

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
Tallahassee, Florida 32399

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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: GENESIS PREPARATORY SCHOOL

District Name: Alachua

Principal: Cynthia Tennell

SAC Chair: Charmaine B. Henry

Superintendent: Dan Boyd

Date of School Board Approval:

Last Modified on: 11/8/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Charmaine B. Henry	A.A; B.A; M.Ed	11	11	2003-2007 each 3rd grade class met AYP; 2007-2009 each 3rd grade class did not make AYP; 2010 3rd grade met AYP in math but did not make AYP in reading. 2010-2011 3rd grade class did not make AYP.
Principal	Charmaine B. Henry	A.A; B.A., M.Ed	10	10	2003-2007 each 3rd grade class met AYP; 2007-2009 each 3rd grade class did not make AYP; 2010 3rd grade class met AYP in Math but did not make AYP in reading.
Principal	Cynthia tennell	B.S.	6		This is Mrs. tennell's first year as an Interim Principal.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
none	N/A	N/A			N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with principal. Partnering new teachers with veteran staff. Soliciting referrals from current employees	Principal/Administrator Principal/Administrator Principal/Administrator	ongoing ongoing ongoing	
2	Advertise vacancies in local newspaper Interview participants at Job Fairs Utilize the applicant pool at the district	Principal Principal Principal	ongoing ongoing ongoing	
3	Utilize the applicant pool at the district office Advertise vacancies in local newspapers Participate in various job fairs and interview perspective applicants Solicite referrals from current employees Advertise job vacancies in trade publications	Principal Principal Principal Principal Principal	ongoing ongoing ongoing ongoing ongoing	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
none	

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
4	25.0%(1)	25.0%(1)	50.0%(2)	0.0%(0)	0.0%(0)	100.0%(4)	0.0%(0)	0.0%(0)	0.0%(0)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A
		Mrs. Fleming is a first year	

Charmaine B. Henry	Deanna Fleming	teacher. Mrs. Henry has been in education as a teacher and administrator for over 40 years.	Mrs. Henry and Mrs. Fleming will meet on a weekly basis to discuss lesson plans and other concerns.
Cynthia Tennell	Gernicissia Cherfrere	Ms. Cherfrere is a first year teacher. Mrs. Tennell has been a teacher here at Genesis for 8 years. She has had the opportunity to teach grades K-3.	Mrs. Tennell and Ms. Cherfrere will meet on a daily basis to discuss any concerns that Ms. Cherfrere may have.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Funds are provided to pay the salary of 2 engagement paraprofessionals. Our engagement paraprofessionals are highly qualified and they assist the teachers in improving student engagement in the classroom. They are there to redirect students to instruction and classroom activities as needed. They must also perform responsibilities related to the implementation of the curriculum in reading and math. They work directly under the supervision of the classroom teachers.

Title I, Part C- Migrant

The services will be utilized if we have any students entering Genesis that qualify.

Title I, Part D

N/A

Title II

Funds are used to provide staff development.

Title III

N/A

Title X- Homeless

The services will be utilized if we have any students that qualify.

Supplemental Academic Instruction (SAI)

Training is provided for 3rd grade teachers.

Violence Prevention Programs

The school utilizes the Too Good for Drugs & Violence Program

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

### Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RTI Leadership Team consists of the principal/administrator, the Kindergarten teacher, the first grade teacher, the second grade teacher, and the third grade teacher.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RTI Leadership Team meets on a weekly basis to review data at the classroom level; to identify the students that are meeting benchmarks and those that are at high risk of not meeting benchmarks. The team also makes recommendations and decisions about the implementation of effective strategies to be used.

The members of this team also serve as members of all other school-based teams because of the size of the faculty.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-based RTI Leadership Team collaborates with the SAC (Board of Directors) in the development and implementation of the School Improvement Plan.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The FAIR Assessment is given to K-3 students three times per year.

Third grade students are administered the district's On Track math assessment twice per year.

The third grade students take the FCAT once per year.

Basal pre-and post tests; Benchmark Assessments and Big Idea Tests are administered on an ongoing basis throughout the school year.

Describe the plan to train staff on MTSS.

