

**Missouri Charter Public School Commission**  
**GENESIS SCHOOL INC. Performance Contract**

The Missouri Charter Public School Commission (Commission) and GENESIS SCHOOL INC. (GSI) enter into the following Performance Contract. This Performance Contract together with the attached exhibits, shall be considered the Charter for GSI for the school years beginning July 1, 2022 and ending June 30, 2025.

**Basis for Contract**

Pursuant to RSMo 160.400, the Commission became GSI’s sponsor immediately after the State Board of Education (SBOE) removed the authority of GSI’s previous sponsor to oversee GSI.

GSI provided all of the materials required by DESE Rule and the Commission’s Transfer Policy. At the time of transfer, the Commission analyzed a comprehensive body of evidence regarding GSI’ academic performance, organizational and fiscal viability, and its legal compliance. Based on this analysis, the Commission designated GSI as “does not meet expectations.”

Because the Commission designated GSI as “does not meet” expectations, GSI submitted an intervention plan. That plan was accepted by the Commission and is attached as an exhibit to this Performance Contract.

The Commission and GSI agree that this Performance Contract replaces the prior contract between GSI and GSI’s prior sponsor.

**Governance**

GSI’s governing board is responsible for ensuring compliance with this Performance Contract, including compliance with GSI’s bylaws, Commission policies, and sections 160.400 to 160.425 and 167.349, RSMo., and any other applicable state and federal laws or regulations. This includes but is not limited to criminal history reviews for employees and contractors, teacher certification, student health and welfare—including reporting of child abuse—and nondiscrimination in the school’s operations.

**Performance Monitoring**

The Commission will annually evaluate GSI based on the academic, learning, environment, fiscal, governance, and operational performance indicators specified in the Commission’s Performance Framework and Commission policies. Those indicators include, but are not limited to the performance measures submitted as part of the renewal application (attached as Exhibit 3) and learning standards established by DESE. GSI will submit required data through Epicenter.

The Performance Framework and policies governing oversight of Commission-sponsored schools may change from time to time. The Commission shall provide GSI no less than sixty (60) days notice prior to implementing changes to these policies, and the opportunity to

provide input which the Commission may or may not incorporate into its policies.

The Commission will conduct site reviews every year (using the Site Visit Protocol, attached as Exhibit 5) and, in the year prior to renewal, analyze GSI's performance using the quality criteria and indicators of the School Quality Review Protocol (attached as Exhibit 6). Nothing prohibits MCPSC from conducting additional site visits or school quality reviews.

As part of its monitoring, the Commission will follow a progressive system of notification and calls for corrective action on the part of GSI. Provided that the Commission has followed the progressive notification system and GSI has been afforded the opportunity to address any breaches or failures, the Commission may decide not to renew or revoke this charter if GSI breaches this Performance Contract, fails to meet performance measures GSI outlined in its renewal application, or fails to adhere to mandated corrective actions. Corrective actions will be required if graduation rates at GSI fall below 75% (for charter schools with a high school), the school's annual performance results are—in three of the last four years—below the resident district's, and the school is identified as persistently lowest achieving.

### **Procedures in the Event of Closure**

Should the Commission decide to revoke the charter, the Commission and GSI will follow the Commission's Closure Guide, including provisions required pursuant to Section 16 of 160.400, RSMo relative to the following:

- (1) Orderly transition of student records to new schools and archival of student records;
- (2) Archival of business operation and transfer or repository of personnel records;
- (3) Submission of final financial reports;
- (4) Resolution of any remaining financial obligations;
- (5) Disposition of the charter school's assets upon closure (including return of unobligated assets to the department of elementary and secondary education for their disposition); and
- (6) A notification plan to inform parents or guardians of students, the local school district, the retirement system in which the charter school's employees participate, and the state board of education within thirty days of the decision to close.

If not already established, the school's governing board must establish a reserve of \$75,000 in an escrow account or attorney trust account to be used for legal, accounting, and other expenses in case of the school's closure. This account must be funded within sixty (60) days of the date of execution of this contract.

### **Implementation**

Any notices pursuant to this Performance Contract shall be communicated in writing using the addresses below the signatures of the parties. This Performance Contract may be executed by original or electronic signatures.

This Performance Contract shall be governed by and construed in accordance with the laws of the State of Missouri and all applicable federal laws of the United States.

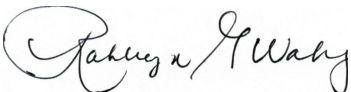
Material amendments to this Performance Contract must be approved by both parties to be effective. Material amendments include, but are not limited to the following:

- Purchase or lease of a new facility or a change in the school's location,
- Change in the school's mission statement, or
- A change from the application to the grade tier served (e.g., middle, elementary, or high school).

For the term of this contract, GSI may enroll 200 students in grades K-8, per school year. Any increase of more than ten percent (10%) of the total enrollment must be approved in writing by the Commission.


The parties will confer in good faith to resolve any disputes regarding this Contract. If the parties' own efforts fail to resolve the issue, the parties agree to identify and engage a neutral third-party mediator prior to pursuing any legal remedies.

IN WITNESS WHEREOF, the Parties have made and entered into this Performance Contract.

By:  \_\_\_\_\_

Name: Robbyn G. Wahby  
Executive Director  
Missouri Charter Public School Commission

Date: July 1, 2022

By:  \_\_\_\_\_

Name: Kenda Caskey, Board Chair  
Genesis School Inc.

Date: July 1, 2022

## **Exhibits**

1. [MCPSC Performance Framework](#)
2. [MCPSC Intervention Process and Policy](#)
3. GSI Renewal Application
4. GSI Charter Application
5. [Site Visit Protocol](#)
6. [School Quality Review Protocol](#)
7. GSI Intervention

## Genesis Performance Contract Goals 2022-25

### Academic Performance

#### Academic Goal # 1: MAP Grade Level Assessments (Growth)

- Genesis Growth NCE will be at least On Track in 2023 and Exceeding in both English Language Arts and Mathematics in the remaining contract years.

ELA	Year	Math
Exceeding	2025	Exceeding
Exceeding	2024	Exceeding
On Track	2023	On Track
Pending	2022	Pending
Exceeding	2021	Exceeding

#### Rationale/Context for Academic Goal #1:

Genesis aspires to lead within the Kansas City public school landscape for student growth. The current context, mission and program design lead toward reflecting high expectations and urgency for accelerated learning above and beyond normal expectations. 2018 and 2019 growth as measured by the MAP test was below expectations the school, the state, and the sponsor resulting in the school being renewed on probation. The school is committed to extending the improved growth reflected on the 2021 MAP for the duration of the current performance contract.

#### Genesis Historical NCE/Growth Descriptors

Descriptor	ELA NCE Score	Year	Math NCE Score	Descriptor
Exceeding	51.7	2021	52.4	Exceeding
Floor	47.8	2019	47.8	Floor
Floor	48.9	2018	48.5	Floor
On Track	50.6	2017	49.3	On Track
Exceeding	51.4	2016	50.9	On Track
On Track	50.1	2015	50.9	On Track
Exceeding	51.6	2014	52	Exceeding

**Academic Goal # 2: MAP Grade Level Assessments (Status)**

- Genesis will meet or exceed the following targets on the Missouri MAP

English Language Arts		Year	Mathematics	
% Below Basic	% Proficient		% Proficient/Adv	% Below Basic
25	30	2025	30	30
27	25	2024	25	40
30	20	2023	20	50
Pending	Pending	2022	Pending	Pending
36.4	10.7	2021*	8.9	67.6

*\*Not used for accountability purposes*

**Rationale/Context for Academic Goal #2:**

Achieving the mission and vision requires students scoring proficient and, at a minimum, moving students from Below Basic to Basic. While some students may enter the school with high academic needs, the school employs additional resources to close the GAP as they move toward 8<sup>th</sup> grade graduation and that will be apparent on the MAP as students move out of Below Basic.

While ambitious, these goals are achievable. Instructional and Curriculum strategies outlined in the Academic Improvement plan align to increased proficiency on the state assessment and increased academic supports target accelerating student movement out of Below Basic.

**Genesis Historic Proficiency and Below Basic Rates**

English Language Arts		Year	Mathematics	
% Below Basic	% Proficient		% Proficient/Adv	% Below Basic
36.4	10.7	2021	8.9	67.6
		2020		
51	9.4	2019	10.7	63.1
52.3	9.3	2018**	10.6	66.2
48.1	21.6	2017	18.2	57.9
47.9	25.3	2016	19.3	50
65.7	17.2	2015**	11.2	59.7
22.4	12.1	2014**	13.9	28.7

*\*Not used for accountability purposes*

*\*\*New Baseline/Test Change*

**Mission/Model Specific Goals:**

**Family and Community Engagement Goal:** Genesis will achieve and sustain an 80% parent satisfaction rate across the targeted areas of Student Learning (partnering), Collaborating with Community and Decision-Making.

**Assessment Tool:** Genesis will use a parent survey informed by Genesis work with a cohort of schools participating in Red Apple EdCo's parent engagement cohort and informed by John's Hopkins University and the National Standards for Parent/Family Involvement. Survey will be administered in the Fall and Spring.

**Rationale/Context for Mission Goal #1:**

Genesis has operated as a community-based provider of academic services for an at-risk population since 1975. We believe a school is inextricably linked to the community it serves: our students' success benefits the community, while the community supports and informs our work. Leveraging community partnerships (rather than replicating services) meets our students' needs and ensures a focus on learning. Now more than ever, strong family engagement is essential to achieve the academic gains our students need. As COVID protocols become less restrictive, we aim to reenergize our family and community engagement efforts. Building on the community partnerships and family relationships that supported families during COVID (93% of all students attending in person during the 2020-2021 school year), our Family and Community Engagement efforts will focus on three specific standards within the National Standards for Parent/Family Involvement framework:

- Student Learning – Schools partnering with parents to assist student learning. (Standard III).
- Collaborating with Community- Community Resources used to strengthen schools, families, and learning. (Standard VI)
- School Decision Making and Advocacy- Parents becoming full partners in the decisions that affect children and families. (Standard V)

Specific annual programming, strategies and interim goals are developed annually by staff and parents, supported by community organizations, informed by research and ongoing work within the educational landscape and approved by the board.

### **Mission/Model Specific Goals:**

**Behavioral Health Goal:** 75% of students receiving individual or group therapy will demonstrate a decrease in the amount of lost instruction time over the course of the year from the student's previous year baseline.

**Assessment Tool:** Student transcripts (new students), Recovery room log, school information system for attendance and discipline referrals. The Counseling department integrates student treatment information with student academic, attendance and behavioral records via Apricot software, funded by KC Local Investment Network.

