

# 2008 – 2009 SCHOOL IMPROVEMENT PLAN

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School Name: Genesis Preparatory School of Gainesville, Inc.  
District Name: Alachua  
Principal: Charmaine B. Henry, M.Ed  
SAC Chair:  
Superintendent:  
Date of School Board Approval:

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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

## SCHOOL PROFILE/DEMOGRAPHICS

The 2008-2009 school year will be the 9<sup>th</sup> year that Genesis Preparatory School of Gainesville, Inc. has been in operation as a public elementary charter school. The school is located in northwest Gainesville in a 10,000 square foot building. Approximately, 6,000 square feet is utilized for the school. The school currently serves students in grades K-3. We have a staff of four (4) highly qualified teachers and two (2) highly qualified paraprofessionals.

The NCLB School Public Accountability Report (SPAR) indicated that 85.7% of the students attending Genesis in the 2007-2008 school year were economically disadvantaged, which is higher than the district and state averages. Ten percent (10%) of the students were identified as disabled, which is below the district and state averages. Ninety percent (90%) of the students are black which is higher than the district and state averages and 2.9% are white and/or Hispanic which is lower than the district and state averages.

FCAT test data indicated that 41% of the 3<sup>rd</sup> grade students scored level 3 or above in reading which is below the district and state averages. Forty-seven percent (47%) of the 3<sup>rd</sup> grade students scored at level 3 or above in math, which is below the district and state averages.

## STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

*Highly Qualified Administrators*

Note: Required for Title I

List your school's highly qualified administrators and briefly describe their credentials and their experience with increasing student academic achievement.

Charmaine B. Henry, Administrator

BA – Elementary Education (1-6) M.Ed – Special Education (K-12) Gifted Endorsement (K-6)

3 1/2 years – Classroom Teacher, juvenile delinquents, ages 10-18

18 years – 4<sup>th</sup> grade teacher, self-contained classroom

1 year – Reading and Math Resource Teacher, grades 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup>

1 year – 2<sup>nd</sup> grade teacher, self-contained

2 years – Title 1 Resource Teacher, grades K-4

1 year – Kindergarten Teacher, At-Risk students, self-contained classroom

8 years – Administrator/Principal

As an instructional leader, Mrs. Henry meets with the teachers regularly to monitor student progress/achievement, to plan school-wide activities, and professional staff development activities. The school added its first 3<sup>rd</sup> grade class during the 2003-2004 school year. Since the addition of the first 3<sup>rd</sup> grade class, the school has met the Adequate Yearly Progress requirements for the NCLB law for 4 years. The school does not qualify for a school grade.

*Recruitment/Retention of Highly Qualified Teachers*

Note: Required for Title I

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas and schools.

High quality, highly qualified teachers in high-need academic areas who have a track record of improving the academic performance of the low-performing students will be offered a salary enhancement if the funds are available.

*Staff List*

Please attach a copy of the Staff List in MS Word .doc format only! [Name, Area(s) of Certification, Endorsement(s), Teaching Assignment(s), Type of Certificate, Number of years teaching] (Word document template provided below)

Staff List

School Name:

District:

Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of years teaching
Charmaine B. Henry	Elementary Education;Mental Retardation	Gifted	Administrator/1 <sup>s</sup> grade teacher	Professional	33
Delores K. Perry	Elementary Education		Kindergarten	Professional	20
Tiesha Perry	Elementary Education		Third Grade	Temporary	1
LaKeidra Young	Elementary Education;Prekindergarten/ Primary Education/Age3-Grade 3;Reading/Gr. K-3		Second Grade	Professional	12

Note: To insert additional rows, click in any cell of the last row of this table. Then on the top menu bar of MS-Word, select the menu item "Table", then expand the item "Insert" and finally select the "Rows Below" option.

**ADDITIONAL REQUIREMENTS**

*Coordination and Integration*

**Note: Required for Title I**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Please include other Title programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.

Genesis only receives Title 1 funds and those funds are used to hire two highly qualified paraprofessionals.

