

**LEA/District School Improvement Grant  
Application**

**Genesis Charter School**

**Submitted:  
July 14, 2010**

**Missouri Department of Elementary and Secondary Education**

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## Genesis Charter School Improvement Grant Application Title I, Section 1003 (g) of ESEA

DIRECTIONS			
MAIL THE COMPLETED FORM TO: FEDERAL INSTRUCTIONAL IMPROVEMENT, MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, PO BOX 480, JEFFERSON CITY, MO 65102-0480.			
QUESTIONS, CONTACT FEDERAL INSTRUCTIONAL IMPROVEMENT: PHONE: (573) 751-9437; FAX: (573) 522-1759; OR E-MAIL TO: <a href="mailto:WEBREPLYIMPRFII@DESE.MO.GOV">WEBREPLYIMPRFII@DESE.MO.GOV</a> ; VISIT THE DEPARTMENT'S WEBSITE AT: DESE.MO.GOV			
LEA/DISTRICT AND PROGRAM CONTACT INFORMATION			
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## Abstract

The Genesis School (Genesis) was established in 1975 as a VISTA program to assist students trying to attain their GED. From 1975 to 1999, Genesis was a private school serving students through a contract with the Kansas City School District. In the fall of 1999, Genesis became an alternative middle school serving students in grades 5 through 9. Historically, students were enrolled in the Genesis School for about one year for academic and social interventions. Beginning in school year 2010–11, the school will be transformed into a grades 1–8 school and renamed the Genesis Promise Academy.

The Genesis School has been consistently low-performing, with about 85 percent of its students scoring at basic or below basic on the MAP communication arts and mathematics assessments. The Genesis School also has an attendance rate below that of the state, and for the past two years it had significant increases in discipline incidents. A recent comprehensive needs assessment revealed substantial areas of needs:

- MAP assessment scores at basic or below basic in communication arts and mathematics for about 85 percent of students
- Lack of a core curriculum aligned to the Missouri state standards
- Inadequate use of formative assessments and other data
- Lack of effective principal leadership and teaching capacity
- Student attendance below the state: Genesis 88.5%; state 95.1% in 2009
- Significant increase in discipline incidents for the past two years
- Need for stronger implementation of school safety policy and procedures
- Lack of systemic intervention plan to increase student performance in mathematics and communication arts
- Insufficient parent involvement in the academic aspects of the program

As a result of the needs analysis, the Genesis School leadership (that is, its executive director and board of directors) has decided to implement the school turnaround model. To begin that process, in July 2010 the previous principal was replaced by a new director for education, and in May 2010 all teachers were required to reapply for their positions through a rigorous new selection process. In addition, six Teach for America candidates have been hired. Although these steps provide a foundation for significant change, this application for a School Improvement Grant goes far beyond, setting out detailed performance goals, strategies, actions, and evaluation for the next three years.

By the end of the 2010–11 school year:

- Genesis School will secure 90 percent of the instructional resources necessary to implement a fully aligned new curriculum and provide training and job-embedded professional development for all staff.

By the end of the 2011–12 school year:

- Genesis School will have 100 percent of its administrative staff and teachers highly qualified and a rigorous new principal- and teacher-evaluation system will be in place.

By the end of the 2012–13 school year:

- 100 percent of teachers will be trained and supported in using the curriculum.

- The school will be using a wide range of qualitative and quantitative data to improve and enhance educational programming and instructional delivery.
- Student performance will increase by 20 percent from below-basic or basic to proficient in the 2011–12 school year and another 20 percent to proficient in the 2012–13 school year on the MAP communication arts and mathematics assessments, after the baseline year.
- The Genesis School will have a high-functioning behavioral support system that results in a 20 percent decrease in discipline incidents from the baseline.

With strong governance, highly effective leadership and teaching capacity, robust implementation, data collection, monitoring, and built-in formative and summative evaluation, Genesis School will meet its objectives over the next three years and beyond.

