

Alachua County Public Schools

Genesis Preparatory School



2016-17 Schoolwide Improvement Plan

Genesis Preparatory School

207 NW 23RD AVE, Gainesville, FL 32609

<https://www.genesisprepcharter.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-3	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2015-16	2014-15	2012-13	2011-12
Grade	F	D*		

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Genesis Preparatory School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Genesis Preparatory School of Gainesville, Inc. is to prepare primary grade children (K-3) via "LOOPING" academically, socially, emotionally, physically, and culturally for entrance into the intermediate grades (4-5) of the Alachua County Elementary Schools.

b. Provide the school's vision statement.

The Board of Directors, teachers, and staff of Genesis Preparatory School of Gainesville, Inc. work together to ensure that all students are given a solid academic foundation that will prepare them for future success in upper elementary grades, middle school, high school and beyond.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about our students' culture and build relationships between teachers and students in two ways: (1) Through the use of the educational technique referred to as "Looping". The teachers at Genesis move with their students from one grade level to the next and this additional time fosters the relationship between teacher and student as well as between teacher and parent; (2) Through the use of a form we call "Introducing Your Child" which the parent fills out giving the teacher valuable information about their child. The teacher then uses that information to help further strengthen the relationship that he/she has with the child.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates an environment where students feel safe before, during, and after school by making sure the building is secure at all times, which means that the outside doors are always locked and no one can enter the building unless given access from the inside. The school creates an environment where students feel respected before, during, and after school by making sure every staff members knows the name of each student regardless of what class they are in. Each morning in every classroom the students are lead to recite the Genesis School Pledge and the poem "I Am Somebody". Both the pledge and the poem are used to help teach the students about having self respect and confidence.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school follows the SBAC Elementary Student Code of Conduct and has four (4) school-wide rules that are implemented in each classroom. Every student also receives a Daily Progress Report that is completed and sent home by the teacher and is returned the next day signed by the parent. This daily progress report is used as a means of communication between the teacher and the parent.

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

The school ensures the social-emotional needs of all of our students are being met by providing parents with information on how to contact agencies that will assist them with counseling and mentoring services since the school does not have on staff a guidance counselor.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Principal/Administrator contacts daily the parents of any child absent from school in order to discuss the reason(s) for the absence. The parents of all students with attendance below 90 percent are sent a letter from the school addressing all absences and tardies every grading period.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	2	0	1	0	0	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	7	0	0	0	0	0	0	0	0	0	0	7

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

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The teachers of the students identified by the early warning system make contact with the parents in order to make sure any missed work is either completed at school or done at home. If necessary, the students will remain after school in order to get extra help.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Parental Involvement Targets:

Make sure child arrives to school promptly everyday; encourage child to follow rules and regulations of the school and classroom; keep school informed of any changes in address, telephone numbers and contact person.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school has partnered with several local businesses and community organizations such as Springhill Missionary Baptist Church, the Oak Hammock Readers, and the Innovative Dads for the purpose of securing support for our students and parents - in and out of school.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Henry, Charmaine	Principal
Harper, Kaitlin	Teacher, K-12
Howard, Jamie	Teacher, K-12
Fleming, Deanna	Teacher, K-12

b. Duties

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

The function and responsibility of each school-based leadership team member is to help with the development and implementation of the school's MTSS and the SIP.

Principal/Administrator - Charmaine B. Henry

Jamie Howard - Kindergarten

Kaitlin Harper - First Grade Teacher

Deanna Fleming - Third Grade teacher

Charmaine B. Henry - Second Grade Teacher

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

Our school collects and analyzes data collected from the Reading Benchmark Assessments, Math Benchmark Assessments, District Reading and Math Quarterly Assessments, and Teacher-Made Assessments. From the results, we make decisions about the effectiveness of the classroom instruction and the effectiveness of the materials being used. If necessary, we make whatever changes are needed in order for the students to make progress.

Title1 Funds are used to pay the salary of a part-time Teacher Tutor. The Teacher Tutor is a highly qualified teacher who works with small groups of Kindergarten at risk students during non-core curriculum class times five (5) days per week for 30 minutes in reading using a scientifically research based instructional program.

Title 1, Part C - Migrant - This service will be utilized, whenever we receive students who qualify.

Title II - Whenever funds are available, they are used to provide staff develop.

Title X - Homeless - This service will be utilized, whenever we receive students who qualify.

Supplemental Academic Instruction (SAI) - Training provided for 3rd grade teachers only.