**Rationale for Goal:** In order to ensure that All students are successful and meet the needs of our school community and student population, Genesis provides a host of services, including a robust counseling program. The Genesis counseling program is unique in the Kansas City region as very few elementary/middle schools have clinically licensed mental health providers embedded within the school. The mental health component is fully funded by local governmental and philanthropic agencies and includes 3 to 4 full-time staff clinicians, as well as a licensed social worker serving as a Family Resource Specialist. The purpose of the program is to eliminate mental health barriers for treatment and increase children's capacity to be successful in a school setting. The core curriculum is based upon the Pillars of Character (caring, citizenship, and being trustworthy) that coincide with the schools' 4R expectations of Respect, Responsibility, Resourcefulness, and Responsiveness. The counseling program provides support services that are family-focused, student-centered, culturally responsive, and trauma-informed. Counseling program staff utilize the following interventions when working with students: Cognitive Behavioral Interventions (CBI), Dialectical Behavior Therapy, and conflict resolution through a partnership with the Center for Conflict Resolution (CCR). Counselors focus on a wide range of topics in individual and group therapy, such as identifying and articulating emotions, coping with trauma, building relationships, anger management, conflict resolution, and impulse control. Ongoing evaluation is a significant activity:

- Every student completes and adverse childhood events (ACEs) trauma survey.
- Every student who participates in individual or group counseling is administered the Self-Report Referral Form, the Piers Harris 3 Scale, and an adverse childhood events (ACEs) trauma survey.
- Every student who participates in a small-group psycho-education session is administered the Piers Harris 3 Scale.
- Counseling referrals are completed by family and staff.
- School incident referrals are completed by teachers, staff or counselors.

Counselors track treatment goals as well as student success indicators like classroom and assessment results, academic performance, academic goals, attendance and behavior incidents and work collaboratively with educators via care teams to ensure student growth and success.



Genesis School



**GENESIS**  
s c h o o l

**Where students  
learn and love to read!**

2022-2023  
School  
Improvement  
Plan

3800 E 44th St.  
Kansas City, MO  
64130

Office: 816-921-0775

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# 2022-23 School Improvement Plan

## Overview

### Purpose:

The School Improvement Plan guides Genesis School comprehensive School improvement efforts for the 2022-23 academic year.

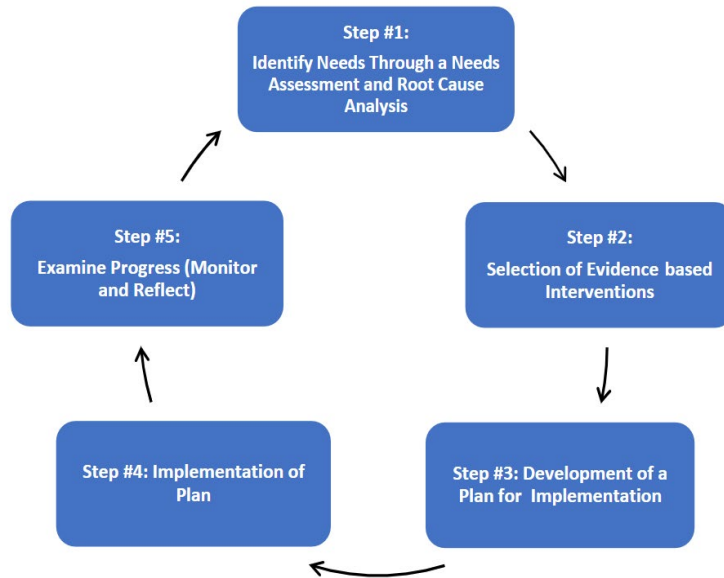
### Context:

**COVID-19:** The plan assumes the capacity to continue to conduct safe operations in the fall, while continuing to mitigate learning loss and applying instructional lessons learned during the pandemic. This plan reflects a decision to continue to operate with decreased enrollment from pre-pandemic levels in early elementary grades and a phased approach to increasing upper-elementary/middle school seats. Data from the 2021-22 school year indicates that students enrolling to open seats at Genesis for grades other than kindergarten are often significantly behind their peers, due in part to ineffective, low or no participation during periods from Spring of 2019 through 2021.

**Ongoing Academic Improvement efforts:** This plan builds on and accelerates ongoing, continuous school improvement efforts designed to increase academic growth and achievement begun during the onset of the pandemic. MAP results released in 2019 demonstrated performance on the Missouri MAP below comparison schools, resulting in the school's probationary status at the time of renewal. While 2021 results indicate progress with a significant increase (30.5 points) in Map Performance Index in English Language Arts due to a decrease in the amount of students scoring below basic, and the designation of **"Exceeding"/Statistically Significant"** growth (due in part to the availability of in-person instruction), we have much work to do in order to continue to maximize learning outcomes for all K-8 students. 2021-22 improvement efforts targeting sustaining improved school culture, safe operations during COVID and an increased focus on student-centered learning have proven successful and support an even larger increased focus on academic improvement. 2021-22 Evaluate benchmark data indicate continued improvement projecting another bump in MAP Performance Index projected for 2022. This plan is also augmented by the work of the Department of Education's Comprehensive School Literacy Development program, which includes participation in the Missouri Reading Initiative, the National Writers Project and Literacy plan development. The work conducted in conjunction with the Department will result in a new comprehensive school literacy plan that will augment and support this plan.

### Process:

This plan was developed using the process identified in the Department of Education's LEA/School Improvement Guide.



### Step 1: Needs Analysis:

Needs analysis was conducted using the SchoolWorks School Quality Review Report, ongoing school staff survey results, 2021 NWEA assessment data, 2021-22 benchmark Evaluate data prepared and analyzed by EdOps, 2021 Missouri MAP results, 2022 teacher mapping and consultations with parents, faculty and community members.

### Step 2: Selection of Evidence based strategies:

The Continuous Improvement Theory of Action identifies 5 pillars as the foundation of school improvement:

**Leadership:** Strong leaders set the vision and influence direction at every level of the organization to create and support a culture of teaching and learning for continuous improvement.

**Collaborative Culture and Climate:** Shared values and common goals are the foundation of a collaborative climate and culture of systematic growth and improvement within an educational system.

**Effective Teaching and Learning:** Effective academic, behavioral and social skill practices, supported by research and meeting the needs of each student, lead to the highest levels of student learning.

**Data-Based Decision Making:** Accurate, relevant measures across multiple points in time provide the basis for informing on progress, setting goals and guiding decisions leading to improved student learning.

**Alignment of Standards, Curriculum and Assessment:** Connection, clarity and coherence must exist between standards, curriculum and assessments in order to provide accurate and actionable information regarding student learning.

Needs analysis highlighted **Alignment of Standards, Curriculum and Assessment** and **Effective Teaching and Learning** as the critical areas to focus improvement efforts, **Data-Based Decision Making** as a strength to sustain and **Leadership** and **Collaborative Culture and Climate** as areas to reinforce.

### Step 3: Developing a Plan for Implementation:

This plan was developed by 2021-22 school board committees and school leadership. It guides preparatory actions necessary to begin implementation at the start of the school year, actions necessary to prepare and support implementation and progress monitoring. The components of the plan have been briefed to staff and will be presented to parents and community members for feedback.

### Step 4: Implementation of the Plan:

Plan implementation is the responsibility of school leadership. The monitoring plan includes updates to the performance committee of the board of education via a data dashboard and the Monthly MAP of actions. Specific benchmarks are identified at the 30, 60 and 90 day marks as directed in the determination letter of the sponsor.

## Pillar: Curriculum and Assessment

### Implementation of Curriculum and Standards

**Needs analysis:** The School Quality Review as well as administrative observation and walk-thru data confirm a disparity across grade level and content areas in rigor and purpose of delivered curriculum in classrooms. The report indicated that learning goals were not always clear or posted and that while some lessons required critical thinking, the students were not pushed to do the necessary thinking and student work did not always match the lesson nor require critical thinking. In the Spring of 2020, the school conducted a curriculum review that identified strengths and weaknesses of our curriculum and supporting curriculum processes, but improvement work has been delayed due to the challenges of implementing increased technology based learning and other requirements brought on by COVID-19 safety.

**SMART Goal:** **By November 1st, 100% of Teachers will be effectively utilizing Genesis curriculum guides and effectively planning lessons and activities.**

**Rationale:** We have a base curriculum resource that is research based, culturally relevant, rigorous, and aligned to standards. We also have a multitude of additional resources available to supplement the base curriculum. We have identified priority standards based on the State of Missouri's 2020 prioritization. Prioritizing the next steps/strategies identified below will accelerate improvement across all classrooms and content areas, particularly impacting students within reach of proficiency.

**Targeted Academic Outcome:** Increase the number of students in Grades 3 through 8 scoring proficient by 10% on 2023 MAP (20% proficiency school wide) in both English Language Arts and Mathematics.

Implementation Strategies:

**Update Core Curriculum guides** across Grade Levels for ELA and Math. All grade Levels include:

- Prioritized Learning Standards
- Scope and Sequence
- Supplemental Resources

**Improve resource implementation** across grade and content levels to use:

- Universal resources across all grade levels
- Deliberation and transparency in Pacing
- Specified components of instruction by grade and content level
- Directions on supplementing the resource to fill gaps and/or scaffold
- Rubric that assesses implementation and lesson planning

**Increase Lesson quality through increased planning support and oversight:**

- Required sections for tracking (Goal, Exemplar, CFU, Time stamps)

- Submission, posting and review/feedback protocols
- Observation with lesson protocols
- Rubric for evaluation

**Form Curriculum committee including teachers that will guide and captures Curriculum work for medium and long term (CI)**

- Establish Protocols for capturing and modifying plans and the building, classroom and teacher level.
- Begins identifying resource gaps and makes resource recommendations
- Begins long term planning to develop a long term curriculum improvement plan.

**Chart progress and prioritize support until universal implementation no later than November 1<sup>st</sup>.**

**Implementation Timeline:**

**30 Days/Period Before Teachers report/By August 1<sup>st</sup>**

**Review and Update Core Curriculum guide across Grade Levels for ELA and Math. All grade Levels include:**

- Prioritized Learning Standards
- Universal Resources
- Scope and Sequence
- Supplemental Resources

**Establish Clear expectations for academic resource implementation across grade and content levels that include:**

- Universal resources across all grade levels
- Strictness and transparency in Pacing
- Necessary components of instruction by grade and content level
- Directions on supplementing the resource to fill gaps and/or scaffold
- Planning Rubric that assesses implementation and lesson planning

**Prepare protocols to standardize expectations for lesson planning/tracking**

- Required sections for tracking (Learning Goal, Exemplar, CFU, Time stamps)
- Models/Exemplars
- Submission, posting and review/feedback protocols
- Protocols for observations with lesson
- Rubric for evaluation



**60 Days/Period Before Students report/By September 1st**

**Conduct Curriculum guide roll out to teachers, identifying and utilizing:**

- Prioritized Learning Standards
- Scope and Sequence
- Core and Supplemental Resources

**Conduct Professional Development on “Utilizing core and supplemental curriculum resources” to ensure teachers are prepared to plan and deliver lessons.**

**Conduct workshop for teachers to “internalize” first academic unit including:**

- Identifying the Priority learning standards, daily learning goals, utilizing/creating mastery exemplars and planning assessments.
- Creating Calendar of learning aligned to the scope and sequence through the 1<sup>st</sup> assessment.