**Competitive Priorities  
for Section 1003(g) Missouri School Improvement Grants  
Genesis Charter School**

<b>Competitive Priority</b>	<b>Goal, Objective or Strategy of the School Implementation Plan Listed in the ePeGs Template (Appendix B)</b>
<b>Implement one plan.</b>	<p>The board of directors at Genesis School approved a turnaround model of school improvement in March 2010. The plan outlined in this proposal is aligned to the Title I plan and to the current School Improvement Plan, and all policies, initiatives, budgets, staff assignments are being reviewed to support school turnaround. To support the plan, the administrative staff, with support from the school’s sponsor, UMKC and from the Missouri Charter Public School Association, will review policies and procedures throughout 2010–11 school year. Updates will reflect changes in federal law and state regulations. All stakeholders will be provided information on the turnaround plan and will be given opportunities to provide input and support. The board and executive director are committed to providing governance and oversight and will meet regularly with the turnaround director for education to review the progress of the turnaround initiative, provide support, and review data.</p>
<b>Set ambitious targets for improvement.</b>	<p>The Missouri Department of Elementary and Secondary Education (DESE) sets annual targets for the school. The plan outlined in this application is designed to reach to achieve those targets. Additionally, as determined by the sponsor of Genesis Promise Academy, The University of Missouri Kansas City (UMKC), the school will make drastic improvements in the instructional program in the school year 2010-11 which will result in strong baseline data and a minimum of 20 percent of students moving from below basic/basic to proficiency each year after the first year in both communication arts and mathematics. This consist of implementing 90 minutes of reading and math everyday, a designated instructional intervention for students in Tier 2 and Tier 3 of the Response to Intervention Model, implementation of a classroom performance system for classroom assessment, a new aligned and rigorous curriculum, integration of technology in the classrooms to improve instructions such as classroom performance clickers, smart boards and learning centers. The grade level will change from a 5th through 9th to a 1st through 8th grade level school, the first year will be considered baseline data.</p>

<p><b>Design and innovate a plan for recruiting, evaluation and retaining the best teachers and leaders—and removing those who are ineffective.</b></p>	<p>For the 2010-11 school year, the staff will be comprised of a turnaround principal (director for education), new (Teach for America) and returning teachers, all of whom will be interviewed using the Haberman Selection Process. As of July 1, 2010, the director for education is on the job and participating in the development of the plan. As part of the turnaround plan, a teacher evaluation system to include multiple measures, one of which will be a measure of student achievement, will be developed. The school is currently reviewing the Charlotte Danielson teacher evaluation model. Removing staff found to be ineffective in improving student outcomes will be an essential component of the new evaluation system. The director for education will conduct daily class walkthroughs and will meet with grade level and individual teachers regularly to provide feedback on their performance, and will utilize the NWEA benchmark data and other formative assessments to help measure teacher effectiveness during the year, and the MAP data at the end of each year. Current policies support the removal of teachers found to be ineffective. Genesis current policies, designate all new staff members on probationary for 1 full year. The plan also includes incentives for teachers at Genesis. These incentives include financial support for attending conferences and workshops and for improved student achievement scores during the school year.</p>
<p><b>Identify high-risk students and create opportunities to succeed.</b></p>	<p>All students enrolling in the new Genesis Promise Academy will be screened in reading and mathematics by the reading and mathematics specialists. The instructional leadership team will utilize the assessment data to develop interventions that will occur in the general and small group classroom instruction, instructional intervention and after school tutoring times that will start this upcoming school year. All staff will receive training in Response to Intervention throughout the three year period. Additionally, all specialists such as the intervention specialist, social workers, speech therapist, and reading and math specialists will tutor students and provide other necessary supports within the general program and in the additional instructional support time. Furthermore, the instructional leadership team will utilize its partners and other community resources and family support to provide a comprehensive and targeted system of support for all students identified in screening as needing academic and/or other forms of support, and will monitor their progress in weekly scheduled meetings. A systematic use of data will guide these activities.</p>