Training is provided by the district and the school throughout the school year.  
Outside consultants are used also for training.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team consists of the Interim Principal/3rd grade teacher Cynthia Tennell; the Kindergarten teacher, Tradina Thomas; the first grade teacher, Gernicissia Cherfrere; and the second grade teacher, Deanna Fleming.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team meets on a weekly basis to discuss test data and other curriculum needs.

What will be the major initiatives of the LLT this year?

The one major initiative of the LLT this year will be to provide the teachers with training to assist them in effectively implementing the new Common Core Standards.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Since we no longer have the money to fund a summer enrichment program for incoming kindergarten students, the Principal sends home to parents of incoming kindergarten students information that will help them begin to acclimate his/her child to the kindergarten program and curriculum at Genesis.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:			Increase the percentage of students achieving proficiency in reading (FCAT Level 3) by 1%		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
12%(2) of the 3rd grade students achieved proficiency(FCAT Level 3) in reading.			66%(11/17) of the 3rd grade students will achieve proficiency (FCAT Level 3) in reading on the 2013 administration of the FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge.	Increase use of higher order thinking questions. Increase rigor through the use of Depth of Knowledge skills.	K-3 grade teachers	Teacher Lesson Plans Classroom Walk-Tthrough	All Benchmark Assessments FAIR Assessment FCAT Assessment
2	Lack of teacher content knowledge	Provide professional development for teachers in the Common Core State Standards.	Principal	Teacher Lesson Plans Classroom Walk-Through	All Benchmark Assessments FAIR Assessment District On Track Assessment
3	Lack of test taking skills.	Provide instruction and practice on how to take a multiple choice test.	Administrator K-3 grade Teacher	Review of FAIR Assessment Data Monitor progress on FCAT Explorer	School Climate/ Parent Survey Results
4	Lack of reading outside of the regular school day.	Provide books and incentives for students reading outside of the regular school day.	Administrator K-3 teachers	Student Reading Logs	Reading Textbook Benchmark Assessments FCAT Assessment
5	Lack of parental involvement in the classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Administrator K-3 Teachers	Parent Classroom Volunteer logs	School Climate/ Parent Survey Results
6	Deficient in the levels of critical thinking skills necessary for reading success.	Provide instruction and practice in the area of critical thinking.	Administrator K-3 teachers	Teacher Lesson Plans	Classroom Walk-Through Benchmark Assessments FCAT Assessment
7	Insufficient instructional time for teaching reading during the school day.	Provide afterschool tutoring for all 3rd grade students.	Administrator 3rd grade teacher	Teacher Afterschool Tutoring Lesson Plans	Benchmark Assessments FCAT Assessment
8	Lack of student engagement in class.	Assign a Title 1 Engagement Paraprofessional to assist the teacher in improving student engagement and to help redirect students to instruction and classroom activities.	Administrator K-3 teachers	Teacher lesson Plans Daily Progress Reports CWT	CWT Benchmark Assessments FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Increase the percentage of students achieving proficiency in reading (FCAT Level 4) by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(7)of the third grade students achieved above proficiency (FCAT Levels 4 and 5) in reading in the 2012 administration of the FCAT.	66%(11/17) of the third grade students will achieve above proficiency (FCAT Levels 4 and 5)in reading on the 2013 administration of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge of content.	Provide professional development on the implementation of the Common core State Standards.	Principal	Teacher Lesson Plans Classroom Walk-Through	FAIR Assessment District ON TRACK Assessment FCAT Assessment
2	Lack of background knowledge	Increase the use of higher order thinking questions. Increase rigor through the use of Depth of Knowledge skills.	K-3 classroom teachers	Teacher Lesson Plans Classroom Walk- Through	FAIR Assessment District ON TRACK Assessment FCAT Assessment
3	Lack of test taking skills.	Provide instruction and practice on how to take a multiple choice test.	Teacher Administrator	Review of FAIR Data Monitor progress on FCAT Explorer	FCAT Assessment
4	Lack of reading outside of the regular school day.	Provide books and incentives for students reading outside of the regular school day.	Administrator K-3 Teachers	Student Reading Logs	Reading Text Benchmark Assessments FCAT Assessment
5	Lack of parental involvement in the regular classroom.	Provide training and incentives for parents in order to increase their participation in the regular classroom.	Administrator K-3 Teachers	Parent Classroom Volunteer Logs	School Climate/ Parent Survey Results