**Establish protocols to standardize expectations for lesson planning/tracking that includes:**

- Required sections for tracking (Goal, Exemplar, CFU, Time stamps)
- Submission, posting and review/feedback protocols
- observation with lesson protocols
- Rubric for evaluation

**90 Days/Period Before First Assessment/By October 1st**

**Assess and Chart/MAP teachers and prioritize support across:**

- Curriculum Implementation
- Unit planning and implementation
- Daily Lesson Planning

**120 days/By November 1st**

**Chart progress and prioritize support until universal implementation.**

**Form Curriculum committee including teachers that will guide and captures Curriculum work for medium and long term:**

- Establish Protocols for capturing and modifying plans and the building, classroom and teacher level.
- Begins identifying resource gaps and makes resource recommendations
- Begins long term planning to develop a long term curriculum improvement plan.

**Enablers:** Curriculum work will be led and supported through the creation of a new position, Curriculum Specialist reporting to the Academic Director. The Curriculum Specialist will be supported through contracted support for curriculum management and oversight and math support as well as access to the Missouri School Literacy grant support. Prioritized standards will continue to be incorporated into the standards-based grading model in Infinite Campus. The school calendar provides time for teacher work and development with 15 days prior to the start of school and 11 days available without students during the school year.

**Funding:** The Curriculum Specialist position is incorporated into the 22-23 budget, as are the funding for the curriculum and math contracted support. Teacher stipends for participating in the curriculum committee are funded through the Teacher Retention Grant and incorporated into the budget. Additional funds are available for quality supplemental resources as needed.

## Pillar: Effective Teaching and Learning

### Timely and Effective Feedback for Students

**Needs analysis:** The School Quality Review as well as administrative observation and walk-thru data confirm that providing frequent, targeted and actionable feedback to students is an area requiring improvement. Teachers are not frequently utilizing strategies to plan for and check for understanding during lessons, modify instruction based on assessment and plan for and adjust instruction to address misconceptions in real time. Furthermore, additional focus is needed to ensure teachers are assessing for mastery, providing specific feedback and adjusting instruction during the lesson, unit and after moving to new material.

**SMART Goal:** **By 1 December, 100% of teachers are effectively providing timely academic feedback throughout the lesson and learning activities utilizing the selected 5 priority strategies.**

**Rationale:** Research indicates that increasing the frequency and effectiveness of feedback dramatically increases learning. Implementation of effective feedback also improves classroom culture and contributes toward urgency. Teachers will see improved learning and culture/management results through implementation. Focusing classrooms and students on learning goals, with clear expectations for mastery and effective feedback supports student-centered learning and results in increased engagement and achievement.

**Targeted Academic Outcome:** Increase the number of students in Grades 3 through 8 scoring proficient by 10% on 2023 MAP (20% proficiency school wide) in both English Language Arts and Mathematics.

#### Implementation Strategies:

**Select five high leverage teacher actions/strategies** for assessing and providing feedback.

**Incorporate strategies into improvement cycle, to include:**

- Professional Development
- Lesson plans and plan reviews
- Observations, feedback and collaboration meetings
- Teacher evaluations

**Chart progress and prioritize support until universal implementation.**

## Implementation Timeline:

### **0 Days/Completed During Planning**

**Select five high leverage teacher actions/strategies** for assessing and providing feedback.

### **30 Days/Period Before Teachers report/By August 1<sup>st</sup>**

**Prepare the roll out of the teacher actions/strategies** for assessing and providing feedback for 2022, ensuring each strategy session includes SEE IT-NAME IT-DO IT: models of implementation, named specific teacher actions, practice and clear expectations for follow up and use:

- Write the Exemplar (Block #1)
- Check Whole Group Understanding (Block #1)
- Exit Slips and progress monitoring (Block #1)
- Monitor Aggressively (Block #2)
- Chart the Error (Block #2)

### **60 Days/Period Before Students report/By September 1st**

**Conduct Feedback PD Series #1: Conduct professional development on 3 Feedback strategies:**

- Prep the Exemplar
- Check Whole Group Understanding
- Utilize Exit Slips and Progress Monitoring

### **90 Days/Period Before First Assessment/By October 1st**

**Assess and Chart/MAP teachers and prioritize support implementing Feedback and prioritize support**

**Conduct Feedback PD Series #2: Conduct professional development on 2 more Feedback strategies:**

- Monitor student work aggressively
- Chart the Error

### **120 days/By November 1st**

**Assess and Chart/MAP teachers and prioritize support implementing Feedback and prioritize support. Goal of 100% effective implementation by 1 December**

**Enablers:** The Academic Director is primarily responsible for teacher development and evaluation. The school calendar provides time for teacher work and development with 15 days prior to the start of school and 11 days available without students during the school year.

- **Funding:** The Budget contains additional dollars to support the professional development of the Academic Director to ensure the capacity to implement this improvement strategy, funding for contracted support and participation in DESE reading initiatives.

## Academic Interventions

**Needs analysis:** The School Quality Review indicated that the school's process for implementing academic interventions was not clear and well understood by all faculty and that there is potential to better utilize support staff for academic support in a systemic way. School staff surveys indicate that not all staff understand the process of assigning and effectively implementing academic interventions. Observation data indicates not all school staff are using available time to support student learning. Some teachers lack a process for assigning support staff to work with specific students and assign specific work tasks.

**SMART Goal:** By November 1st, 100% of classrooms incorporating interventions in classrooms.

**Rationale:** Genesis purposely recruits students who require additional academic assistance to be successful and COVID learning loss has only compounded the expectation that some students will be behind. While we have a tiered Response to Intervention process already in place, we need to increase transparency of the process for assignment, better integrate and coordinate special education and other support services and increase focus and capacity implementing tier I and tier II interventions in classrooms.

### Targeted Academic Outcomes:

- Decrease the number of students in grades 3 through 8 scoring below basic in ELA by 7% and 17% in mathematics from 2021 resulting in no more than 30% below basic in ELA and 50% in mathematics.
- 55% of students in grades K-2 and 60% of students in grades 3-8 achieving NWEA projected growth.
- Achieving Exceeding Growth as measured by DESE on the 2023 Missouri MAP.

### Strategies for Improvement

**Capture components of Genesis Response to Intervention Model into a comprehensive intervention plan**, publish the plan and brief staff at the start of the school year.

**Identify Tier 1 and 2 interventions and conduct additional training** for all instructional support personnel on implementing interventions.

**Increase capacity to track and share student progress/mastery across standards.**

**Incorporate academic interventions into care-team process.**

Implementation Timeline:

**30 Days/Period Before Teachers report/By August 1<sup>st</sup>**

**Prepare and Publish school-wide Academic Intervention Plan that includes (RTI)**

- Genesis Response to Intervention process (RTI)
- Defined Tiers, targets and responsibilities
- Explanation for process for student assignments and progress monitoring

**Identify all/additional Tier I and Tier II supports across grade levels for ELA and Mathematics (RTI)**

**60 Days/Period Before Students report/By September 1<sup>st</sup>**

**Roll Out system and expectations for progress monitor across standards, including standards based “grades” in Infinite Campus (RTI/DDI)**

**Train teachers, support staff and volunteers on implementing and progress monitoring Tier I and Tier II interventions across grade levels for Math and ELA/Reading.**

**90 Days/Period Before First Assessment/By October 1<sup>st</sup>**

**Conduct Baseline Assessments of New students (NWEA and Lit Screener)**

**Assign students and begin implementation of Interventions, including:**

- Level III RTI support in K-8 Reading
- Hoot Reading 1 on 1 (Grades 1-3)
- Level I Classroom Interventions
- Level II Classroom interventions
- After-school tutoring

**Begin Care Team Meetings, incorporating Academic Interventions in student problem-solving process.**

**Assess and Chart/MAP teachers and prioritize support implementing Interventions and prioritize support. Goal of 100% effective implementation by 1 November**

**120 days/By November 1<sup>st</sup>**

**Conduct K-8 Evaluate Benchmark Assessment #1**

- Conduct Data Analysis meetings across grade and content areas with reteach plans and adjustments to unit plans
- Assess progress of Tier I and Tier II interventions across grade levels and adjust accordingly

**Assess progress of Tier I and Tier II interventions across grade levels and adjust accordingly.**

**Enablers:** For 22-23 school year, Genesis will add a second reading specialist to the staff, doubling the amount of reading specialist availability. We will expand and again utilize the Hoot-Reading elementary 1-1 reading interventions. We will staff at .5 para-professionals per instructional classroom during the 22-23 school year and continue to provide technology based support programs to augment instruction and interventions. We will also continue to leverage Foster-Grandparent volunteers and train them to perform interventions.

**Funding:** Funding for intervention support and intervention programs are in the budget. An additional reading specialist and the para-professional support is funded by ESSER dollars and the teacher retention grant. The Hoot-Reading program is funded through 2024 by a grant via the Ewing Marion Kauffman Foundation.



## Summary

The strategies chosen for improvement, in essence focus on improving the consistency of answers to 3 basic questions:

1. *What we teach?* **Implementation of Curriculum and Standards** ensures that instruction and learning tasks are rigorous, worthy, relevant and aligned to standards.
2. *How do we know if students learned it?* **Timely and Effective Feedback** ensures teachers are assessing learning during and after the lesson, providing meaningful feedback to address the misperceptions, increases the use of data practices at the classroom level and results in increased learning.
3. *What do we do if they didn't learn it?* **Response to Intervention** practices at the classroom level and ensuring processes that identify and address student learning gaps more frequently results in more consistent and broad student growth.

Achievement of the overarching goal requires universal implementation across all grade levels and classrooms. Preparation and implementation of the strategies has already begun and actions to support goal achievement will be in place on Day 1. Implementation across all strategies in the first quarter is integrated with necessary actions to build strong school culture, assess student's needs and pace development of new and beginning teachers.