<p><b>Be bold and innovative.</b></p>	<p>Genesis Promise Academy is a charter school and, as such, operates with consistent freedom to innovate and with autonomy to make personnel decisions.</p> <ul style="list-style-type: none"> <li>• Genesis will broaden its focus to include students 1 through 4 in the 2010-2011 school year.</li> <li>• Genesis will implement a turnaround model</li> <li>• Genesis will lengthen its school day to provide mandatory extended learning opportunities for students</li> </ul> <p>All funds are used to benefit student achievement. The SIG dollars will not supplant existing programs or staff positions but will support the implementation of the Positive Behavior System and Character Plus, the implementation of a new classroom performance system for immediate assessment of students progress in the classroom, parent contract between the school and parent to support the academic achievement of their child, integration of technology in the classroom such as smart boards with projectors, classroom performance clicker and Differentiated instructional learning centers, the new curriculum and instructional specialist/school assessment data coach and the 3 new paraprofessionals to support instructional capacity of the small class size of 20 students. The specialized personnel and new curriculum aligned to Missouri standards strengthen the instructional capacity of the school and provide students with a rigorous instructional program and supports that will accelerate their learning and help them to achieve at or above grade level expectations. For example, a data coach with strong expertise in mathematics will bring robust changes to the way the school currently utilizes data to improve instruction by building teacher capacity to collect and analyze data on a routine basis and use the information to develop instruction that results in learning. A new mathematics specialist will help to identify additional mathematics resources, develop lessons with teachers, model best practices, and review data with teachers. Additionally, the new mathematics specialist will be able to provide instructional intervention to the students who are struggling the most in mathematics during the extended time each day. The reading specialist position, already in place at Genesis, will work in a similar capacity. These specialists will work with the director of education as the school's instructional leadership team. This will provide strong capacity to strengthen the overall core instructional program, while helping individual students to meet their goals at a faster rate. A strong accountability system, including the classroom assessments, monthly and quarterly data reporting of student data to students and parents, will be in place.</p>
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<b>Demonstrate teacher commitment</b>	All teachers entering Genesis Promise Academy for the 2010-2011 school year would have been interviewed for a position for turnaround teacher; the overall plan thoroughly explained to each applicant. Additionally, a letter of commitment will be mailed to all staff (teachers, office staff, paraprofessionals, etc.) in August and all signatures secured before the start of school. During the first week of orientation, the letter will be reviewed and all staff will be reminded of the expectations. All staff will also undergo a background check and sign a contract outlining contractual obligations. Therefore, 100 percent of Genesis staff will commit to school turnaround
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## Section A. Schools to Be Served

**A. SCHOOLS TO BE SERVED: An LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Genesis Charter School		X			X			

## **Section B. Descriptive Information**

### **B.1. Needs Analysis and Intervention**

1. For each Tier I and Tier II school that the LEA/district commits to serve, the LEA/district must demonstrate that—
  - The LEA/district has analyzed the needs of each school and selected an intervention for each school

#### **The School**

The Genesis School (Genesis) was established in 1975 as a VISTA program to assist students trying to attain their GED. From 1975 to 1999, Genesis was a private school serving students through a contract with the Kansas City School District. In the fall of 1999, Genesis became an alternative middle school serving students in grades 5 through 9. The school's sponsor is the University of Missouri–Kansas City (UMKC) and is actively engaged in providing various supports to the school, such as professional development services for teachers and assistance in administering a competitive process for the school's vendors. Students are enrolled in Genesis for roughly one year for academic and social interventions.

For students with behavior problems who are restricted from accessing the school facility due to long-term suspensions for a major safe-school violation, Genesis capitalizes on the benefits of technology by offering a virtual academy that provides laptops and wireless access to students.

In addition to the director for education (principal) and other directors, the school is led by an executive director, a board of directors, and a group of special advisers who represent a cross section of the Kansas City community. Because of results from the school's needs analysis and the turnaround requirements, a director for education (principal) assumed leadership of the school in July 2010. The school was renamed the Genesis Promise Academy and, as will be discussed in greater detail later in the application, will be transformed into a grades 1–8 school.

#### **B.1.1. Needs Assessment and Evaluation**

##### **Materials Utilized During the Needs Assessment**

- NCA CASI Study: Appendix A
- School Improvement Plan: Appendix C
- Feasibility Study: Appendix F
- SWOT (Strengths, Weaknesses, Opportunities, and Threats): Appendix G
- MAP data: Appendix H
- Safety Report: Appendix I
- Student Survey: Appendix J
- Parent Survey: Appendix K
- Attendance Rates: Table 1
- Incidents Report: Table 2

To address the persistent low performance of the students attending Genesis, for the last two years the leadership has engaged in a concentrated effort to identify the school's needs and to improve student academic performance. In July 2008, a new executive director was selected to lead Genesis, and she immediately conducted a comprehensive needs assessment and began to develop a school improvement plan.