6	Insufficient instructional time for teaching reading during the school day.	Provide afterschool tutoring for 3rd grade students.	Administrator 3rd grade teacher	Teacher Afterschool Tutoring Lesson Plans	Benchmark Assessments FAIR Assessments FCAT Assessment
7	Deficient in levels of critical thinking skills necessary for reading success.	Provide instruction and practice with higher order critical thinking skills.	Administrator K-3 Teachers	Teachers Lesson Plans	Benchmark Assessments FAIR Assessments FCAT Assessment
8	Lack of student engagement.	Assign Title 1 Engagement Paraprofessional to assist the teacher with improving student engagement and help to redirect students to instruction and classroom activities.	Administrator K-3 teachers	Teacher Lesson Plans Daily Progress Reports CWT	CWT Benchmark Assessments FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:		No data available			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No data available		No data available			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No data available	No data available	No Data Available	No data available	No data available

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:		No data available			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No data available		No data available			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No data available	No data available	No data available	No data available	No data available

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Increase the percentage of students achieving proficiency in reading (FCAT Level 3 and above) by 1%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		66	69	73	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:			Increase the percentage of students achieving proficiency in reading (FCAT Level3 and above) by 1%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Subgroup Black - 65% (11) of the 3rd grade students achieved proficiency (FCAT Level 3 and above) in reading.			Subgroup Black - 66% (12/17) of the 3rd grade students will achieve proficiency (FCAT Level 3 and above) in reading on the 2013 administration of the FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test taking skills.	Provide instruction and practice on how to take a multiple choice test.	Principal K-3 grade Teachers	Review of FAIR Assessment Data Review of District On Track Assessment Monitor progress on FCAT Explorer	FCAT Assessment FAIR Assessment Reading Benchmark Assessments
2	Lack of reading outside of the regular school day.	Provide books and incentives for students reading outside of the regular school day.	Principal K-3 grade Teachers	Student reading Logs	Reading Benchmark Assessments FAIR Assessment FCAT Assessment
3	Lack of parental involvement in the classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Principal K-3 grade Teachers	Parent Classroom Volunteer Logs	School Climate/Parent Survey Results
4	No data available	No data available	No data available	No data available	No data available

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:			No data available		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
No data available			No data available		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No data available	No data available	No data available	No data available	No data available

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:			No data available		

2012 Current Level of Performance:			2013 Expected Level of Performance:		
No data available			No data available		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No data available	No data available	No data available	No data available	No data available

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Increase the percentage of students achieving proficiency in reading (FCAT Level 3 and above) by 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (11) of the 3rd grade students achieved proficiency (FCAT Level 3 and above) in reading.	66% (12/17) of the 3rd grade students will achieve proficiency (FCAT Level 3 and above) in reading on the 2013 administration of the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test taking skills.	Provide instruction and practice on how to take a multiple choice test.	Principal K-3 grade Teachers	Review of FAIR Assessment Data Review District On Track Assessment Monitor Progress on FCAT Explorer	FAIR Assessment FCAT Assessment Reading Benchmark Assessment
2	Lack of reading outside of the regular school day.	Provide books and incentives for students reading outside of the regular school day.	Principal K-3 grade Teachers	Student reading Logs	Reading Benchmark Assessments FAIR Assessment FCAT Assessment
3	lack of parental involvement in the classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Principal K-3 grade Teachers	Parebt Classroom Volunteer Logs	School Climate/Parent Survey Results
4	No data available	No data available	No data available	No data available	No data available

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Early Intervention in Reading	K-3	Principal	K-3 teachers	student early release days in Dec. 2012	Teacher Lesson Plan Classroom Walk-Throughs FCIM Process	Principal
School Based Lesson Studies	K-3	Principal	K-3 teachers	weekly meetings throughout school year	Teacher Lesson Plan Classroom Walk-Throughs FCIM Process	Principal
Book Study - What Great Teachers Do Differently	K-3	Principal	K-3 teachers	weekly meetings for 20 weeks (Dec.-May)	Teacher lesson Plan Classroom Walk-Throughs FCIM Process	Principal

#### Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Develop reading skills students need to become successful readers.	SRA Early Interventions in Reading Program	Title 1	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher effectiveness in the classroom	Book Study - What Great teachers Do Differently	Title 1	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assign Title 1 Engagement Paraprofessional to assist teachers in improving student engagement and help to redirect students to instruction and classroom activities.	Title 1 Engagement Paraprofessionals	Title 1	\$25,000.00
			Subtotal: \$25,000.00
			Grand Total: \$26,650.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

## Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	Increase the percentage of students achieving proficiency (FCAT Level 3) in mathematics by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(7) of the 3rd grade students achieved proficiency (FCAT Level 3)in mathematics.	66%(11/17)of the 3rd grade students will achieve proficiency (FCAT Level 3)in mathematics.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not skilled in math facts (addition, subtraction, multiplication, division).	Provide practice activities to help strengthen and reinforce math skills.	Principal K-3 grade teachers	Math Benchmark Assessments	District On Track Assessment FCAT End of year Math Assessment
2	Lack of background knowledge.	Increase use of higher order thinking questions. Increase rigor through the use of Depth of Knowledge skills.	K-3 grade teachers	Teacher Lesson Plans Classroom Walk-Tthrough	All Benchmark Assessments FAIR Assessment FCAT Assessment
3	Lack of teacher content knowledge	Provide professional development for teachers in the Common Core State Standards.	Principal	Teacher Lesson Plans Classroom Walk-Through	All Benchmark Assessments FAIR Assessment District On Track Assessment
4	Insufficient instructional time to successfully teach math.	Provide afterschool tutoring for all 3rd grade students.	Administrator 3rd grade teacher	Teacher Afterschool Lesson Plans	End of Year Math Assessment FCAT Test
5	Lack of test taking skills	Teach effective test taking strategies.	Teacher Administrator	District On Track Testing FCAT Test Maker Practice Tests Go Math BIG IDEA Tests	FCAT Test End of Year Math Assessment
6	Students are not skilled in math facts (addition, subtraction, multiplication, division)	Provide practice activities to help strengthen and reinforce math skills.	K-3 Teachers	District On Track Testing FCAT Test Maker Practice Tests Go Math BIG IDEA tests	FCAT Test End of Year Math Assessment
7	Lack of parental involvement in the regular classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Admiinistrator Teachers	Parent Classroom Volunteer Logs	School Climate/ Parent Surveys
8	Lack of critical thinking skills necessary for success in mathematical problem solving.	Provide instruction and practice in solving higher order critical thinking mathematical problems.	Administrator K-3 Teachers	Teachers Lesson Plans Data Chats On-Going Progress Monitoring	End of Year Math Assessment FCAT Test
9	Lack of student engagement in class.	Assign Title 1 Engagement Paraprofessional to assist teacher in improving student engagement and help to redirect students to instruction and classroom activities.	Administrator K-3 teachers	Teacher Lesson Plans Daily Progress Report CWT	Benchmark Assessments FCAT Assessment CWT



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in mathematics.  
  
Mathematics Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  
  
Mathematics Goal #2a:

Increase the percentage of students achieving proficiency in math (FCAT Levels 4 and 5) by 1%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

41%(7) of the 3rd grade students achieved above proficiency (FCAT Levels 4 & 5) in mathematics.