*School Wide Improvement Model*

**Note: Required for Title I**

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Genesis is using FCIM which is an evidence-based and performance driven school-wide improvement model that encompasses the following components:

- Data disaggregation and analysis - The principal and FCIM facilitator have disaggregated the 2007 -2008 FCAT and Stanford 10 data to identify instructional subgroups, along with weak and strong objective areas. The other teachers will be trained on how to disaggregate their individual classrooms testing data.
- Instructional Focus Calendars will be developed for reading and mathematics.
- Instructional Lessons and Assessments will be developed based on identified areas of weakness and delivered by teachers in core academic classes. Some lessons have been developed by coaches and other teachers. Continued development of lessons will occur during the school year. Lessons will be integrated with other subject areas and will be differentiated based on student needs.
- Tutors and Enrichments will be placed in the master schedule. Instruction and activities will be differentiated based on student needs.
- Maintenance Activities will be placed in the focus calendars for continuous review.
- Monitoring - The Administrator will monitor the FCIM process and observe tutorials daily to make sure quality instruction is occurring. Regular benchmark assessments will be given prior to the annual assessment to determine student proficiency and to target weaknesses.

#### *NCLB Public School Choice*

**Note: Required for Title I**

#### *Public School Choice Notice to Parents*

Please attach a copy of the Public School Choice Notice to Parents in MS Word .doc format only!

#### *Notification of SINI Status*

Please attach a copy of the Notification of SINI Status to Parents in MS Word .doc format only!

#### *Pre-School Transition*

**Note: Required for Title I**

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

The district's Head Start and PreK programs assist children and parents with the transition to elementary school. The school offers a summer program for incoming Kindergarten students. Parents are also invited to a Kindergarten Orientation in July. The orientation program provides parents with an overview of the Kindergarten curriculum and expectations.

# MENTORING AND EXTENDED LEARNING OPPORTUNITIES

## *Teacher Mentoring*

**Note: Required for Title I**

Describe your school's Teacher Mentoring Program.

Beginning teachers participate in the Alachua County Teacher Induction Program. In addition to the monthly seminars, each beginning teacher is provided a school-based mentor teacher.

Veteran teachers and National Board certified teachers serve as mentors in many capacities: team leaders, practicum students, and interns.

## *Teacher Mentoring List*

Please attach a copy of the Teacher Mentor List in MS Word .doc format only! [Mentor Name, Proven Student Achievement, Mentee Assigned, Planned Mentoring Activities] (Word document template provided below)

Teacher Mentoring List

School Name:

District:

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities

Note: To insert additional rows, click in any cell of the last row of this table. Then on the top menu bar of MS-Word, select the menu item "Table", then expand the item "Insert" and finally select the "Rows Below" option.

## *Extended Learning Opportunities*

**Note: Required for Title I**

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

The Afterschool Program at Genesis provides a supervised time every afternoon for students to receive additional help with homework and/or individual tutoring.

Third grade students identified as needing additional reading and/or math support are given the opportunity to attend the Extended School Year Program (ESY) to receive extensive remediation. Students entering Kindergarten are provided the opportunity to attend a summer transitional program, when funds are available.

## GOALS

### Goal: Reading

**\*Note: Required for Title I**

*Needs Assessment:*

Did all student subgroups meet AYP targets?

Did 50% or more of lower 25% make learning gains?

Did 50% or more make learning gains?

Did the percent proficient increase?

The 2007-2008 FCAT data indicated that fifty-three percent (53%) of the third grade students scored below the proficiency level on the reading portion. Based on this data, we need to focus additional resources and instruction to decrease the number of students scoring a level 1 and level 2 by ten-percent (10%) by next year.

*Objective:*

65% of the students in each major demographic group will score at or above proficiency levels on the reading portion of the FCAT.

*Strategies:*

All students will participate in a 90-minute reading block daily using the scientifically research based comprehension core reading program, MacMillan/McGraw-Hill Treasures, for whole group instruction and leveled instruction in small groups.

All students will be assessed and provided instruction in the five areas of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension. An AIP will be prepared for students having difficulty mastering reading skills. Supplemental and intervention materials will be used with these students to improve their skills.

Alternative instructional strategies, grouping techniques and materials will be utilized to provide reading instruction for students in each major demographic group who score in the lowest quartile in reading.

Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide additional assistance to students when direct instruction is not taking place.

Technology will be integrated with reading instruction so that students receive additional instruction in the area of fluency utilizing the Read Naturally Program. In-school time will also be provided for the use of the FCAT explorer program.

Teachers will use a variety of fiction and non-fiction literature in Science and Social Studies in order to provide additional reading instruction in those content areas.

Students identified as needing remedial reading instruction will participate in an extended school year program, when funds are available.

Pre-K students will participate in a summer program that will help them make the transition to Kindergarten, when funds are available. Curriculum portfolios are maintained for each student and are passed along from one year to the next. These curriculum portfolios provide a record of student progress from one year to the next. The curriculum portfolios provide vertical teams with information needed to better align reading instruction from one grade to the next.

**Evaluation:**

A variety of diagnostic materials including DIBELS, MacMillan/McGraw-Hill Treasures reading assessments, Read Naturally, and Great Leaps will be used to assess and monitor student progress. The administrator and teachers will collaborate in order to make decisions based on assessment results.

The administrator and teachers will also meet regularly to monitor student progress and assess data to ensure that all students are receiving appropriate instruction designed to meet their individual needs.

**Evidence-based Program(s):**

DIBELS  
 MacMillan/McGraw-Hill Treasures Reading Series  
 Read Naturally  
 Great Leaps  
 Diagnostic Assessments of Reading (DAR)  
 Kagan's Structures for Cooperative Learning

**Professional Development Aligned with this Objective:**

Kagan Stragies Workshop  
 Instructional/Engagement Paraprofessional Training

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MacMillan/McGraw-Hill Treasures reading Series	FTE	\$6000.00
		Total:\$6000.00
Technology		
Description of Resources	Funding Source	Available Amount
Additional computers for Read Naturally class centers	FTE	\$0.00

Total:0.00		
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Kagan Strategies; Elementary Reading Workshops	Title 1	\$0.00
Total:0.00		
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Afterschool tutoring; additional support staff to reduce pupil/teacher ratio during direct instruction and/or tutoring; Summer School for incoming Kindergarten students; Additional support for Level 1 third grade students; Science and Social Studies content reading materials	Title 1 Funds	\$37309.00
Total:\$37309.00		
<b>Final Total:\$43309.00</b>		

*Non-Highly Qualified Instructors:*

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

Non-applicable

**End of Reading Goal**

**Goal: Mathematics**

**\*Note: Required for Title I**

*Needs Assessment:*

Did all student subgroups meet AYP targets?

Did 50% or more of lower 25% make learning gains?

Did 50% or more make learning gains?

Did the percent proficient increase?

The 2007-2008 FCAT data indicated that fifty-nine percent (59%) of the 3<sup>rd</sup> grade

students scored below the proficiency level in math. Based on this data, we need to focus additional resources and instruction to decrease the number of students scoring Level 1 and Level 2 by ten-percent (10%) next year.

*Objective:*

68% of the students in each major demographic group will score at or above proficiency levels on the math portion of the FCAT.

*Strategies:*

All students will be provided a minimum of 60 minutes of daily math instruction at all grade levels utilizing the Harcourt Math program.

Basal instruction will be supplemented with other materials such as Every Day Count Calendar Math, Sunshine Math, Mad Minute, Problem of the Day, and Daily Oral Math.

Math and science instruction will be integrated through the use of GEMS (Great Explorations of Math and Science) activities and AIMS (Activities Integrating Math and Science) activities.

The use of math manipulatives during math instruction will be emphasized in order to increase comprehension of problem solving problems.

Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide additional assistance to students when direct instruction is not taking place.

Technology will be integrated with math instruction so that students will receive additional instruction in skills specified in the Sunshine State Standards and Grade Level Expectations.

*Evaluation:*

Ongoing – Classroom assessments as needed based on instruction and student skills.  
Harcourt Math assessment materials

Instructional decisions will be based on teacher observations and assessment results.  
All teachers and the administrator will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet their individual needs.