In efforts to improve student's academic achievement, the following things have been provided and offered: additional professional development in effective instructional strategies and the analysis of data for teachers was provided by UMKC, the sponsor, staff have attended workshops and conferences focused on improving student achievement, instructional audit to help provide feedback to teaching staff, classroom observations, analysis of effective utilization of instructional time, implementation of the NWEA last year, a school improvement plan developed by the principal and staff. After-school tutoring and Supplemental educational services were offered to students and their parents to provide additional academic support. The challenges faced with the effectiveness of these reform efforts were lack of staff buy-in, parents' commitments to take advantage of the support services available, lack of resources needed to offer support in the classroom and the limited specialized personnel.

As part of this needs assessment, a quality assurance review was conducted in February 2009 by the North Central Association Commission on Accreditation and School Improvement (NCA CASI) process (Appendix A).

The review focused on seven standards of accreditation: (1) vision and purpose, (2) governance and leadership, (3) teaching and learning, (4) documenting and using results, (5) resource and support systems, (6) stakeholder communications and relationships, and (7) commitment to continuous improvement. Four of the areas met the standards for accreditation: vision and purpose, governance and leadership, resource and support systems, and stakeholder communications and relationships but the other three needed improvement. Overall, three priority recommendations emerged from the review:

1. Clearly define and delineate roles and responsibilities for the administrative team.
2. Research and implement a comprehensive behavior management system.
3. Create and implement a comprehensive school improvement plan.

Genesis was given two years to demonstrate progress toward addressing the recommendations, at which time the school will submit an Accreditation Progress Report (APR) to NCA CASI.

During the fall of 2009, the preliminary results of this needs assessment process were utilized in preparation for meeting the new requirements for the Title I School Improvement Grants (SIG). A special meeting of the Genesis board of directors was held on October 16, 2009, to educate the board about the changes needing to take place to refocus the school on student achievement (Appendix B). A school improvement plan was presented at this meeting (Appendix C). Throughout the school year, the board of directors and executive director have continued to monitor the implementation plan developed by the principal and instructional team. Over the several months of implementation, little evidence of progress was demonstrated by the instructional staff and principal. A special meeting with the Genesis board of directors, UMKC (the sponsor), and the federal grants manager was held to educate the directors about the new models the school would be required to select from to be eligible for the SIG program. In March 2010, the board reviewed the requirements for each model and, applying the data from the needs assessment, unanimously agreed upon the selection of the turnaround model (Appendix D). With the board's approval of the turnaround model in April 2010, staff began working on a plan to prepare for submitting an SIG application. The executive director led the process of assessing the school's current

academic progress, leadership, and staff. Since that time, the assessment process has continued to inform the development of the school's implementation plan.

A feasibility study of Genesis School to function as a 1st- through 8th-grade school was conducted during March and April by the executive director and the board of directors. Their analysis concluded that Genesis's students, who are enrolled for a year or less for academic and social support intervention, do not have sufficient time at the school to realize academic gains before they transfer to another school (Appendix E). The report reinforces the concerns of the Genesis leadership and supports a plan for grade-level expansion moving from a 5th- through 9th-grade school to a 1st- through 8th-grade school where students will remain for a longer period and the focus will be more on prevention than on intervention. The board approved the grade-level expansion project on April 7, 2010 (Appendix F).

All employees of Genesis participated in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) activity during the 2009–10 school year (Appendix G). The major strengths reported were a safe and clean facility, programs and supports provided to students and their families, partnerships, committed staff, and the Genesis Virtual School Program. Weaknesses uncovered in the analysis were insufficient budget and resources, internal conflict and dissent, “silos,” no aligned curriculum, low expectations, lack of parent engagement, and lack of communication and collaboration among staff. The opportunities were to create more partnerships, develop instructional programs, and research and use other models for alternative education. The threats reported were shrinking resources and funds, competing schools, perception that the school serves “bad” students, and poor test scores.