66%(11/17) of the 3rd grade students will achieve above proficiency (FCAT Levels 4&5) in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge of content.	Provide professional development on the implementation of the Common core State Standards.	Principal	Teacher Lesson Plans Classroom Walk-Through	FAIR Assessment District ON TRACK Assessment FCAT Assessment
2	Lack of background knowledge	Increase the use of higher order thinking questions. Increase rigor through the use of Depth of Knowledge skills.	K-3 classroom teachers	Teacher Lesson Plans Classroom Walk- Through	FAIR Assessment District ON TRACK Assessment FCAT Assessment
3	Lack of student engagement in class.	Assign Title 1 Engagement Paraprofessional to assist teacher in improving student engagement and help to redirect students to instruction and classroom activities.	Administrator K-3 teachers	Teacher Lesson Plans Daily Progress Report CWT	Benchmark Assessments FCAT Assessment CWT
4	Lack of test taking skills.	Teach effective test taking strategies.	Teacher Administrator	District On Track Assessments FCAT Test Maker Practice Tests	FCAT Assessment End of Year Math Assessment

				Go Math BIG IDEA Tests	
5	Insufficient instructional time for teaching math.	Provide afterschool tutoring for all 3rd grade students.	Administrator 3rd grade teacher	Teacher Afterschool Lesson Plans	End of Year Math Assessment FCAT Test
6	Students lack of proficiency in math skills (addition, subtraction, multiplication, division).	Provide practice activities that will strengthen and reinforce math skills.	K-3 Teachers	District On Track Assessments FCAT Testmaker Tests Go Math BIG IDEA Tests	FCAT Assessment End of Year Math Assessment
7	Lack of parental involvement in the regular classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Administrator	Parent Classroom Volunteer Logs	School Climate/ Parent Survey Results
8	Lack of critical thinking skills necessary for success in mathematical problem solving.	Provide instruction and practice in solving higher order critical thinking mathematical problems.	Administrator K-3 Teachers	Teachers Lesson Plans Data Chats On-going Progress Monitoring	FCAT Assessment End of Year Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

Mathematics Goal #3a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Increase the percentage of students achieving proficiency in math FCAT Level 3 and above) by 1%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		66	69	73	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Increase the percentage of students achieving proficiency (FCAT Level 3 and above) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroup Black - 82% (14) of the 3rd grade students achieved proficiency (FCAT Level 3 and above) in mathematics.	Subgroup Black - 83% (15/17) of the 3rd grade students will achieve proficiency (FCAT Level 3 and above) in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test taking skills.	Provide instruction and practice on how to take a multiple choice test.	Principal K-3 grade Teachers	Review of FAIR Assessment Data Review of District On Track Assessment Monitor progress on FCAT Explorer	FCAT Assessment FAIR Assessment Reading Benchmark Assessments
2	Lack of parental involvement in the classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Principal K-3 grade Teachers	Parent Classroom Volunteer Logs	School Climate/Parent Survey Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Increase the percentages of students achieving proficiency in math (FCAT Level 3 and above) by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (14) of the 3rd grade students achieved proficiency (FCAT Level 3 and above) in mathematics.	83% (15/17) of the 3rd grade students will achieve proficiency (FCAT Level 3 and above) in math on the 2013 administration of the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test taking skills.	Provide instruction and practice on how to take a multiple choice test.	Principal K-3 grade Teachers	Review of FAIR Assessment Data Review District On Track Assessment Monitor Progress on FCAT Explorer	FAIR Assessment FCAT Assessment Reading Benchmark Assessment
2	lack of parental involvement in the classroom.	Provide training and incentives for parents in order to increase their participation in the classroom.	Principal K-3 grade Teachers	Parebt Classroom Volunteer Logs	School Climate/Parent Survey Results

*End of Elementary School Mathematics Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study - what Great Teachers Do Differently	K-3 Math	Principal	All K-3 teachers	weekly meetings for 20 weeks (Dec. - May)	Teacher Lesson Plan Classroom Walk-Through	Principal

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher effectiveness in the classroom.	Book - What Great Teachers Do Differently	Title 1	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assign Title 1 Engagement Paraprofessional to assist teachers in improving student engagement and to help redirect students to instruction and classroom activities.	Title 1 Engagement Paraprofessionals	Title 1	\$25,000.00
			Subtotal: \$25,000.00
			Grand Total: \$25,150.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.				
Science Goal #1a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level