The three prioritized improvement areas are further described in the Vision, Goals and Drivers document below. Vision, Goals and Drivers necessary to sustain and support improvement are also identified across the other pillars of improvement: Leadership, Data Driven Instruction and School Culture. The document also includes the identification of 5 pillars for 2022-23 culture: **High Urgency, High Expectations, High Growth, High Support, and High Dignity**. The Monthly MAP identifies those trackable school leader actions/benchmarks necessary for implementation across all levers of improvement. Outcomes, along with academic performance will be tracked by the Performance Committee of the board via a dashboard and the MAP. This summer, the improvement plan will also be updated with the Comprehensive Literacy plan and the Family Engagement Plan. The Board and School leadership will also update goals and actions after 2022 MAP results are available.



# Levers, Visions, Goals and Drivers

**School Improvement Plan 2022**

<b>Lever</b> (What is the focus area for improvement)	<b>Vision</b> (What do we want it to look like)	<b>Goals</b> (How will we know if we make it)	<b>Drivers</b> (What are we doing to get there?)
<p><b>Curriculum Implementation:</b>  <i>Research based, standards aligned instruction and activities</i></p>	<p><i>Teachers implementing curriculum across all grade levels and content areas. Lesson, unit and curriculum plans are transparent, aligned and effective. Process in place to capture ongoing work and updates. Committee of professionals guiding improvement work,</i></p>	<ul style="list-style-type: none"> <li>❑ 2022 Curriculum roll-out delivered before the start of school</li> <li>❑ 100% of teachers using base curriculum resource and scope and sequence by October 1st.</li> <li>❑ 100% of teachers meeting expectations for lesson planning by November 1st.</li> </ul>	<p><b>Establish Clear expectations for resource implementation</b> across grade and content levels that include:</p> <ul style="list-style-type: none"> <li>● Universal resources across all grade levels</li> <li>● Strictness of pacing</li> <li>● Directions on supplementing the resource to fill gaps and/or scaffold</li> </ul> <p><b>Standardize expectations for lesson planning/tracking</b></p> <ul style="list-style-type: none"> <li>● Identify required sections for tracking</li> <li>● Implementation follow through that includes using outlines when required</li> </ul> <p><b>Form a Curriculum Committee that guides and captures the work</b>, resulting in a long term (3-5 year) curriculum plan</p> <ul style="list-style-type: none"> <li>● Establish protocols for curriculum resources</li> <li>● Establish protocols for capturing and modifying plans at the building, classroom and teacher level.</li> </ul>

<b>Lever</b> (What is the focus area for improvement)	<b>Vision</b> (What do we want it to look like)	<b>Goals</b> (How will we know if we make it)	<b>Drivers</b> (What are we doing to get there?)
<p><b>Timely and Effective Feedback:</b> Teachers regularly assessing students' progress and providing feedback to students.</p>	<p><i>Teachers planning and utilizing checks for understanding, providing actionable whole group and individual feedback targeting misconceptions and capturing learning progress to inform future instruction.</i></p>	<ul style="list-style-type: none"> <li>❑ Rubric, strategies and roll-out plan in place before school starts.</li> <li>❑ Roll out to teachers complete by 1 October.</li> <li>❑ 100% of teachers effectively providing feedback as measured by the rubric by 1 December.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identify five highest leverage teacher actions/strategies</b> for assessing and providing feedback.</li> <li>● <b>Incorporate strategies into improvement cycle:</b> professional development plan, lesson plan reviews, observations, feedback and collaboration meetings.</li> <li>● <b>Develop specific rubric</b> for Feedback to guide implementation and track progress.</li> <li>● <b>Standardize capacity for teachers to capture feedback</b> aligned to standards and track student mastery across standards.</li> </ul>

<b>Lever</b> (What is the focus area for improvement)	<b>Vision</b> (What do we want it to look like)	<b>Goals</b> (How will we know if we make it)	<b>Drivers</b> (What are we doing to get there?)
<p><b>Response to Intervention:</b></p> <p>A systematic process to monitor and meet the needs of all students.</p>	<p><i>A Multi-tiered system of supports that uses a Data System to support problem solving and guide individual student instruction, support and learning.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RTI plan published and rolled out before start of school year.</li> <li><input type="checkbox"/> Care teams incorporating academic interventions by October 1st.</li> <li><input type="checkbox"/> 100% of classrooms effectively incorporating interventions by 1 November.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Publish and roll-out school-wide RTI structure.</b></li> <li>● <b>Identify additional Tier I and Tier II supports across grade levels for Math and ELA/Reading.</b></li> <li>● <b>Increase classroom data in monitoring system.</b></li> <li>● <b>Incorporate RTI/academic interventions into Care Team process.</b></li> <li>● <b>Train teachers and instructional support staff on implementing interventions.</b></li> </ul>

<b>Lever</b> (What is the focus area for improvement)	<b>Vision</b> (What do we want it to look like)	<b>Goals</b> (How will we know if we make it)	<b>Drivers</b> (What are we doing to get there?)
<p>School Culture –</p> <p><b>Student:</b> <i>The way that students and staff interact to promote character and positive learning outcomes.</i></p> <p><b>Staff:</b> <i>The structures and supports in place for communication, interactions and workspace that promotes meeting the needs of students.</i></p> <p><b>Family and Community:</b> <i>The way the School interacts with parents and community to develop partnerships that drive student achievement.</i></p>	<p><i>A positive culture with high expectations, constant and consistent feedback, tiered support and celebration of student and adult success. a student-centered focus for academic delivery with embedded character development. A collaborative faculty collectively focused on and supporting student success. Well understood and redundant protocols for clear communication between stakeholders.</i></p>	<ul style="list-style-type: none"> <li>❑ Average no more than 2 office managed incidents per school day.</li> <li>❑ Achieve 75% intervention success rate with Tier II students.</li> <li>❑ Receive 80% of staff agreement for “communication works well”.</li> <li>❑ Score 80% on School Culture rubric by December.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>● Refine, train, and utilize school culture rubric incorporating student centered practices.</li> <li>● Refine Level 2 Processes to assign, utilize and measure effectiveness of interventions.</li> <li>● Conduct Quarterly Staff surveys and utilize results for improvement planning.</li> <li>● Adjust Family and Community engagement plan focused on increasing Parent-School Partnerships.</li> </ul>

<b>Lever</b> (What is the focus area for improvement)	<b>Vision</b> (What do we want it to look like)	<b>Goals</b> (How will we know if we make it)	<b>Drivers</b> (What are we doing to get there?)
<p><b>Leadership</b> - <i>Capacity to implement and manage systematic improvement that results in improved student learning and achievement of improvement goals.</i></p>	<p><i>A highly effective school leadership team with:</i></p> <ul style="list-style-type: none"> <li>- <i>Relentless focus on student learning and instructional improvement.</i></li> <li>- <i>Clear and Common vision of desired school and classroom culture of learning.</i></li> <li>- <i>Established and effective training, supervision, protocols, processes and procedures for management and execution.</i></li> </ul>	<ul style="list-style-type: none"> <li>❑ School Improvement plan refined, presented to stakeholders and staff prior to 1st day of school.</li> <li>❑ Quarterly data cycles in place by October.</li> <li>❑ School Culture Rubric in place and driving improvement from Day 1.</li> <li>❑ Coaching, Feedback and leadership teams in place and meeting by October 1st.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Roll out and Set Aligned Adult Culture – “High 5 for 2022-23”: High Urgency, High Expectations, High Growth, High Support, and High Dignity</li> <li>❑ Conduct new School Leader off-site and leader training.</li> <li>❑ Define and publish Roles and Responsibilities.</li> <li>❑ Conduct Weekly ED-AD one on one meetings using Relay Protocol.</li> <li>❑ Develop and utilize a shared data dashboard measuring progress across all goals.</li> <li>❑ Conduct School-Wide data cycles identifying and action planning areas for improvement including culture survey reviews and develop action steps.</li> </ul>



# Genesis School Improvement Plan

## 22-23 Monthly Map—On the Radar

Month	Task
June/July	<ul style="list-style-type: none"> <li>○ Establish and Publish Leadership roles and responsibilities including observation and feedback and data analysis assignments. (LM/All)</li> <li>○ Conduct Family Engagement Evaluation parent meeting, receive feedback and complete 22-23 family engagement plan. (SC)</li> <li>○ Conduct Leadership Off-site, review school improvement plan and incorporate feedback and supporting plans. (LM)</li> <li>○ Review and Update Core Curriculum guides across Grade Levels for ELA and Math. (CI) All grade Levels include:               <ul style="list-style-type: none"> <li>○ Prioritized Learning Standards</li> <li>○ Scope and Sequence</li> <li>○ Supplemental Resources</li> </ul> </li> <li>○ Establish Clear expectations for academic resource implementation across grade and content levels that include (CI):               <ul style="list-style-type: none"> <li>○ Universal resources across all grade levels</li> <li>○ Strictness and transparency in Pacing</li> <li>○ Necessary components of instruction by grade and content level</li> <li>○ Directions on supplementing the resource to fill gaps and/or scaffold</li> <li>○ Planning Rubric that assesses implementation and lesson planning</li> </ul> </li> <li>○ Establish and Publish protocols to standardize expectations for lesson planning/tracking (CI)               <ul style="list-style-type: none"> <li>○ Required sections for tracking (Learning Goal, Exemplar, CFU, Time stamps)</li> <li>○ Models/Exemplars</li> <li>○ Submission, posting and review/feedback protocols</li> <li>○ Protocols for observations with lesson</li> <li>○ Rubric for evaluation</li> </ul> </li> <li>○ Modify/Refine and assign School Culture/Management PD (Trauma Informed Care, Crisis Prevention and Intervention, De-escalation, Conflict Resolution, Processing, Circle/Meeting time, Active Supervision) (SC)</li> <li>○ Refine, Plan and Prepare development and PD schedule thru first quarter, including Professional Development on using core and supplemental resources, including internalizing lesson and unit plans. (CI)</li> <li>○ Plan the roll out of the teacher actions/strategies for assessing and providing feedback for 2022, ensuring each strategy session includes SEE IT-NAME IT-DO IT: models of implementation, named specific teacher actions, practice and clear expectations for follow up and use: (EI)               <ul style="list-style-type: none"> <li>○ Write the Exemplar (Block #1)</li> <li>○ Check Whole Group Understanding (Block #1)</li> <li>○ Exit Slips and progress monitoring (Block #1)</li> <li>○ Monitor Aggressively (Block #2)</li> <li>○ Chart the Error (Block #2)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Create and publish assessment calendar (DDI)</li> <li>○ Prepare and Publish school-wide Academic Intervention Plan that includes (RTI) <ul style="list-style-type: none"> <li>○ Genesis Response to Intervention process (RTI)</li> <li>○ Defined Tiers, targets and responsibilities</li> <li>○ Explanation for process for student assignments and progress monitoring</li> </ul> </li> <li>○ Identify all/additional Tier I and Tier II supports across grade levels for ELA and Mathematics (RTI)</li> <li>○ Conduct Leadership Team training on Genesis protocols for: <ul style="list-style-type: none"> <li>○ Observation/Feedback and Data Meeting protocols (LM/OF/DDI)</li> <li>○ Leading PD, including updating/planning PD for August (PD)</li> <li>○ Planning and rolling out school procedures. (LM/SC)</li> </ul> </li> <li>○ Plan for 2022 Aligned School Culture Rollout - “High 5 for 2022-23” (SC)</li> <li>○ Refine School Culture Rubric identifying adult and student actions and environment expectations (SC)</li> </ul>
<p>August (Days 0-8)</p>	<ul style="list-style-type: none"> <li>○ Roll out and Set Aligned Adult Culture – “High 5 for 2022-23”: High Urgency, High Expectations, High Growth, High Support, and High Dignity (SC)</li> <li>○ Conduct new teacher training/Orientation (SC)</li> <li>○ Conduct Mandatory employee trainings, including Mandatory reporting, sexual harassment, complaint procedures and Diversity, Equity and Inclusion training (SC)</li> <li>○ Roll out New Staff Handbook and policy updates (SC)</li> <li>○ Roll out School Safety Plan and procedures (SC)</li> <li>○ Form Positive Behavior Support Team (PBIS Level 1) team and (SC): <ul style="list-style-type: none"> <li>○ Review, update and publish behavior matrix. (SC)</li> <li>○ Plan and roll-out procedures (SC)</li> <li>○ Establish protocols for monthly behavior data reviews, incentives, updates and reinforcements. (SC)</li> </ul> </li> <li>○ Establish Principal and Leaders rhythm, meeting protocols and schedules and update first responders list (LM)</li> <li>○ Conduct Curriculum guide roll out to teachers, identifying and utilizing (CI) <ul style="list-style-type: none"> <li>○ Prioritized Learning Standards</li> <li>○ Scope and Sequence</li> <li>○ Supplemental Resources</li> </ul> </li> <li>○ Conduct Professional Development on “Utilizing core and supplemental curriculum resources” to plan and deliver lessons. (CI) <ul style="list-style-type: none"> <li>○ Match Fish Tank</li> <li>○ Engage New York</li> <li>○ Study Island</li> </ul> </li> <li>○ Conduct workshop for teachers to “internalize” first academic unit including (CI): <ul style="list-style-type: none"> <li>○ Identifying the Priority learning standards, daily learning goals, utilizing/creating mastery exemplars and planning assessments.</li> <li>○ Creating Calendar of learning aligned to the scope and sequence through the 1<sup>st</sup> assessment.</li> </ul> </li> <li>○ Establish protocols to standardize expectations for lesson planning/tracking that includes (CI):</li> </ul>