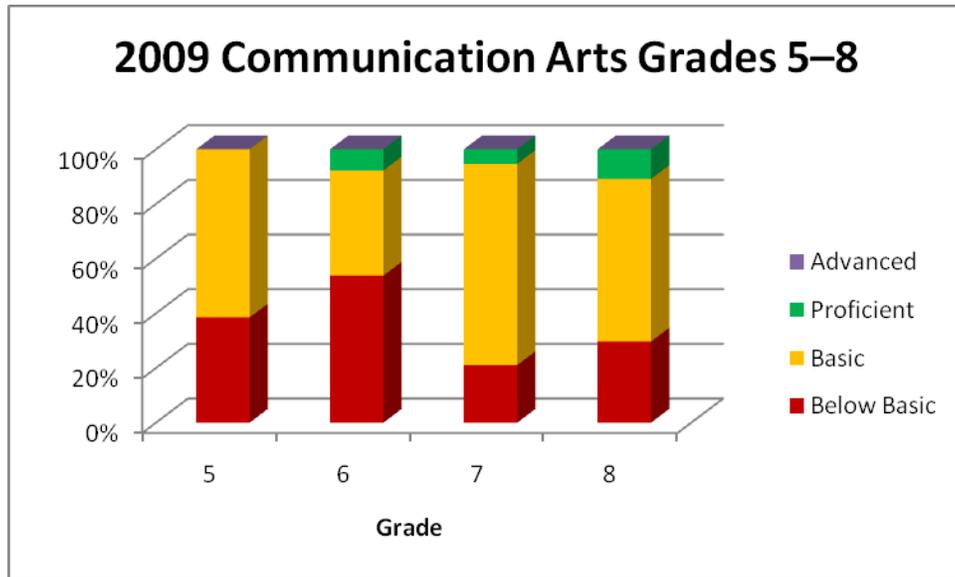
This coming year, the Genesis leadership (the board of directors and executive director) has made a decision to expand down to 1st and, in doing so, to become the Genesis Promise Academy, serving grades 1–8. After assessing the stability and academics of students entering Genesis, the leadership decided that by expanding to 1st grade, Genesis will be intervening at an earlier age. Implementation of an effective 1st- through 8th-grade school will help to prevent the development of behavioral obstacles to learning and minimize many of the intervention strategies necessary to address the deterrents displayed by students currently enrolled at Genesis. Furthermore, with the guidance of a new instructional leadership team, students at Genesis will be provided with a comprehensive instructional program while receiving the necessary academic, social, and psychological interventions and supports they might need. Students enrolling at Genesis will undergo academic and social assessments prior to the development of their academic and social intervention plans based on the Response to Intervention (RTI) instruction model.

## **Student Performance**

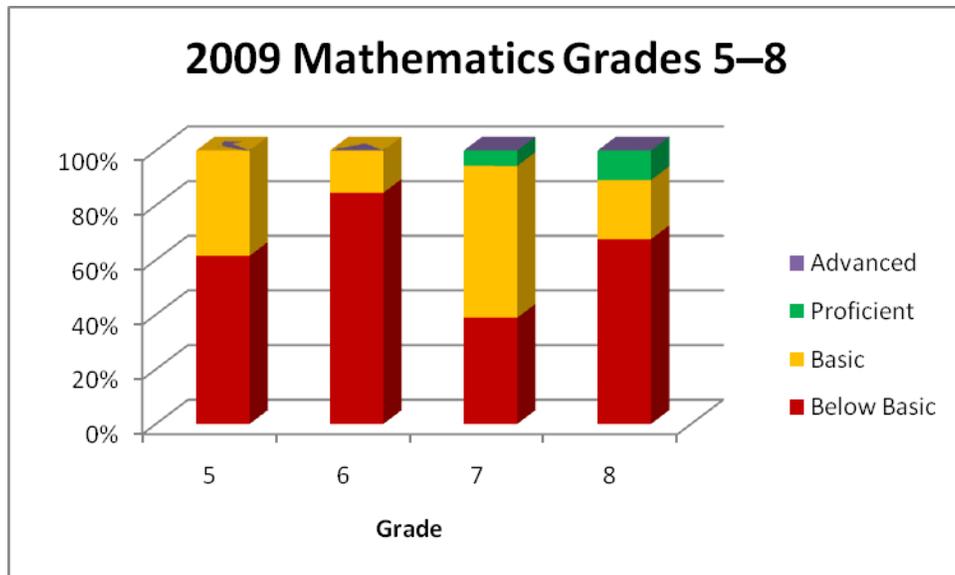
During the 2009–10 school year, 120 5th- through 9th-grade students were enrolled in the school who are coping with various degrees of academic and social needs. With respect to student performance, the Missouri Assessment Program (MAP) data indicates that in the last four years the school has not made adequate yearly progress in communication arts or mathematics, with student test scores consistently lagging behind state averages (Appendix H). However, because most students remain in the school for just one year, it is difficult to treat classes as cohorts because the same students do not progress through each grade at the school.