*Evidence-based Program(s):*

Harcourt Basal Mathematics Program  
Every Day Counts Calendar Math

*Professional Development Aligned with this Objective:*

Teachers will participate in the following professional development activities: develop and discuss curriculum strategies and best practices; analyze student work and test data and apply knowledge gained to make placement decisions.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Series Every day Counts Calendar Math	FTE Title 1	\$0.00 \$800.00
		Total:\$800.00

Technology		
Description of Resources	Funding Source	Available Amount
Math software	FTE	\$0.00
		Total:0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
GEMS Training, AIMS Workshop; Technology Conference	FTE	\$0.00
		Total:0.00

Other		
Description of Resources	Funding Source	Available Amount
Afterschool tutoring; additional support staff to reduce pupil/teacher ratio during direct instruction Kagan	FTE	\$0.00
		Total:\$800.00

**Final Total:**

**Non-Highly Qualified Instructors:**

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

Non-applicable

[End of Mathematics Goal](#)

**Goal: Writing**

**\*Note: Required for Title I**

*Needs Assessment:*

Did the percent proficient increase?

Based on classroom assessments, 75% of the students meet or exceed the states writing benchmarks. Twenty-five percent (25%) of the students are in need of addition instruction.

*Objective:*

Eighty-five percent (85%) of the students grades K-3 will achieve writing proficiency levels based on school-wide writing rubrics.

*Strategies:*

Schedule a daily 45-minute writing block.  
Emphasize writing process with specific focus on planning, drafting, revising, sharing, publishing in order to improve competency in writing.  
Incorporate expository writing instruction into content areas.

*Evaluation:*

Classroom teachers will holistically score students writing prompts a minimum of two times per year.  
A writing portfolio will be kept for each student with a minimum of three scored prompts per year to track student progress.

*Evidence-based Program(s):*

Just Write All Year Long Program

*Professional Development Aligned with this Objective:*

Training for teachers in holistic scoring of student writing.  
Training for teachers on how to create writing rubrics.

*Budget:*

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Just Write All Year	Title 1	0.00

			Total:0.00
<b>Technology</b>			
Description of Resources	Funding Source	Available Amount	
			Total:0.00
<b>Professional Development</b>			
Description of Resources	Funding Source	Available Amount	
			Total:0.00
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
			Total:0.00

**End of Writing Goal**

**Goal: Science**

**\*Note: Required for Title I**

**Needs Assessment:**

Based on teacher observations and evaluations, 75% of the students meet or exceed the states science benchmarks. Twenty-five percent (25%) of the students are in need of additional instruction.

**Objective:**

Eighty-five percent (85%) of the students grades K-3 will meet or exceed the states science benchmarks based on classroom assessments.

**Strategies:**

Teach science in accordance with the grade level Expectations/Benchmarks/Sunshine State Standards and document on the Instructional Validity forms.  
Integrate reading, writing, and math concepts with science units.

**Evaluation:**

Teachers will use a variety of assessment tools including Harcourt basal science tests, teacher observations, student demonstrations, and individual and group projects.

**Evidence-based Program(s):**

Harcourt Science Program  
Kagan Structures for Cooperative Learning

**Professional Development Aligned with this Objective:**

Kagan Strategies Workshop

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Harcourt Science	FTE	0.00	
Kagan Structures for Cooperative Learning	Title 1	0.00	
			Total:0.00
Technology			
Description of Resources	Funding Source	Available Amount	
			Total:0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Kagan Strategies Workshop	Title 1	0.00	
			Total:0.00
Other			
Description of	Funding Source	Available	

			Total:0.00

*Non-Highly Qualified Instructors:*

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

Non-applicable

**End of Science Goal**

**Goal: Parent Involvement**

**\*Note: Required for Title I**

*Needs Assessment:*

The 2007 - 2008 parent survey was returned by 75% of the students. The parents were asked to respond to 24 questions. Within the survey the statement, "The Administrator has explained the Title 1 program to me", was responded to with 57% agreeing, 5% disagreeing, and 14% with no opinion. The data shows that there is a need to increase the percentage of parents who are getting the Title 1 information.

*Objective:*

100% of parents/families will participate in at least one classroom activity, conference, parent involvement workshop, or school sponsored event during the 2008 - 2009 school year.  
10% increase in attendance for each parent workshop/activity.