	<ul style="list-style-type: none"> <li>○ Required sections for tracking (Goal, Exemplar, CFU, Time stamps)</li> <li>○ Submission, posting and review/feedback protocols</li> <li>○ observation with lesson protocols</li> <li>○ Rubric for evaluation</li> <li>○ Present system and expectation for teachers to progress monitor across standards, including standards based “grades” in Infinite Campus (RTI/DDI)</li> <li>○ Train teachers, support staff and volunteers on implementing and progress monitoring Tier I and Tier II interventions across grade levels for Math and ELA/Reading. (RTI)</li> <li>○ Publish/Distribute Family and Community Engagement Calendar (SC)</li> <li>○ Roll out and rehearse school-wide procedures and protocols for arrival, transitions, meals, specials and departures (SC)</li> <li>○ Conduct School Culture/Management PD (Trauma Informed Care, Crisis Prevention and Intervention, De-escalation, Conflict Resolution, Processing, Circle/Meeting time) (SC)</li> <li>○ Provide Professional Development on Active supervision, least invasive corrections and school behavior management system (SC)</li> <li>○ Conduct training on process for discipline management including inputting referrals in SIS, using contact log, recovery room processing, and daily reconciliation procedures to track discipline data and out of classroom time. (LM/SC)</li> <li>○ Feedback PD Series #1: Conduct professional development on 3 Feedback strategies (EI): <ul style="list-style-type: none"> <li>○ Prep the Exemplar</li> <li>○ Check Whole Group Understanding</li> <li>○ Utilize Exit Slips and Progress Monitoring</li> </ul> </li> <li>○ Analyze MAP results, including comparisons to Evaluate and NWEA and action plan. (DDI/CI)</li> </ul>
<p>Sept (Days 9-27)</p>	<ul style="list-style-type: none"> <li>○ Conduct Baseline Assessments of New students (NWEA and Lit Screener) (DDI)</li> <li>○ Assign students and begin implementation of Interventions, including: <ul style="list-style-type: none"> <li>○ Level III RTI support in K-8 Reading</li> <li>○ Hoot Reading 1 on 1 (Grades 1-3)</li> <li>○ Level I Classroom Interventions</li> <li>○ Level II Classroom interventions</li> <li>○ After-school tutoring</li> </ul> </li> <li>○ Host Back to school night with 2 focused messages: <ul style="list-style-type: none"> <li>○ Academic partnerships between Teacher-Parent (SC)</li> <li>○ Expectations of community: High 5 Urgency, Growth, Dignity, Support, Expectations</li> </ul> </li> <li>○ Begin Obs/Feedback (OF) meetings with goal of 100% teachers having 1 action step (OF/LM)</li> <li>○ Begin to Assess and Chart/MAP teachers and prioritize support across (SC/EI/CI): <ul style="list-style-type: none"> <li>○ classroom management/classroom culture</li> <li>○ Feedback: Write the Exemplar, Check Whole Group Understanding</li> <li>○ Curriculum Implementation: Unit and Lesson Planning.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Begin Care Team Meetings, incorporating Academic Interventions in student problem-solving process. (RTI)</li> <li>○ Conduct PD for Feedback PD Series #2: for Feedback strategies (EI): <ul style="list-style-type: none"> <li>○ Monitor Aggressively</li> <li>○ Chart the Error</li> </ul> </li> <li>○ Conduct Baseline assessment of school culture via School Culture Rubric, capture data, action plan and roll out improvement. (SC)</li> <li>○ Conduct protocol using NWEA, MAP and Evaluate Data for individual, classroom and building goal setting (DDI)</li> </ul>
<p>October Days 28-45</p>	<ul style="list-style-type: none"> <li>○ Conduct K-8 Evaluate Benchmark Assessment #1 (DDI)</li> <li>○ Conduct Data Analysis meetings across grade and content areas with reteach plans and adjustments to unit plans (DDI)</li> <li>○ Conduct Professional Development on effective Reteach planning and delivery. (DDI/EI)</li> <li>○ Monitor Implementation of reteach and reassess plans from DDI Cycle I (DDI)</li> <li>○ Assess progress of Tier I and Tier II interventions across grade levels and adjust accordingly (RTI/DDI)</li> <li>○ Conduct Staff Survey #1 and conduct analysis identifying actions for improvement (All/SC)</li> <li>○ Assess school culture via School Culture Rubric, capture data, action plan and roll out improvement. (SC)</li> <li>○ Conduct all staff Positive Behavior Support Data Meeting: monthly behavior data review, incentives, updates and reinforcements. (SC)</li> <li>○ Begin Level II PBIS Team/Support Team meetings to Action plan for referred students. (SC)</li> <li>○ Capture 1st Quarter data in Data dashboard, measure progress towards goals and action plan (All)</li> <li>○ Conduct Professional Development on Genesis model for Effective Parent Teacher conferences (SC)</li> <li>○ Conduct, monitor and provide feedback on Parent-Teacher Conferences focused on sharing academic progress and identifying areas of partnership and improvement. (ALL)</li> <li>○ Form Curriculum committee including teachers that will guide and captures Curriculum work for medium and long term (CI) <ul style="list-style-type: none"> <li>○ Establish Protocols for capturing and modifying plans and the building, classroom and teacher level.</li> <li>○ Begins identifying resource gaps and makes resource recommendations</li> <li>○ Begins long term planning to develop a long term curriculum improvement plan.</li> </ul> </li> </ul>
<p>November Days 46-61</p>	<ul style="list-style-type: none"> <li>○ Conduct all staff Positive Behavior Support Data Meeting: monthly behavior data review, incentives, updates and reinforcements. (SC)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Assess school culture via School Culture Rubric, capture data, action plan and roll out improvement. (SC)</li> <li>○ Reassess/Review Chart/MAP teachers to prioritize support across (SC/EI/CI/RTI): <ul style="list-style-type: none"> <li>○ Classroom management/classroom culture</li> <li>○ Effective Feedback including Aggressive monitoring and chart the error.</li> <li>○ Curriculum Implementation: Unit and Lesson Planning</li> <li>○ Effective integration of classroom interventions and progress monitoring</li> </ul> </li> <li>○ Form PBIS Level II Team to: <ul style="list-style-type: none"> <li>○ Leverage and Integrate Care-Teams in the student identification process. (SC)</li> <li>○ Develop protocols and procedures for assigning, implementing, managing and tracking progress of Level II Interventions. (SC)</li> </ul> </li> <li>○ Review Leader Roles and Responsibilities, Leaders rhythm, meeting protocols and schedules and adjust if necessary (LM)</li> </ul>
<p>December Day 62-72</p>	<ul style="list-style-type: none"> <li>○ K-8 Evaluate Benchmark Assessment #2 (DDI)</li> <li>○ Conduct Data Analysis meetings across grade and content areas with reteach plans and adjustments to unit plan (DDI)</li> <li>○ Conduct Staff Survey #2, analyze results, identify next steps and publish results (SC, Lead)</li> <li>○ Assess school culture via School Culture Rubric, capture data, action plan and roll out improvement. (SC)</li> <li>○ Assess and Chart/MAP teachers and prioritize support across (SC/EI/CI): <ul style="list-style-type: none"> <li>○ classroom management/classroom culture</li> <li>○ Feedback: All 5 strategies</li> <li>○ Curriculum Implementation: Lesson Planning, Pacing, Modifying for reteaching</li> <li>○ Effective integration of Interventions</li> <li>○ Learning outcomes and Data protocols</li> </ul> </li> <li>○ Leadership Team Data analysis-- Capture data in Data dashboard, measure progress towards goals and action plan for 2<sup>nd</sup> Semester (All)</li> </ul>

# Assessment Plan

## Assessment Tools and Purpose:

### **NWEA MAP:** *Progress and Growth Assessment*

Given at the beginning-August (K, and new students take a baseline assessment in the Fall), winter (K-2 only) and end of the year, the NWEA MAP measures the approximate progress and growth at the student, classroom and building level. Data from the assessment support individual and classroom goal setting, informs student grouping and intervention decisions, and drives analysis of the effectiveness of programs across the school. NWEA assessments are given in Reading (K-8), Mathematics (K-8) and Science (5-8).