The MAP data can be used to understand the general makeup of the students served by Genesis in previous years. As Figures 1 and 2 illustrate, the majority of the students are performing at either basic or below-basic levels with no more than 15 percent in a class, at best, achieving proficiency. Because each student arrives at the school with various academic and social challenges, it is difficult to compare test scores among classes each year, to draw inferences about the impact of the teacher, or to accurately measure student growth in one year's time.

**Figure 1. Communication Arts Proficiency at Genesis**



**Figure 2. Mathematics Proficiency at Genesis**



Similarly, student attendance (see Table 1) is also lower than the state average. The 2007–08 and the 2008–09 trends do, however, show that attendance is on the increase by approximately two percentage points per year.

**Table 1. Genesis Versus State Attendance Rates, 2007–2009**

Year	Genesis Promise Academy			Missouri				
	2007	2008	2009	2005	2006	2007	2008	2009
Total Attendance Rate (K–12)	84.0	86.7	88.5	94.6	94.8	94.7	94.8	95.1
Attendance Rate (K–8)	84.2	86.7	88.3	94.0	94.1	94.0	94.0	94.4
Attendance Rate (9–12)	83.0	86.5	89.2	92.5	92.5	92.4	92.2	92.9

*Source: Missouri Dept. of Elementary and Secondary Education as submitted to Core Data by Missouri Public Schools. Data as of November 2, 2009, posted to the Web November 7, 2009.*

The lack of leadership, consistent academic progress among all grades and inadequate attendance were compelling factors for the selection of the turnaround model and the decision to replace the principal.

### **Curriculum Development and Learning Management**

In the area of instructional supports for teachers, the previous principal did not provide a core curriculum that is aligned to the state standards in communication arts and mathematics. In addition, no data management plan existed to provide effective guidance to support the instructional decisions of the staff. The feasibility report recommended that a full curriculum and a robust professional development program be put in place to support the grade-level expansion and new vision.

Genesis has previously used federal funds to hire a reading teacher trained in the Lindamood-Bell Phonetic Sequencing program to work with beginning and nonreaders. The reading specialist has been supported by Genesis with time to attend workshops and conferences, planning time, and the resources to be successful. As a result, formative and benchmark data, has shown, in some cases, two or more years of gain in reading skills and comprehension. But while many of our students are making gains as shown in their classroom assessments, their successes do not always show up on MAP scores.

Although benchmarking data and other formative assessment data were available, there was no standard process in place nor data coach to aid teachers in using this data for making instructional decisions. In addition, the former principal did not require teachers to write lesson plans, had difficulty making decisions, and would not take responsibility for academic accountability. During classroom observations, the executive director noted the lack of behavior management among some teachers, lack of coherent and meaningful lessons, and failure to use classroom data and assessments to support targeted instructional strategies.

### **Professional Development**

In general, professional development activities were not effective and did not result in more effective instructional delivery. There was no evidence of follow-up activities or data collected specifically to determine the quality or impact of the professional development, and the principal did not provide any data.

