to review data to drive instructional planning based on the needs of the students.

Person Responsible	Kevin Robertson (kevin.robertson@polk-fl.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Based on the early Warning Systems, many of our students have attendance and behavior issues. As a direct result of low attendance and behavior concerns, their grades are negatively impacted. Gause Academy plans to implement measures to increase attendance of all students and decrease behavior issues of students through use of positive behavior incentives and weekly attendance incentives.
Measurable Outcome:	Specific measurable outcome the school plans to achieve is to decrease the number of discipline referrals by 20% and improve attendance of all students by 20%. .
Monitoring:	The Area of Focus will be monitored through the weekly discipline and attendance reports from FOCUS. The school will use weekly discipline reports and attendance reports to measure this outcome.
Person responsible for monitoring outcome:	Toi Speed (toi.speed@polk-fl.net)
Evidence-based Strategy:	Evidence bases strategy is the improvement of student grades for students who attend school daily. If they are in class, teachers can help students achieve. The school will measure discipline through the monitoring of discipline. Students will be given incentive for displaying positive behavior The school will use weekly discipline reports to measure this outcome.
Rationale for Evidence-based Strategy:	Rational for evidence based strategy is, the more students are faced with daily behavior expectations, the more they will adhere to the school rules. If students attend school daily, they will improve grades, and be more equipped to deal with school and district rules. In an effort to improve attendance, the school plans to use weekly based incentives for students with perfect attendance. Students who miss more than 10% of school will have scheduled attendance meetings and attendance interventions put into place. The school will monitor this data via weekly attendance reports

Action Steps to Implement

1. Implement a school wide incentive for weekly perfect attendance - Administration
In order to utilize this step, we must track daily attendance of all students and immediately contact parents when a student has missed more than 2 days of school per week. Utilize the use of attendance meetings and the school social worker to help alleviate attendance issues for students.
2. Implement a school wide focus to decrease behavior referrals via use of positive behavior incentives - Administration
In order to utilize this step all staff will have the same behavior expectations for all students at all times. When a student displays an exceptionally positive behavior, staff will reward the student with incentives. Students who fail to display expected behavior will meet with the school counselor, mental health counselor, or administration to see how we can better serve the student.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

#4. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	According to school grade data, the graduation rate in the 2018-2019 school year was 50%. While Gause Academy is an alternative drop-out prevention program and the majority of students are behind in credits and proficiency, the graduation rate will increase as we focus on student proficiency and credit recovery.
Measurable Outcome:	Increase the graduation rate for the 2021-2022 school year by 10%.
Monitoring:	This will be monitored by reviewing student progress in credit recovery programs, current courses, and progress monitoring.
Person responsible for monitoring outcome:	Kevin Robertson (kevin.robertson@polk-fl.net)
Evidence-based Strategy:	Administrators and counselor will constantly monitor all students for academic progress towards earning a standard high school diploma. Administrators and teachers will meet with all students on a regular basis and have ongoing data chats to discuss what each student needs to meet diploma requirements.
Rationale for Evidence-based Strategy:	Monitoring progress of students is essential for struggling students to provide support and encouragement as they work towards graduation.

Action Steps to Implement

Review scholastic record each quarter and verify correct placement in courses, credit recovery programs, and other support systems.

Person Responsible	Alita Alexander (alita.alexander@polk-fl.net)

Leadership team will meet weekly to review progress of students in credit recovery programs, FLVS, PVS, and other supports.

Person Responsible	Kevin Robertson (kevin.robertson@polk-fl.net)

Provide student incentives for students making progress to meet individual goals.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

Monitor progress monitoring data to review and support student needs.

Person Responsible	Toi Speed (toi.speed@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Gause Academy is not found on the SafeSchoolsforAlex.org website.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school is focused on a positive culture by promoting and focusing on the "6 P's for Success."
1. Proud - Take pride in yourself and your work.
2. Present - Be at school so you can learn.
3. Prompt - Be on time.
4. Productive - Work hard and try your best.
5. Polite - Respect teachers and classmates.
6. Prepared - Bring all needed materials each day.

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.

Gause Academy enrolls students from middle and high schools across the district. We encourage our students to continue activities, clubs, and organizations that are tied back to the home school. By promoting and encouraging students to remain connected to the home school, the student climate is promoted in a positive way for both Gause Academy and the home school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders, community partners, and the home school sites are essential to the environment of Gause Academy. Our business CTE program has partnerships with multiple businesses and municipalities including the City of Lake Wales. These partnerships provide opportunities for students to create a product that can serve the needs of the business or municipality.

Our stakeholders are members of our SAC committee and are encouraged to visit our school and participate in planning, development, and students support to benefit the school culture and student success.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
		Total:	**$0.00**