### **Evaluate:** *Benchmark Assessment*

The Evaluate benchmark assessments are used to benchmark student progress and achievement on the Missouri grade-level English Language Arts and Mathematics standards (2-8). K-2 also take the Evaluate assessment four times this school year. The Evaluate assessments align to the Missouri MAP assessment blueprints, including forecasting MAP results. The assessments are administered four times a year (October/December & January/March). Teachers use classroom and individual data to conduct detailed item analysis to support instructional decision making focused on State Assessment readiness across the testing grades. Each assessment provides students with experience answering MAP-like items.

### **Fountas & Pinnell:** *Benchmark Assessment*

The Fountas & Pinnell benchmark assessment is used to identify the instructional and independent reading levels of all students (K-3 and select reading intervention students) and document student progress. The assessment is administered one-on-one -- 3 times per year. Teachers use the data to track individual reading progress, form reading groups, inform small group instruction, and determine academic intervention needs.

### **MAP:** *End-of-Year State-Accountability Assessment*

The MAP assessments are used to determine the grade-level proficiency of each student in English Language Arts (3-8), Mathematics (3-8), and Science (5th and 8th). The assessments are administered at the end of each school year (during the month of May).

### **Universal Screener:**

Universal screening tools are used to match children with curricula/intervention designed to meet their individual needs. Universal screening measures are brief assessments focused on targeted skills and are typically used with all children three times a year (fall, winter and spring) to measure progress and determine an appropriate level of support.

### **Formative:**

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

**Jan Richardson reading assessments:**

Provide teachers with a complete picture of each reader’s word knowledge, phonics skills, fluency, and comprehension skills. Uses an Assess-Decide-Guide framework.

[Genesis School Assessment Schedule 2022-2023 \(K-8\)](#)

<b>TIME FRAME</b>	<b>UNIT/ASSESSMENT</b>	<b>NOTES</b>
Aug. 23- Sept 1	-Jan Richardson assessments - NWEA (new students, K, and 5th grade science) Baseline math, F & P/Reading Plus  -Universal Screener	Formative assessment ongoing  Data Trackers updated
Oct. 3- Oct. 13	Evaluate #1 and K-1 Form A	Supports Data Cycle 1 on October 14th
Dec. 1- Dec. 8	Evaluate #2 and K-1 Form B  F & P/Reading Plus  -Universal Screener	Supports Data Cycle 2 on December 9th
Jan. 3- Jan. 19	Evaluate #3 and K-1 NWEA  Jan Richardson	Supports Data Cycle 3 on Jan 13th
February	ACCESS ELL	
March 1- March 9	Evaluate #4 and K-1 Form C	Supports Data Cycle 4 on March 10th
April 24-28	K-1 Form D  F & P/Reading Plus  Jan Richardson	
May	Missouri MAP  K-8 NWEA	

## Leadership Team Roles and Responsibilities:

The below table reflects leadership roles and responsibilities to accomplish the Academic improvement plan. Duties listed below are not all inclusive of job descriptions, rather a delineation of responsibilities related to the academic program.

Leadership Team Member	Ongoing Responsibilities
<b>Executive Director</b>	<ul style="list-style-type: none"> <li>● Leads School Improvement planning and approves the plan</li> <li>● Coaches Principal on implementation of school improvement plan</li> <li>● Conducts training of leadership team.</li> <li>● Leads Professional Development as assigned.</li> <li>● Leads and Monitors analysis/action plans at the school level.</li> </ul>
<b>Principal/Academic Director</b>	<ul style="list-style-type: none"> <li>● Conducts school Improvement Planning and lead improvement implementation.</li> <li>● Leads Instructional Leadership Team and Conducts Meetings</li> <li>● Leads implementation of curriculum and instructional programs that support learning opportunities for all students.</li> <li>● Plans for, schedules, leads, assigns, supervises, and coordinates professional development.</li> <li>● Directs and Supervises Instructional Leaders to include observation and feedback, data analysis, school culture monitoring and professional development implementation</li> <li>● Manages system of Teacher development, including observation and feedback assignments, conducting observation and feedback and conducting, coordinating and assigning professional development</li> <li>● Serves on PBIS Level I Team and provides Leader feedback and support.</li> <li>● Conducts and Monitors DDI analysis/action plans at the school, classroom and student level</li> <li>● Sets and Leads school culture and conducts walkthroughs</li> <li>● Supervises behavior reporting including office referrals/discipline, behavior interventions and suspensions for students.</li> </ul>
<b>Dean of Students</b>	<ul style="list-style-type: none"> <li>● Serves on Leadership Team, developing and implementing improvement efforts</li> <li>● Plans, supervises and provide staff training and feedback on supervision of students, including outside of classroom, arrival, dismissal and during transitions</li> <li>● Serves as administrative lead for specials (music, art, pe etc.), including scheduling, monitoring lesson planning and delivery, projects/programs and classroom management.</li> <li>● Manages and coordinates the handling of behavior reporting including minor incident reports, office referrals, behavior interventions and recommended suspensions for students.</li> <li>● Leads professional and staff development as assigned</li> <li>● Develops and monitor effective recovery room procedures that result in minimizing lost instruction time and increased student capacity to self-monitor and recover</li> <li>● Develops staff capacity and facilitates care team meetings in order to develop and implement effective student support and interventions.</li> </ul>



	<ul style="list-style-type: none"> <li>● Leads PBIS Level 2 Team including chairing meetings</li> </ul>
<b>Curriculum Specialist</b>	<ul style="list-style-type: none"> <li>● Serves on Leadership Team, developing and implementing improvement efforts</li> <li>● Leads, monitors and supports Curriculum implementation.</li> <li>● Coordinates the scheduling and implementation of the assessment program and calendar.</li> <li>● Leads the Curriculum planning team, developing short, medium and long term curriculum improvement plans.</li> <li>● Conducts and coordinates training and development on curriculum resource use.</li> <li>● Conducts unit and lesson planning and implementation reviews.</li> <li>● Manage process of identification and review of priority learning standards and ensuring coherence and vertical alignment.</li> <li>● Recommends curriculum resources for purchase and planning for implementation.</li> <li>● Manages assessment plan and assists teachers in monitoring progress towards mastery.</li> <li>● Monitors Curriculum scope and sequence planning, implementation and adjustments.</li> <li>● Reviewing lesson planning and provide feedback and support.</li> <li>● Assess student data and providing advice, assistance and direction regarding instructional decisions.</li> </ul>
<b>Director of Counseling</b>	<ul style="list-style-type: none"> <li>● Serves on Leadership Team, developing and implementing improvement efforts</li> <li>● Develops and monitors implementation of Social-Emotional Curriculum</li> <li>● Directs and Supervises Counseling and wellness staff to include observation and feedback, data analysis, and professional development.</li> </ul>
<b>Special Services Director</b>	<ul style="list-style-type: none"> <li>● Directs and Supervises SPED staff to include observation and feedback, data analysis, and professional development</li> <li>● Serve on PBIS Level 2 Team</li> <li>● Integrates SPED services and support into care teams and monitor and create intervention plans</li> </ul>
<b>PBIS Level 1 Leader</b>	<ul style="list-style-type: none"> <li>● Lead the PBIS Level 1 Team with bi-weekly meetings</li> <li>● Monitor the Matrix and attend school culture walkthroughs</li> <li>● Assist, create and participate in school culture roll-out plans and routines</li> </ul>

## Genesis School Literacy Plan- 2022- 2023

**Background:** Closing the gap in reading achievement is the strongest lever towards closing the opportunity gap faced by our students. Given that more than 70% of all incoming students (kindergarten and transfers) score in the bottom 20% of reading achievement on the nationally normed NWEA Measure of Academic Progress test, we must constantly review the components of our literacy program and seek constant improvement. This plan is based on analysis of current practices, ongoing progress, and research. The plan is designed to accelerate progress toward the goal in the strategic plan: Close the gap to within 10% of the Missouri average on the Missouri MAP test.

### Core Curriculum

Genesis School's curriculum is aligned to the Missouri Learning Standards. *Teachers plan and submit learning units consistent with the Missouri Model Curriculum and the Wiggins and McTighe Understanding by Design Model.* Teachers use instructional resources to plan learning that targets the standard and is aligned to student need. Each English Language Arts lesson is rooted in the five pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

The core components of reading instruction at Genesis include:

**FishTank:** *Fishtank* is our K–8 comprehensive, research-based English Language Arts program. Fishtank strives to create critical readers, thinkers, and writers while building content knowledge and an appreciation for diverse literature and texts. Our ELA curriculum centers texts and content, meaning the text and understanding of content drives instruction, followed by the standards. It is also designed to offer frequent opportunities for writing and discussion, building knowledge and critical thinking, and generating a lifelong love of learning. Each of our courses include multiple units that focus on social justice topics, in which students learn about respecting people and cultures different from their own and articulating the ways they can fight social injustice.

**Reading A-Z-** Phonics and Phonemic Awareness, K-4.

Reading A-Z provides an extensive collection of leveled reading resources. With more than 2,000 books at 29 levels of reading difficulty to choose from, A-Z allows us to put developmentally appropriate content into each student's hands. The product also provides resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.

- Differentiate student reading with more than 2,000 books at 29 levels of reading difficulty.
- Hone reading skills with lesson plans, worksheets, discussion cards, and comprehension quizzes that accompany every leveled book.
- Teach important 21st century skills and address critical ELA curriculum standards with thousands of downloadable, projectable, and printable teaching materials.

## **Evan Moor- Language/Grammar and Writing**

Building strong grammar skills requires a great deal of reinforcement for students. With a firm foundation of grammar mechanics, fluent, confident writers emerge. With the detailed selection of grammar mechanics workbooks and teacher resources at Evan-Moor.com, educators will discover the materials they need to supplement their school's English and Language Arts curriculums.

All of Evan-Moor's grammar workbooks and teacher resources are research-based and will provide students with the grammatical foundation they need to climb the educational ladder all the way through to secondary education and beyond.

Evan-Moor's collection of grammar mechanics materials begins as early as preschool. Teachers will find resources available up to eighth grade. Choose from high-quality grammar series such as Daily Paragraph Editing, Grammar and Punctuation and Language Fundamentals. There is also a wide menu of options within the Vocabulary Builders that work hand in hand with grammar mechanics to develop writing skills.

Educators can pick from print or e-book editions of the grammar teacher resource books. There are also individual student grammar workbooks available as well as in five workbook packs, making it easy to find the resource that works best in your classroom setting. In addition to teachers, parents will discover the perks of Evan-Moor's selection of grammar workbooks. The age-appropriate grammar workbooks make for excellent at-home reinforcement for students struggling with grammar mechanics. They are also a great pick for summer bridge work.