UMKC is the school's sponsor and provides support for administering a professional development class for the teachers. It became evident to UMKC, in their interaction with the teachers, that the principal was not providing job-embedded support nor did she have an accountability plan for the training that teachers received. In a meeting with the executive director and the board of directors, representatives from UMKC

advised school leaders that, although teachers were attending the class, they refused to participate in the professional development activities. Throughout the needs assessment process, concerns began to emerge about the extent to which a substantial number of teachers were committed to effectively serving the Genesis students.

### Safe, Secure, and Engaging Environment

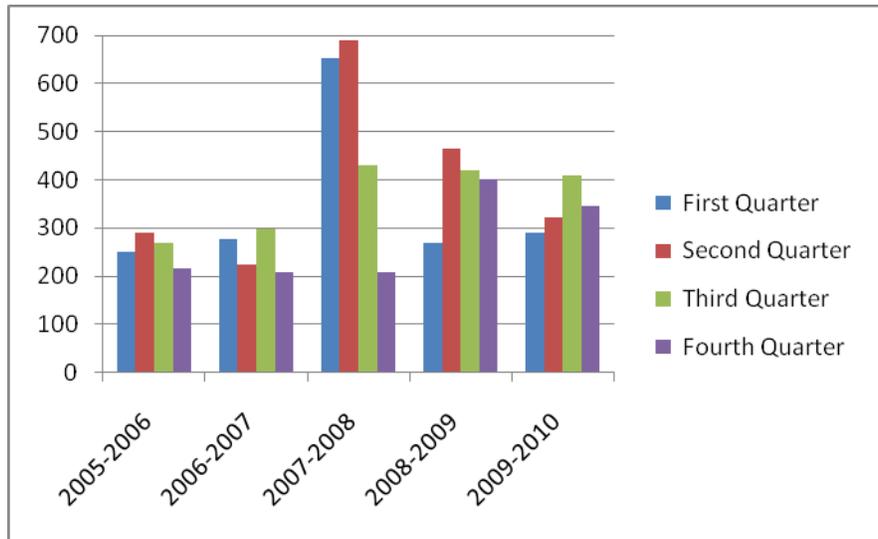
Of the 120 students at Genesis during the 2009–10 school year, 45 were served through the Genesis Virtual Academy. The students in the Virtual Academy are students with offenses, adjudications, suspensions, or other situations that prevent them from attending school on the campus. For those in attendance at the school building from 2005–08, the incidents report (see Table 2) demonstrated improved student behavior as the year progressed, with a consistent decline in reported incidents from the first quarter to the fourth quarter. From 2008–10, however, incidents rose significantly from the first quarter to the fourth quarter. One notable change in that time period was the hiring of the principal to manage the daily operations of the school. Unfortunately, during her tenure, incidents rose each year instead of declining, as the previous pattern had been. The school did not have a positive behavioral support system for students, so individual teachers were left to handle student disruption in their own ways. Consequently, students were written up and referred to the office for minor incidents that could have been resolved in the classroom or through other support personnel.

**Table 2. Reportable Behavior Incidents at Genesis, 2005–2010**

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
First quarter	250	276	654	268	291
Second quarter	291	223	691	465	323
Third quarter	270	298	431	420	409
Fourth quarter	217	209	209	402	347
<b>Total</b>	<b>1,028</b>	<b>1,006</b>	<b>1,985</b>	<b>1,555</b>	<b>1,370</b>

Figure 3 shows that during 2007–2008, there was a dramatic increase in incidents during the first three quarters but then a sharp decline in the fourth quarter. In the last two years, behavior data increased, rather than decreased, in the fourth quarters.

**Figure 3. Reported Behavior Incidents, by Quarter**



On March 2, 2010, Dr. Russell Thompson, of the Missouri Center for Safe Schools, conducted a safety review of Genesis. According to the report, the facility is safe and secure (Appendix I). There were, however, findings in the areas of implementation of policies and procedures and recommendations for improvement. The recommendations included revising the procedures for implementation on safety, conducting basic safety training, developing an annual safety inspection checklist and conducting an annual inspection, posting safety procedures in specific areas of the school, and preparing and distributing standard classroom emergency operating guidelines to communicate clear and explicit safety expectations.

