

Achua County Public Schools

Genesis Preparatory School



2019-20 Schoolwide Improvement Plan

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Genesis Preparatory School

207 NW 23RD AVE, Gainesville, FL 32609

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

Demographics

Principal: Charmaine Henry

Start Date for this Principal: 8/1/2010

2019-20 Status (per MSID File)	Closed: 2020-07-31
School Type and Grades Served (per MSID File)	Elementary School KG-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: A (67%) 2017-18: A (79%) 2016-17: A (80%) 2015-16: F (27%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	F

School Board Approval

N/A

SIP Authority

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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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Henry, Charmaine	Principal	Plans, administer, manage and directs activities and functions at the school. Interview candidates and make recommendations to fill positions. Assign, train, supervise, and evaluate school staff. Develop and implement the curriculum. Design appropriate instructional activities. Enforce all standing policies and procedures at the school. Establish and maintain discipline in the educational setting. Make personal contacts relative to school operation with students, parents, volunteers, and other entities. Handle and make important decisions regarding problems and critical incidents relating to the school. Prepare administrative and budgetary reports; serve as the liaison to SBAC. Assume responsibility for the safety and security of all students participating in the programs of the school. Provide leadership in the assessment and evaluation of students. Implement the state system of school improvement and accountability. Adhering to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	16	20	17	12	0	0	0	0	0	0	0	0	0	65
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	2	0	0	0	0	0	0	0	0	0	2

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	3	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

4

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

Prior Year - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	59%	57%	73%	59%	55%
ELA Learning Gains	0%	57%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	48%	52%
Math Achievement	67%	60%	63%	87%	63%	61%
Math Learning Gains	0%	61%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	49%	51%	0%	50%	51%
Science Achievement	0%	57%	53%	0%	55%	51%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	K	1	2	3	
Number of students enrolled	16 (0)	20 (0)	17 (0)	12 (0)	65 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	2 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	57%	10%	58%	9%
	2018	64%	56%	8%	57%	7%
Same Grade Comparison		3%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	58%	9%	62%	5%
	2018	93%	60%	33%	62%	31%
Same Grade Comparison		-26%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	73			73							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	62			92							
FRL	58			92							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	75			83							
FRL	69			85							

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	134
Total Components for the Federal Index	2
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

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

Analysis

Data Reflection

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

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

The data component that showed the lowest performance was math. During the 2017-2018 school year, 93% of the 3rd graders scored a level 3 or higher. During the 2018-2019 school year, 67% of the 3rd graders scored a level 3 or higher. A contributing factor to last year's performance was the inconsistent attendance of the 3rd-grade students during the tutoring sessions held at the school on a daily basis from October 2018 through March 2019.

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

The data component that showed the greatest decline from the prior year was math. The major factor that contributed to this decline was parents not being consistent in allowing their student to remain in the tutoring program during the allotted time. Students did not receive the maximum help available because they left early or did not attend the program as scheduled.

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

All data components were above the state average.

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

The data component that showed the most improvement was the ELA. The new actions the school took in this area was to obtain more practice materials and concentrate more on the skill areas the students scored the lowest in.

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

Reflecting on the EWS data, one area of potential concern is the number of 3rd-grade students being retained because of their low score on the ELA section of the FSA.

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

1. Increase the number of students scoring a level 3 or higher in mathematics on the FSA.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics
Rationale	Based on the data, our 2018-2019 3rd grade FSA mathematics scores decreased by 23% from the 2017-2018 3rd grade FSA mathematics scores.
State the measurable outcome the school plans to achieve	The measurable outcome the school plans to achieve during the 2019-2020 school year is for the 3rd-grade students to increase their FSA math score by 2% over the 2018-2019 FSA math scores.
Person responsible for monitoring outcome	Charmaine Henry (henrycharmaine@hotmail.com)
Evidence-based Strategy	All teachers (K-3) will put into effect workable mathematics skills and concepts that are aligned with the Florida Standards which will include the development of number sense, addition, subtraction, multiplication, division facts, and problem-solving in order to assure that all third-grade students will achieve proficiency on the Florida Standards Assessment.
Rationale for Evidence-based Strategy	With the emphasis placed on the development of skills in the areas of number sense, addition, subtraction, multiplication, and division facts along with problem-solving in our K-3 math classes, an increase in the number of third-graders achieving proficiency on the Florida Standards Assessment should be evident.
Action Step	
Description	<ol style="list-style-type: none"> 1. All third-graders will be required to attend the daily Afterschool Tutoring Program for additional help in math and reading, and the Saturday School Program, if necessary. 2. Based on math benchmark assessments, teacher-made tests and district AIMS Assessments, students scoring in the lowest quartile in grades K-3 will receive additional assistance in small groups with the classroom paraprofessional. 3. The computer-based program IXL will be used by students K-3 for additional math and reading practice in the classroom as well as at home. 5. The Principal/Administrator and teachers will review on a weekly and monthly basis the results of all assessments given during that time period to ensure the fidelity of the progress monitoring.
Person Responsible	Charmaine Henry (henrycharmaine@hotmail.com)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school plans to build a positive relationship with parents, families, and other community stakeholders in order to fulfill its mission and support the needs of the students by:(1) convening an annual meeting to inform the parents of the school's participation in the Title 1 program; (2) provide parent involvement activities, workshops during flexible times with provisions for transportation and childcare services when necessary; (3) involve the parents in the planning, review, and improvement of the school's Title 1 Progam; (4) work closely with the Head Start Program, The Family Resource Center and other community based childcare programs in integrating parent involvement programs; (5) work closely with business and community based organizations, encouraging partnerships in order to provide our parents with assistance in helping their child be successful in school and beyond.

PFEP Link

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

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

The school ensures the social-emotional needs of all of our students are being met by participating in the School Board of Alachua County's Mental Health Assistance Plan which provides our students with the professional health care services they may need at school.

The school also provides social skills development through morning meetings and character-building activities on a daily basis.

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 closely with community-based Pre-School Directors in preparing the parents/students for the transition to Kindergarten.

The parents of incoming Kindergarten students are given information packets provided by the school 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.

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 (AIMS), 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.

Title 1 Funds are used to pay the salary of two part-time intervention paraprofessionals. The paraprofessionals are highly qualified and work with small groups of students in the classroom identified as at-risk in Kindergarten through 3rd grade five (5) days per week under the supervision of a state-certified teacher.

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

Title 11 - Whenever funds are available, they are used to provide staff development.

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

Supplemental Academic Instruction (SAI) - Training is provided for the 3rd-grade teacher only.

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

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

The school works closely with community organizations in order to inform our parents of any college and career programs available to them.

The school is in the process of organizing a college and career readiness week which will include a career day involving parents and community members.

Every year we have a firefighter come to the school, discuss fire safety and the equipment that is used when fighting a fire.

Part V: Budget

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

1	III.A.	Areas of Focus: Mathematics				\$35,991.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0958 - Genesis Preparatory School	Title, I Part A		\$9,000.00
			<i>Notes: The teachers that work with the third-grade students in the daily Afterschool Program and the Saturday School Program will be paid out of Title 1, Part A Funds.</i>			
			0958 - Genesis Preparatory School	Title, I Part A		\$25,291.00
			<i>Notes: Paraprofessionals will work with students in the lowest quartile in math and/or reading.</i>			
			0958 - Genesis Preparatory School	Title, I Part A		\$1,700.00
			<i>Notes: The IXL computer-based program will be used by the K-3 students for additional practice in math and reading.</i>			
					Total:	\$35,991.00