Violence Prevention Programs - The school utilizes the Too Good for Drugs & Violence Program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ida M. Moore	Business/Community
Jeanne Davis	Business/Community
Teresa Osoba	Business/Community
Charmaine B. Henry	Principal
Eunice Brown-Davis	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Board of Directors (SAC) meet with the Principal/Administrator at the end of the school year to discuss and evaluate the current SIP in order to determine what needs to be included in the 2016-2017 SIP. The BOD meets quarterly and if necessary makes changes to the SIP.

b. Development of this school improvement plan

The Board of Directors serve as our School Advisory Council. The BOD works with the Principal/Administrator and teachers with the implementation of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The Board of Directors (SAC) work closely with the Principal/Administrator in developing and managing the school's annual budget and SIP plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Our school improvement funds are very limited therefore, they are used to help supplement our regular FTE budget.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Harper, Kaitlin	Teacher, K-12
Henry, Charmaine	Principal
Fleming, Deanna	Teacher, K-12
Howard, Jamie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One major initiative of the LLT this year will be to work together to align our reading and math curriculums more closely to the new Florida Standards.

Another major initiative of the LLT this year will be to work together to find research based resource materials that are aligned with the Florida Standards.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The teachers all have a daily common planning period. There is also a scheduled early release day each month so that the teachers may have extra time to plan together.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Principal/Administrator is responsible for recruiting and retaining highly qualified effective teachers. Recruitment - Advertise vacancies in local newspapers, internet; interview participates at Job Fairs; utilize the applicant pool at the district; solicit referrals from current employees, parents, and community members.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The Principal/Administrator is the mentor for all newly hired teachers. Mrs. Henry has over 40 years experience as a teacher.

The Principal/Administrator will meet with the newly hired teacher(s) on a weekly basis to discuss lesson plans and other concerns.

The Principal/Administrator is also responsible for providing any staff development that the new teacher(s) needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school uses only state and district adopted instructional materials and programs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The Principal/Administrator has scheduled weekly data chats with the teachers in order to review each student's academic achievement in reading and math for that week. Based on the outcomes of the data chats, each teacher makes changes in their instruction for the next week. In both reading and math, small group instruction is determined by test results and teacher observations.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40,500

We use an Intervention Teacher to pull out the lowest quartile students in Kindergarten to work on reading skills during the school day. We use classroom teachers to tutor third grade students in reading and math in the Afterschool Program.

Strategy Rationale

The students in the lowest quartile benefit more from small group instruction and there is a greater need for them to have extra help and support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Henry, Charmaine, henrycharmaine@hotmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Reading and Math Benchmark Assessments, District AIMS Reading and Math Assessments, and teacher-made assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

The Principal/Administrator works with Pre-School Directors in preparing parents for the transition to Kindergarten.

The parents of incoming Kindergarten students are given information packets that will help them prepare their child over the summer for the Kindergarten academic program.

Incoming Kindergarten students spend a half day in their new Kindergarten classroom on the last day of school in order to get them acclimated to the Kindergarten classroom setting.

Incoming Kindergarten students are administered the statewide Florida Kindergarten Readiness Screener (FLKRS) to determine their readiness for school.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students will achieve proficiency on the FSA.

- G2.** All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students will achieve proficiency on the FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students will achieve proficiency on the FSA. 1a

G085125

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Due to the design of the district school calendar, there is limited time to differentiate classroom instruction because of the students' various mathematical backgrounds.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Research-based math intervention materials aligned with the Florida Mathematics Standards.
- District mathematics pacing guides and Florida Standards in Mathematics.
- Continued collaboration between the teachers on how to effectively use the math textbook and district pacing guide together.

Plan to Monitor Progress Toward G1. 8

Mathematics lesson plans will be monitored on a weekly basis by the Principal/Administrator to check for effective implementation of the Florida Math Standards using the textbook and the pacing guide.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting our goal.

G2. All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students will achieve proficiency on the FSA. **1a**

G085126

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal **3**

- There is a lack of funds for additional staff and resource materials.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- A common planning time is provided for the teachers.
- The use of the Achieve 3000 Program that will give students additional practice on reading comprehension.
- We will use the district's reading pacing guide and the Florida English Language Arts and Literacy Standards.

Plan to Monitor Progress Toward G2. **8**

Reading lesson plans will be monitored on a weekly basis by the Principal/Administrator to check for strategies being implemented during that week of instruction.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Student assessment results showing mastery of tested benchmarks will be evidence of progress toward meeting our goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students will achieve proficiency on the FSA. **1**

 G085125

G1.B2 Due to the design of the district school calendar, there is limited time to differentiate classroom instruction because of the students' various mathematical backgrounds. **2**

 B226427

G1.B2.S1 Afterschool tutoring and Saturday School will be offered in order for the students to receive additional individualized instruction and assistance. **4**

 S238856

Strategy Rationale

With the addition of more instructional time and individualized assistance, the needs of the students will be better met.

Action Step 1 **5**

The students will be required to attend the after school tutoring and Saturday School if their test scores show that they are not developing an understanding of the mathematical concepts being taught.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting this goal.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Principal/Administrator will conduct weekly Classroom Walk-throughs; conference with teachers about strategies being used during math instruction; discuss and analyze the test results during weekly data chats to determine the effectiveness of the afterschool tutoring and Saturday School.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of the progress monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data from mini-assessments will be collected weekly. Data from the Mathematics Benchmark Assessments will be collected and analyzed as they are given based on the district pacing guide. The AIMS Assessment results will be collected and analyzed 4 times per year.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

The Principal/Administrator will review and compare the results of all math assessments in order to ensure the effectiveness of the afterschool tutoring and Saturday School.