3.0 and higher in writing.			
Writing Goal #1a:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
Evaluation Tool			
No Data Submitted			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			
Writing Goal #1b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
Evaluation Tool			
No Data Submitted			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:			Genesis had a 99.87%(70) attendance rate for the 2011-2012 school year.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
Genesis had a 99.87%(70)attendance rate for the 2011-2012 school year.			Genesis will have a 100%(72) attendance rate for the 2012-2013 school year.		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
There were 8 students with excessive absences(10 or more) during the 2011-2012 school year.			There will be no more than 5 students with excessive absences(10 or more) during the 2012-2013 school year.		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
There were 33 students with excessive tardies(10 or more) during the 2011-2012 school year.			There will be no more than 15 students with excessive tardies (10 or more) during the 2012-2013 school year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	A Lack of knowledge by parents of the impact attendance has on their child's success in school.	Provide more parental workshops that focus on school attendance.	Administrator Teachers	School Climate/ Parent Survey	School Attendance Records
2	Tardiness on the part of the parent/not getting child to school on time.	Provide a time management workshop for the parents. Provide incentives each grading period for students with no tardies or absences. Recognize parents of students with no tardies/absences in monthly school newsletter.	Administrator Teachers	School Climate/ Parent Survey	School Attendance Records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study - 101 Ways to Create Real Family Engagement	K-3	Principal	K-3 Teachers	weekly for 20 weeks (Dec. - May)	Parent Activity Sign-In Sheets School Climate/Parent Survey	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher effectiveness in working with parents and getting them more involved	Book Study - 101 Ways to Create Real Family Engagement	Title 1	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension				
Suspension Goal #1:				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School			
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Increase the percentage of parents participating in school activities by 25%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
41%(28/68)of the parents at Genesis participated in school activities.			50%(36/72) of the parents at Genesis will participate in school activities during the 2012-2013 school year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time of Day activities are held	Vary times for school activities based on Parent Survey	Administrator Teachers	Parent Documentation at School Activities	School Climate/ Parent Survey Results
2	Lack of childcare service	Provide childcare services for parents attending school activities.	Administrator	Parent Documentation at School Activities.	School Climate/ Parent Survey Results.
	Lack of Effective	Provide workshops on	Administrator	Parent Documentation	School

3	Parenting Tools	ways parents can help their child be successful in school and beyond.	Teachers	at School Activities	Climate/Parent Survey Results
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study - 101 Ways to Create Real Family Engagement	K-3	Principal	All K-3 Teachers	weekly for 20 weeks (Dec. - May)	Parent Activity Sign-In Sheets	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher effectiveness in working with parents and getting them more involved.	Book Study - 101 Ways to Create Real Family Engagement	Title 1	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	
STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

## STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

# Additional Goal(s)

No Additional Goal was submitted for this school



FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Develop reading skills students need to become successful readers.	SRA Early Interventions in Reading Program	Title 1	\$1,500.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase teacher effectiveness in the classroom	Book Study - What Great teachers Do Differently	Title 1	\$150.00
Mathematics	Increase teacher effectiveness in the classroom.	Book - What Great Teachers Do Differently	Title 1	\$150.00
Attendance	Increase teacher effectiveness in working with parents and getting them more involved	Book Study - 101 Ways to Create Real Family Engagement	Title 1	\$150.00
Parent Involvement	Increase teacher effectiveness in working with parents and getting them more involved.	Book Study - 101 Ways to Create Real Family Engagement	Title 1	\$150.00
				Subtotal: \$600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assign Title 1 Engagement Paraprofessional to assist teachers in improving student engagement and help to redirect students to instruction and classroom activities.	Title 1 Engagement Paraprofessionals	Title 1	\$25,000.00
Mathematics	Assign Title 1 Engagement Paraprofessional to assist teachers in improving student engagement and to help redirect students to instruction and classroom activities.	Title 1 Engagement Paraprofessionals	Title 1	\$25,000.00
				Subtotal: \$50,000.00
				Grand Total: \$52,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: ☐ Yes ☐ No

A reward school is any school that improves their letter grade or any school graded A.

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

Since we are a Public Charter School, our Board of Directors serve as our School Advisory Council. Our BOD will work with the Interim Principal and teachers with implementing the new School Improvement Plan.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
Adequate Yearly Progress (AYP) Trend Data 2010-2011  
Adequate Yearly Progress (AYP) Trend Data 2009-2010

# SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found