*Strategies:*

An Annual Title 1 meeting will be held to inform parents of the school's participation in the Title 1, Part A programs, explain the Title 1, Part A requirements, and the rights of the parents to be involved in the Title 1, Part A programs.

Copies of the Title 1 Plan will be made available for parents to give their feedback prior to the implementation of the plan.

Copies of the Parent Handbook, School-Parent Compact, Parents Rights Booklet, Student Handbook, and Student Code of Conduct will be given to parents at the beginning of the school year.

The school will utilize a variety of methods for frequent reporting of student progress including but not limited to daily communication logs, individual academic assessment results, progress reports, report cards, scheduled conferences, and informal contracts.

The school will provide information to parents in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent possible, in a language that they can understand.

Teachers and parents of students with Academic Improvement Plans will meet at least three times each year to jointly develop and/or update the plan.

The school will provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the Title 1 Final regulations (67 Frd. Reg.71710, December 2, 2002).

***Evaluation:***

Data from the 2008 – 2009 parent survey and documentation from agendas, weekly communication logs, report cards, conference forms, sign-in sheets, and parent workshops will be used to assess parental involvement

***Evidence-based Program(s):***

CompassLearning Parent Involvement Program  
The Florida Department of Education website

***Professional Development Aligned with this Objective:***

The following training opportunities will be provided: strategies for increasing parental involvement, NCLB parent involvement requirements and strategies for parents, Title 1 support materials.

***Budget:***

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Compasslearning Parent Involvement Materials, Bowdoin Method	FTE/Title 1	0.00
		Total:0.00
Technology		
Description of Resources	Funding Source	Available Amount
		0.00

			Total:0.00
<b>Professional Development</b>			
Description of Resources	Funding Source	Available Amount	
Parent Involvement Workshops/Activities	Title 1	\$600.00	
			Total:\$600.00
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
Parent/Student Handbooks, Curriculum Guides, workshop materials	FTE	\$100.00	
			Total:\$100.00
			<b>Final Total:\$700.00</b>

[End of Parent Involvement Goal](#)

**Goal: Return on Investment**

**Note:** Please contact your district finance office for assistance with this goal.

**Note:** Required for Title I

*Needs Assessment:*

No ROI Values  
 Have fewer than 30 students tested school-wide.

[End of Return on Investment Goal](#)

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

*Measures Being Taken to Comply with SAC Requirement*

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*SAC Membership Roster*  
List of Members

<b>Member Name</b>	<b>Position</b>
Charmaine B. Henry	President
Jeanne Davis	Vice President/Secretary
Ida Moore	Asst. Secretary
Teresa Osoba	Treasurer
Eunice Davis	Member

*SAC Involvement*

Describe the activities of the School Advisory Council.

The SAC at Genesis Preparatory School is the sole body responsible for final decision-making at the school. In July/August 2008, activities included recruitment of a new SAC member, and election of SAC officers. The 2007-2008 SIP was approved by the council and will be submitted to the SBAC for its approval. The SIP is continuously monitored throughout the year. The SAC reviews the SIP regularly and makes necessary adjustments.

**FINAL BUDGET** (Insert Rows as Needed)

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	MacMillan/McGraw-Hill Treasures Reading Series	FTE	\$6000.00
			Total:\$6000.00
Technology			

Goal	Description of Resources	Funding Source	Available Amount
			0.00
			Total:0.00
<b>Professional Development</b>			
Goal	Description of Resources	Funding Source	Available Amount
			0.00
			Total:0.00
<b>Other</b>			
Goal	Description of Resources	Funding Source	Available Amount
			Total:0.00
			<b>Final Total:\$6000.00</b>

## **IMPLEMENTATION EVALUATION**

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

The School Improvement Plan will be reviewed by the administrator, SAC, and the district staff regularly and at the end of the year. The review will focus on the progress made to accomplish each goal by reviewing the strategies and various data results. Each core area will be evaluated to see if they are on schedule to accomplish their goals. If there is a core area that is not making satisfactory progress, that area will be looked at by the administrator and the SAC. Recommendations will be made to help that core area get back on track or revise its strategies.