G2. All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students will achieve proficiency on the FSA. 1

G085126

G2.B2 There is a lack of funds for additional staff and resource materials. 2

B226429

G2.B2.S1 Establish one day per month for staff development using early release time for students. 4

S238857

Strategy Rationale

Since there is no money in the budget for staff development outside of school time, we will use early release time. This time will be utilized to assist the teachers in finding resources that will help with teaching the Florida English Language Arts and Literacy Standards.

Action Step 1 5

We will continue to provide opportunities for teachers to participate in staff development training on how to effectively use the reading textbook, the district pacing guide and the Florida English Language Arts and Literacy Standards for classroom instruction on a monthly basis during early release time.

Person Responsible

Charmaine Henry

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

The Principal/Administrator will look at teachers lesson plans; perform Classroom Walk-Throughs; hold Data Chats with the teachers; and review End of the Year Benchmark Assessments and district quarterly AIMS assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The Principal/Administrator will conduct weekly Classroom Walk-Throughs; conference with teachers about strategies being used in the classroom; discuss and analyze test results to determine the effectiveness of the strategies being used.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of progress monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data from mini-assessments will be collected weekly. Data from the Reading Benchmark Assessments will be collected and analyzed as they are given. District quarterly AIMS Assessment data will be collected and analyzed when given.

Person Responsible

Charmaine Henry









Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

The Principal/Administrator will review and compare the results of all reading assessments in order to ensure the effectiveness of the strategies being used.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M316252	Mathematics lesson plans will be monitored on a weekly basis by the Principal/Administrator to...	Henry, Charmaine	8/15/2016	Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting our goal.	5/31/2017 weekly
G2.MA1  M316255	Reading lesson plans will be monitored on a weekly basis by the Principal/Administrator to check...	Henry, Charmaine	8/8/2016	Student assessment results showing mastery of tested benchmarks will be evidence of progress toward meeting our goal.	5/31/2017 weekly
G1.B2.S1.MA1  M316250	Data from mini-assessments will be collected weekly. Data from the Mathematics Benchmark...	Henry, Charmaine	8/15/2016	The Principal/Administrator will review and compare the results of all math assessments in order to ensure the effectiveness of the afterschool tutoring and Saturday School.	5/31/2017 weekly
G1.B2.S1.MA1  M316251	The Principal/Administrator will conduct weekly Classroom Walk-throughs; conference with teachers...	Henry, Charmaine	8/15/2016	The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of the progress monitoring.	5/31/2017 weekly
G1.B2.S1.A1  A309363	The students will be required to attend the after school tutoring and Saturday School if their test...	Henry, Charmaine	8/15/2016	Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting this goal.	5/31/2017 weekly
G2.B2.S1.MA1  M316253	Data from mini-assessments will be collected weekly. Data from the Reading Benchmark Assessments...	Henry, Charmaine	8/8/2016	The Principal/Administrator will review and compare the results of all reading assessments in order to ensure the effectiveness of the strategies being used.	5/31/2017 weekly
G2.B2.S1.MA1  M316254	The Principal/Administrator will conduct weekly Classroom Walk-Throughs; conference with teachers...	Henry, Charmaine	8/8/2016	The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of progress monitoring.	5/31/2017 weekly
G2.B2.S1.A1  A309364	We will continue to provide opportunities for teachers to participate in staff development training...	Henry, Charmaine	8/8/2016	The Principal/Administrator will look at teachers lesson plans; perform Classroom Walk-Throughs; hold Data Chats with the teachers; and review End of the Year Benchmark Assessments and district quarterly AIMS assessments.	5/31/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students will achieve proficiency on the FSA.

G2.B2 There is a lack of funds for additional staff and resource materials.

G2.B2.S1 Establish one day per month for staff development using early release time for students.

PD Opportunity 1

We will continue to provide opportunities for teachers to participate in staff development training on how to effectively use the reading textbook, the district pacing guide and the Florida English Language Arts and Literacy Standards for classroom instruction on a monthly basis during early release time.

Facilitator

Principal/Administrator,

Participants

All K-3 teachers

Schedule

Monthly, from 8/8/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	The students will be required to attend the after school tutoring and Saturday School if their test scores show that they are not developing an understanding of the mathematical concepts being taught.				\$27,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0958 - Genesis Preparatory School	Title I, Part A		\$27,800.00
			<i>Notes: Afterschool Tutoring Teachers Teacher Tutor</i>			
2	G2.B2.S1.A1	We will continue to provide opportunities for teachers to participate in staff development training on how to effectively use the reading textbook, the district pacing guide and the Florida English Language Arts and Literacy Standards for classroom instruction on a monthly basis during early release time.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	0958 - Genesis Preparatory School	Title I, Part A		\$0.00
			<i>Notes: Title 1 Teacher tutor</i>			
					Total:	\$27,800.00