With the Daily Paragraph Editing series, teachers will find 36 weeks of focused language exercises that foster solid literacy skills. Students will tackle basic mechanics that include capitalization, punctuation, spelling verb tense and more. The grammar activities make for interesting do-now's or center work. Utilize the grammatical lessons and practice exercises to assist struggling students, to provide enrichment and even homework assignments.

The Grammar and Punctuation series focuses on vital grammatical and punctuation rules through interactive lessons and exercises that have students working with compound sentences, adverbs, comma usage and more. This all-inclusive program contains teacher support pages, reproducible student pages and an answer key.

### [Instructional Practices and Supports](#)

**Drop Everything and Read (DEAR):** Our daily DEAR program (Drop Everything and Read) provides students with much more than a just-sit-there-and-read experience. It gives the teacher a structured time to touch base with each student over a period of time, assess progress, and target instruction. Even more important, it gives students time to read what they want to read, share what they've read, and receive the support they need for further reading explorations and reflections. Daily reading sessions last between fifteen and thirty minutes and are followed by opportunities in which students write in their reading response logs. When a student completes a book, he or she conferences with the teacher to discuss the book and

share his or her reading log. PAL book talk sessions with adult volunteers follow. Volunteers spend less than ten minutes discussing the book with the student and follow up with a brief note of encouragement.

**Guided Reading:** **Guided reading** is small-group **reading** instruction designed to provide differentiated teaching that supports students in developing **reading** proficiency'. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. *Genesis* uses "The Next Step Forward in Guided Reading" model to teach and coach teachers to effectively implement guided reading.

- Groups are formed by data. Whether it be reading level (instructional level) OR data showing skill need.
- Each lessons will follow the Jan Richardson key components. Sight words, reading, comprehension strategy, phonics or word work focus.
- READ! We have to hear students read and they need to hear fluent reading every day.
- Assessment- formative and summative- adults and students track
- Set quick goals for each student and provide feedback.

**The Next Step Forward in Guided Reading:** Master reading teachers Jan Richardson, Ph.D., and Maria Walther, Ed.D., developed and classroom-tested this lean, smart assessment kit to provide teachers with a complete picture of each reader's word knowledge, phonics skills, fluency, and comprehension skills. Using an Assess-Decide-Guide framework, Richardson and Walther take teachers step-by-step through the assessment process, and then offer clear suggestions about how to use the data to form guided reading groups, plan and teach effective lessons, and move students into more challenging texts.

**Pathways to Reading:** Pathways to Reading (PTR) is a Teacher Professional Development and reading curriculum for beginning readers in grades K-2. The PTR reading curriculum is comprehensive including manuals, lesson plans, assessments, and small group and large group instruction strategies. The core components of Pathways to Reading will be utilized as a useful as an intervention for students in upper elementary grades. Implementation of Pathways includes introductory and ongoing professional development for staff as well as on-scene coaching support.

**Literacy Centers:** Students must be independently engaged in literacy activities that are purposeful and relevant to what they need to practice in order to grow as a reader. See *Genesis Center Checklist*. Paraprofessionals and Foster Grandparents should also lead/monitor a literacy center. Literacy centers should include:

- *Read to Self*- read Guided Reading book independently, book choice or Raz Kids
- *Writing*-respond to reading or journal
- *Read to Someone*- Partner reading
- *Listen to Reading*- Raz Kids
- *Word Work*- tied to ELA unit or Lexia
- *Computer based curriculums*-Lexia, Study Island, Reading Plus, Reading Horizons

**Library:** The Genesis Library is a central component of our school and our literacy program. The librarian meets with each K-5 class once a week, reading stories to younger students and making connections to the

class curriculum or introducing students to authors and high interest texts. The Library is also available for scheduling and open to students in the older grades throughout the day.

## Computer Based Curriculums

**Lexia:** Lexia Reading Core5® is a computer based curriculum that provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in all areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need to inform individual or small-group instruction.

Reading Plus:

### **Reading Plus:**

Reading Plus® is a web-based reading program that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. The program aims to develop and improve students’ silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The program includes differentiated reading activities, computer-based reading assessments, and tools to monitor student progress.

### **Study Island:**

Study Island improves mastery and retention by offering practice items built from state standards with flexible modes to improve proficiency, especially in high-priority areas. Study Island helps educators make their instruction more effective by offering high-quality, flexible formative assessment tools to quickly measure who is on track and who needs additional support.

### **Reading Horizons:**

Reading Horizons is based on a simple and effective method to help all students develop decoding and spelling proficiency. The program includes instructional materials, interactive digital lessons, decodable books, and ongoing professional learning.

*Reading Horizons Discovery®* was created by Charlotte Lockhart, a former classroom teacher, school principal, knowledgeable and informed educator. Our method has been aligned with research from its inception and has remained aligned to the science that informs reading development. Our high-quality materials and training are consistently refined in response to convergent research findings on how the brain learns to read and the science of implementation.

The newly expanded *Reading Horizons Discovery®* solidly addresses all reading standards related to the lower strands of Scarborough’s Reading Rope; phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity. Additional resources are included to support teachers as they work to improve their students’ language and reading comprehension.

### **Prodigy: (Supplemental)**

Prodigy English is a whole new way for kids to develop reading and language skills. Join the adventure and start building a world of your own today. Engaging and based on the science of reading.

## Reading/English Language Arts Timing Expectations

Reading Block	Minutes per Day
<b>Whole Group- to include Speaking and Listening</b>	25-45 min per day
<b>Small Group/Centers</b>	45 min
<b>Language and/or Writing</b>	30 min per day

### Reading/English Language Arts Curriculum Resource by Grade

	RF	R/W	Math	SS	Supplement Language & Writing	Technology Curriculum
<b>K</b>	Pathways Engage NY Skills Reading A-Z	Match Fishtank	Engage NY	Match Fishtank	Evan Moor	Lexia RAZ Kids
<b>1</b>	Pathways Engage NY Skills Reading A-Z	Match Fishtank	Engage NY	Match Fishtank	Evan Moor	Lexia RAZ Kids
<b>2</b>	Pathways Engage NY Skills Reading A-Z	Match Fishtank Social Studies	Engage NY	Match Fishtank	Evan Moor	Lexia RAZ Kids
<b>3</b>	CKLA Reading A-Z	Match Fishtank ELA/Social Studies	Match Fishtank	Match Fishtank	Evan Moor	Lexia RAZ Kids Reading Plus Study Island
<b>4</b>	RF: Match Fishtank Plus Reading A-Z	Match Fishtank ELA/Social Studies	Match Fishtank	Match Fishtank	Evan Moor	Lexia RAZ Kids Reading Plus Study Island
<b>5</b>	RF: Match Fishtank Plus	Match Fishtank ELA/Social Studies	Match Fishtank	Match Fishtank	Evan Moor	Lexia Reading Plus Study Island
<b>6</b>	RF: Match Fishtank Plus	Match Fishtank ELA/Social Studies	Match Fishtank	Match Fishtank	Evan Moor	Lexia Reading Plus Study Island
<b>7</b>	RF: Match Fishtank Plus	Match Fishtank ELA/Social Studies	Match Fishtank	Match Fishtank	Evan Moor	Lexia Reading Plus Study Island
<b>8</b>	RF: Match Fishtank Plus	Match Fishtank ELA/Social Studies	Match Fishtank	Match Fishtank	Evan Moor	Lexia Reading Plus Study Island

## Assessments

Genesis uses a systematic process of assessment and data cycles that regularly monitors learning and growth at the student, classroom, grade and building level. Analysis results in programmatic, curriculum and instructional change and remediation. The following assessments monitor and inform literacy instruction:

**NWEA Measures of Academic Progress (MAP):** The NWEA MAP and MAP for Primary grades is an adaptive assessment that provides nationally normed student performance data. Given twice an academic year, the NWEA MAP is used for goal setting and performance tracking at the student, classroom, grade and building level. NWEA data cycles result in forming/adjusting classroom groups, assigning interventions, changing instructional resources and practices, and allocating resources.

**Evaluate:** Evaluate is a benchmarking tool that benchmarks student progress specifically against Missouri Grade Level standards. Taken by students in grades 2 thru 8, Evaluate provides student and classroom results that drive instructional planning in the classroom. Evaluate data cycles include deep analysis that results in specific instruction in six week blocks.

**Pathways to Reading assessment program:** (Supplemental for Small Group) Universal phonics testing program assessing all students in grades K through 2 quarterly. Pathways to Reading data cycles drive interventions and small group phonics instruction, followed by small group and individual progress monitoring.

**Fontus and Pinnell Reading Comprehension Benchmark system:** All students in Grades K-? are assessed quarterly to determine reading comprehension levels. Fontus and Pinnell results drive text selection and guided reading instruction in participating classrooms.

### **Universal Screener:**

Universal screening tools are used to match children with curricula/intervention designed to meet their individual needs. Universal screening measures are brief assessments focused on targeted skills and are typically used with all children three times a year (fall, winter and spring) to measure progress and determine an appropriate level of support. Universal screening tools differ from other commonly used early childhood assessments. Diagnostic and curriculum-based assessments are generally used in early childhood to determine a child's current developmental functioning. Developmental screening tools are typically used as part of a district's Child Find responsibilities. They are used to quickly identify a child who may be experiencing a developmental delay and determine the need for further assessment. In contrast, universal screening tools focus on targeted skills that are predictive of future outcomes in mathematics, literacy and or social/emotional behavior. A universal screening tool answers the question, "Is the child performing at benchmark levels on key skills?" Genesis School screening tools include Reading A-Z assessments, NWEA, and quarterly benchmark assessments.

### **Unit and Formative Assessments from Fishtank:** (Data is tracked)

Helps your students develop into fluent readers with content aligned assessments in each unit. Monitor student understanding of key concepts through student responses to essential target tasks or exit tickets.

## Interventions and Supports

Genesis School uses a Response to Intervention (RTI) model to ensure early and effective intervention for struggling readers. The program screens all students in the fall.

**Reading Interventionists:** The bottom 25% of all students or students more than 2 years behind (whichever number is smaller) are pulled out of their classroom for 45 minutes of targeted instruction every day. Interventions are provided by the most qualified instructional staff in the building: the reading interventionists. Interventions are conducted as part of the school day during “intensive instruction” time, allowing teachers and paraprofessionals to simultaneously provide level 2 interventions aligned to grade-level standards. The small-group intervention model has significantly contributed to the reduction of students scoring Below Basic on the Missouri MAP. The school also provides reading intervention augmentation.

**HOOT:** HOOT Reading is educational, fun, and engaging. HOOT offers one-to-one instruction with a teacher who has an education degree and classroom experience. The program motivates readers with engaging, high quality content paired with friendly, dynamic teachers. Lessons are online, 1-1, 20 minutes long, and designed to keep readers engaged.

