Genesis Preparatory School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	97%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	A	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 10/17/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Genesis Preparatory School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 456464.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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

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 ll - 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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 2017-2018 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.

A major initiative of the LLT for the 2017-2018 school year is to continue to align our reading and math curriculum materials with the Florida Standards. We are in the process of reviewing other curriculum materials that the State of Florida has on the adaption list that may better meet the needs of our students.

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 such as the Ready Florida Curriculum Materials and the Achieve 3000 reading computer program.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 42 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 Tutoring Program and Saturday School.

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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 provided by the Title 1 Program 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

🔍 G095803

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 8/14/2017 to 5/31/2018

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

🔍 G095804

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers are unable to address effectively the various comprehension levels of the students in a timely matter because of the design of the district's reading pacing guide timeline.

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 skills.

- 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 8/14/2017 to 5/31/2018

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

🔑 G095803

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

🔑 B257902

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

🔑 S272959

Strategy Rationale

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

Action Step 1 5

The students will be required to attend the mandatory Afterschool Tutoring Program 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 8/14/2017 to 5/31/2018

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 8/14/2017 to 5/31/2018

Evidence of Completion

The Principal/Administrator will review on a weekly 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 3 times per year.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

The Principal/Administrator will review and compare the results of all math assessments in order to ensure the effectiveness of the mandatory Afterschool Tutoring Program 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`

🔧 G095804

G2.B1 Teachers are unable to address effectively the various comprehension levels of the students in a timely matter because of the design of the district's reading pacing guide timeline. `2`

🔧 B257904

G2.B1.S1 Mandatory Afterschool tutoring and Saturday School will be offered in order to address reading comprehension deficits that students may have. `4`

🔧 S272960

Strategy Rationale

With the additional instructional time and individualized assistance, the reading comprehension needs of the students can be better addressed.

Action Step 1 `5`

The students will be required to attend the mandatory Afterschool Tutoring Program and Saturday School, if their test scores show that they are not reading and comprehending the grade-level materials.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student assessment results showing mastery of the tested grade-level reading materials will be evidence of progress toward meeting this goal.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

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

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data from mini-assessments, benchmark assessments, and teacher-made assessments will be collected weekly and analyzed. District quarterly AIMS Assessment data will be collected and analyzed also.

Person Responsible

Charmaine Henry

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

The Principal/Administrator will review and compare all reading data results 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
2018					
G1.MA1 🔍 M392585	Mathematics lesson plans will be monitored on a weekly basis by the Principal/Administrator to...	Henry, Charmaine	8/14/2017	Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting our goal.	5/31/2018 weekly
G2.MA1 🔍 M392590	Reading lesson plans will be monitored on a weekly basis by the Principal/ Administrator to check...	Henry, Charmaine	8/14/2017	Student assessment results showing mastery of tested benchmarks will be evidence of progress toward meeting our goal.	5/31/2018 weekly
G1.B2.S1.MA1 🔍 M392583	Data from mini-assessments will be collected weekly. Data from the Mathematics Benchmark...	Henry, Charmaine	8/14/2017	The Principal/Administrator will review and compare the results of all math assessments in order to ensure the effectiveness of the mandatory Afterschool Tutoring Program and Saturday School.	5/31/2018 weekly
G1.B2.S1.MA1 🔍 M392584	The Principal/Administrator will conduct weekly Classroom Walk-throughs; conference with teachers...	Henry, Charmaine	8/14/2017	The Principal/Administrator will review on a weekly basis the results of all assessments given during that time period to ensure fidelity of the progress monitoring.	5/31/2018 weekly
G1.B2.S1.A1 🔍 A366290	The students will be required to attend the mandatory Afterschool Tutoring Program and Saturday...	Henry, Charmaine	8/14/2017	Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting this goal.	5/31/2018 weekly
G2.B1.S1.MA1 🔍 M392586	Data from mini-assessments, benchmark assessments, and teacher-made assessments will be collected...	Henry, Charmaine	8/14/2017	The Principal/Administrator will review and compare all reading data results in order to ensure the effectiveness of the strategies being used.	5/31/2018 weekly
G2.B1.S1.MA1 🔍 M392587	The Principal/Administrator will conduct weekly Classroom Walk-Throughs; conference with teachers...	Henry, Charmaine	8/14/2017	The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure the fidelity of the progress monitoring.	5/31/2018 weekly
G2.B1.S1.A1 🔍 A366291	The students will be required to attend the mandatory Afterschool Tutoring Program and Saturday...	Henry, Charmaine	8/14/2017	Student assessment results showing mastery of the tested grade-level reading materials will be evidence of progress toward meeting this goal.	5/31/2018 weekly

V. Professional Development Opportunities

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

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 mandatory Afterschool Tutoring Program and Saturday School, if their test scores show that they are not developing an understanding of the mathematical concepts being taught.				$38,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0958 - Genesis Preparatory School	Title I, Part A		$38,000.00
			Notes: Afterschool Tutoring Teachers Teacher Tutor			
2	G2.B1.S1.A1	The students will be required to attend the mandatory Afterschool Tutoring Program and Saturday School, if their test scores show that they are not reading and comprehending the grade-level materials.				$0.00
					Total:	$38,000.00