**After-school remediation partnership:** The school provides additional 75 minute remedial reading sessions twice a week using a small group model during after-school programming.

**Foster Grandparents:** The school leverages the Foster Grandparent program to provide additional classroom support in all grade K thru 5 classrooms. Foster Grandparents provide socio-emotional and academic help to select students as well as facilitate small group instruction during literacy and guided reading instruction.

### **Level Up:**

Daily 1:1 tutoring for K-2 students needing intervention. Targeted practice on student need that is and assessed weekly. Students follow a research based trek through phonemic awareness lessons.

### [Missouri Reading Grant](#)- Comprehensive Literacy State Development

**CLSD:** The Missouri CLSD program was designed to complement DESE’s commitment to literacy for students under the agency’s Show-Me Success plan. The goal of the project is to support educators’ working knowledge of evidence-based literacy strategies to effectively teach reading and writing to all students. This includes providing professional development to pre-service teachers in institutions of higher education, early childhood education teachers and K-12 educators to enable them to provide effective instruction. This grant will support local education agencies with developing evidence-based literacy plans to implement in their schools and provide support for families.

**Missouri Reading Initiative (MRI):** The foundation of the Missouri Reading Initiative is based on the principles of effective and research-based literacy instructional practices, including the most current



findings by the National Reading Panel and the science around how students best learn to read. Missouri Reading Initiative values the standards for professional development set forth by *Learning Forward*, the educational organization for professional learning. Their process and delivery of working with teachers and administrators, on-site, long-term and in a comprehensive manner, allows Missouri Reading Initiative trainers to be invested as partners with individual school sites in promoting improved literacy achievement for every student K-12.

## Family and Community Engagement

As part of the program, teachers provide personalized information regarding a students' reading levels that is accessible, easily understood and allows parents to progress monitor academic growth toward specific goals. We will provide clear communication to parents about what they can do to support their child and partner with the school. We provide simple, accessible strategies that improve achievement.

We have also engaged other community based programs that offer programming designed to increase students passion for reading.

**Lead to Read:** Lead to Read is a community based program that recruits and connects trusted, caring adult volunteers (called Readers) with kids in grades 1 through 4 from every walk of life. Once a week, for 30 minutes, Readers and kids explore the world by reading books provided by the children's teachers, in the safety and security of an elementary school classroom. We are currently piloting Lead to Read in 2<sup>nd</sup> Grade.

**Let's Read:** Let's Read is a multi-generational approach to family reading. Built to inspire a tradition of reading in the home, Let's Read offers an action packed hour each week for caregivers and children to laugh, read, and play together. Each session centers on a weekly theme and includes age appropriate books, crafts, and reading tips. At the end of each session, families leave with a brand new book, strategies for reading in the home, and great memories! In partnership with Literacy KC, we are offering Let's Read to Genesis families on Thursday evenings and are averaging 12 families per session.

# Family and Community Engagement Plan

## Overview

Genesis School believes that Community and Family engagement is critical to accomplishing ***the school mission of “ensuring students have the knowledge, skill, and mindset to be successful in a college preparatory high school and beyond.”*** While effective community and family engagement has multiple benefits for all stake-holders, the true purpose for the school is ultimately academic achievement and developing healthy youth of strong character.

**One of our 4 Core Beliefs addresses community and family engagement, stating:**

- ❖ *“A school must be inextricably linked to the community it serves: Our students’ success benefits the community, while the community supports and informs our work. Leveraging community partnerships meets our students’ needs and ensures learning.”*

**Family and Community Engagement benefits the school by:**

- Creating a welcoming school culture that supports parent access to community and school based supports that meet their needs.
- Increasing parent voice in school improvement efforts and building family investment by making school programming and progress accessible and understandable.
- Providing families with safe and healthy family activities and entertainment that build strong school community.
- Sharing a clear and culturally relevant model for student academic and socio-emotional development that supports effective parent-school partnerships.

Our model for family and community engagement is based on the Kansas City Local Investment Commission’s model of a Community School. A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. We believe in having high expectations for students and families, while also meeting our busy families where they are at.

5 functions of our engagement efforts:

- 1. Safety Nets:** Leveraging Community partners and agencies to help families meet the basic needs of students. This frequently involves coordinating emergency and temporary assistance. This effort is coordinated by a Family Resource Specialist and

includes providing utility assistance, food, emergency housing and homelessness assistance, and family access to mental health.

2. **Family Programming:** Providing our families with safe and healthy family activities and entertainment. Programming focuses on building school community by bringing community partners, families and staff together. At least one event is held each month. Examples include thanksgiving dinner, family dance, game and movie nights, donuts for dads, student programs, book fair etc. These efforts are coordinated by the Dean of Students and the Academic Director.
3. **Community Building:** Actively participating in ongoing efforts to improve the communities within which our school and our families reside. Advocating for positive change in our community to the benefit of students. Examples include engaging neighborhood associations, participating and supporting the urban summit, attending Local Investment Committee meetings, inviting and engaging elected officials. These efforts are led by the Executive Director and the Director of Parent and Community Involvement.
4. **Strong Families:** Coordinating access to partners, agencies and programs that contribute to strong families and communities. Identifying community partners with the capacity to provide programs to assist families with affordable housing, employment, insurance, education and technology. This year the school hosted a Family Summit with partners during parent teacher conferences. These efforts are led by the Director of Parent and Community Involvement.
5. **Educational Partnership:** Developing strong partnerships between parents and our school that results in high academic achievement and students of strong character. Developing the capacity of all stakeholders to work together to help children succeed. These efforts are led by the Academic Director and the instructional leadership team.

## 2022-2023 Plan

**Context:** Genesis has operated as a community-based provider of academic services for an at-risk population since 1975. Leveraging community partnerships (rather than replicating services) meets our students' needs and ensures a focus on learning. Now more than ever, strong family engagement is essential to achieve the academic gains our students need.

This plan identifies the programming, strategies, and interim goals, developed by staff and parents, supported by community organizations, informed by research as well as the ongoing work within the educational landscape and approved by the board.

During 2022-23, as COVID protocols become less restrictive, we will continue to reenergize our family and community engagement efforts. Building on the community partnerships and family relationships that supported families during the pandemic, our Family and Community Engagement efforts will focus on three specific standards within the National Standards for Parent/Family Involvement framework:

- 
- **Student Learning** – Schools partnering with parents to assist student learning. (Standard III).
- **Collaborating with Community**- Community Resources used to strengthen schools, families, and learning. (Standard VI)
- **School Decision Making and Advocacy**- Parents becoming full partners in the decisions that affect children and families. (Standard V)

### **Goals:**

1. Genesis will achieve an 80% parent satisfaction rate across the targeted areas of Student Learning (partnering), Collaborating with Community and Decision-Making.
2. 100% of parents and teachers agree to a “partnering goal” targeting increased student achievement after Fall Conferences.
3. Survey and conduct listening sessions to align community partnership efforts to parent needs.
4. Have at least 5 family members seated as a Parent Advisory Committee (PAC) by April.

### **Specific Actions across our 5 functions:**

**Safety Nets:** Genesis will continue to leverage community partners and agencies to help families meet the needs of students. Our Family Resource Specialist leverages a host of partner agencies to support our families to assist with housing, utilities, food insecurity, counseling,

childcare and more. During 2022-23, The Family Resource Specialist will ensure all families are aware of existing school and community-based supports at the beginning of the school year and leverage survey and listening sessions to promote and extend awareness as well as tailor supports that align to family's needs.

**Family Programming:** Providing our families with safe and healthy family activities and entertainment. In 2022-23, we will leverage new and returning partners as well as our own student activities to bring parents and families into the school. We will stack programming on Tuesday evenings in the fall as well as This programming builds school community by bringing community partners, families, and staff together. During 2022-23, we will pilot a new weekly offering on Tuesday evenings and based on attendance and parent input, modify offerings as we move forward. We will also offer school programming, including thanksgiving dinner, family dance, game and movie nights, donuts for dads, student programs, book fair etc.

**Community Building:** We have built the capacity to amplify parent voice regarding issues impacting our community. Our survey will provide parents the opportunity to share their highest priority concerns, including improving the safety of the school and surrounding community. The school stands ready to work with a Parent Advisory Council and our families to ensure that leadership within the community are aware of and responsive to our concerns.

**Strong Families:** Survey results will identify needs and wants to drive programming designed to contribute to strong families and communities. Based on survey results, we will include programming offerings, including the Family Summit.

**Educational Partnership:** At Genesis, we believe that it is our responsibility to ensure that we develop strong partnerships between parents and our school that results in high academic achievement and students of strong character. In 2022-23, we will continue to leverage lessons learned during the pandemic and all of the other elements of our family and community engagement efforts to effectively work with parents to increase student achievement. At our first parent teacher conference, we will develop individualized partnering plans with families that includes commitments from teachers, families and students all aligned to achieving academic goals.

## Calendar of Events and Actions

<b>Genesis Town Hall</b>	<b>Thursday July 28th, 6pm</b>
<b>Registration</b>	<b>Thursday, August 4<sup>th</sup> 1pm-7pm</b> <b>Friday, August 5<sup>th</sup>, 9am-1pm</b>
<b>Project Prepare</b>	<b>Saturday, August 6<sup>th</sup>, 9am-1pm</b>
Back to School Night	Thursday, September 1 <sup>st</sup> , 4-7pm
Together Tuesday Begins	Tuesday, September 6th, 4:30-6pm
Project Sankofa	Friday September 16 <sup>th</sup> , 8:15-8:45am
Literacy Night	Thursday October 13 <sup>th</sup> , 4:30pm-7pm
Parent/Student/Teacher Conferences	Wednesday October 26 <sup>th</sup> , 4-7pm Thursday October 27 <sup>th</sup> , 10am-3pm
Project Sankofa	Friday October 21 <sup>st</sup> , 8:15-8:45am
Thanksgiving Celebration	Friday, November 18 <sup>th</sup> , 11am-1pm
Holiday Program	Friday December 16 <sup>th</sup> , 1pm
Family Game Night	Thursday January 12 <sup>th</sup> , 5pm-7pm
Project Sankofa	Friday January 27th, 8:15-8:45am
Family Dance	Friday, February 10 <sup>th</sup> , 6-8pm
Parent/Student/Teacher Conferences	Thursday, February 16th, 4-7pm Friday, February 17 <sup>th</sup> , 10am-3pm
Project Sankofa	Friday February 24th, 8:15-8:45am
Black History Month Program	Friday, February 24 <sup>th</sup> , 1pm
Pastries with Parents	Friday March 17 <sup>th</sup> , 8-9:30am
Project Sankofa	Friday March 31 <sup>st</sup> , 8:15-8:45am
Academic Recognition	Tuesday, May 23 <sup>rd</sup>
8th Grade Promotion	Thursday, May 25th