In May 2010, a student survey was administered (Appendix J). A total of 57 students completed the student questionnaire, which asked questions about climate, safety, parent involvement, academics, and staff support. In the areas of climate and safety, many student responses demonstrated a positive feeling about their school, but almost the same number disagreed. On the question of respect for school property, 35 students believed that students do not respect school property. Student responses were almost evenly distributed between never/sometimes and always/often on questions related to parents volunteering, attending school activities, and talking to teachers. Overall, the student responses did not show any particular area of strong agreement or disagreement, except for respect for school property, and many students chose the “Don’t know” option.

### **Parent and Community Involvement**

Parental involvement and community support are critical to the success of Genesis as it brings on new leadership and restructures to serve grades 1–8. Fortunately, the school will enter this transformation period with strong parent satisfaction, as demonstrated in the results from a questionnaire distributed in May 2010 (Appendix K). The overall data shows strong parent satisfaction with Genesis.

**Table 3. Parental Attitudes**

Questionnaire Sections	Positive	Negative
<b>Parents satisfaction with home and school interaction</b>	95%	5%
<b>Parents satisfaction with the quality of school: programs and interventions</b>	92%	8%

Even though the needs assessment revealed a high level of satisfaction among parents, the school leadership expressed concern about a lack of parental involvement. Although there is an informal parent group and a parent liaison who has been in place for two years, turnout at parent events has been extremely low. In addition, little data was captured related to parent volunteerism at the school.

Genesis has a well-established base of community support, but the needs assessment documented the fact that these partnerships are more focused on behavior, health, and social services, with limited emphasis on partners who can provide academic supports. Because the majority of the students in every grade are not proficient in communication arts or mathematics, as noted previously, school leadership is working to develop more partnerships with organizations that can help strengthen the academic performance of the students. To enhance the academic performance of students at the school, Genesis will continue to take advantage of the various resources readily available to it such as the fact that it resides in the same building as the Boys and Girls Club, is governed by a board of directors as well as guided by a group of community-based special advisers. For instance, the board has members that include representatives from all sectors of the Kansas City community, including public, private, nonprofit, and religious organizations who are well positioned to support the academic goals of the school (see Table 4).

### **Information Technology and Data Management**

Genesis has a director of information technology (IT), who also serves as director of the Genesis Virtual Academy. According to the needs assessment, the students in the Virtual Academy are generally being well served; the needs assessment also suggested, however, that teachers at the school could make better use of the technology available to them in their daily lessons. While Genesis has a data warehousing system and IT infrastructure to support administrators, teachers, and students, the school does not have personnel (beyond the IT director) with these specialized skills, and therefore data management support is not readily available.

Each year, the school participates in a donation program administered by the Government Services Agency (GSA). Through this program, the federal government donates computers and accessories that have been swapped out for new models. Through a competitive process, the school has been eligible to receive many of its technology resources through this program for the last two years.

As mentioned previously, the school's past configuration made it difficult to assess teacher effectiveness and student academic progress because students usually remained at the school for just one year, or less. In addition, the school did not have specialized staff to aid teachers in using data to inform classroom instruction. With the shift to grades 1–8 configuration, the ability of Genesis to more carefully assess student academic growth and teacher effectiveness will be greatly enhanced, but the school will still need to adopt a system able to measure and keep track of student growth. The addition of a data coach to the staff will aid the school in making progress in this area.

## Human Resources

- **The Principal**

Over the past five years, two individuals have served the school as principal. From 2005 to 2008, the school was led by Pamela Pearson, who was then promoted to executive director. From 2008 to 2010, the school was led by another principal who has since been let go. The lack of student academic progress and increase in student incidents identified previously as well as the principal evaluation data detailed in this section all factored into this decision.

The principal evaluation data shows that in the areas related to instructional leadership, the former principal did not have a plan in place to keep teachers focused on expectations and there was lack of data and documentation on instructional activities. In addition, the executive director of Genesis met with the principal on several occasions to request and review information on academic program and teacher evaluations. No evidence was provided, at any time, to show that the principal had systems in place to conduct rigorous and constructive teacher evaluations and to provide formal feedback on their work.

- **Teachers**

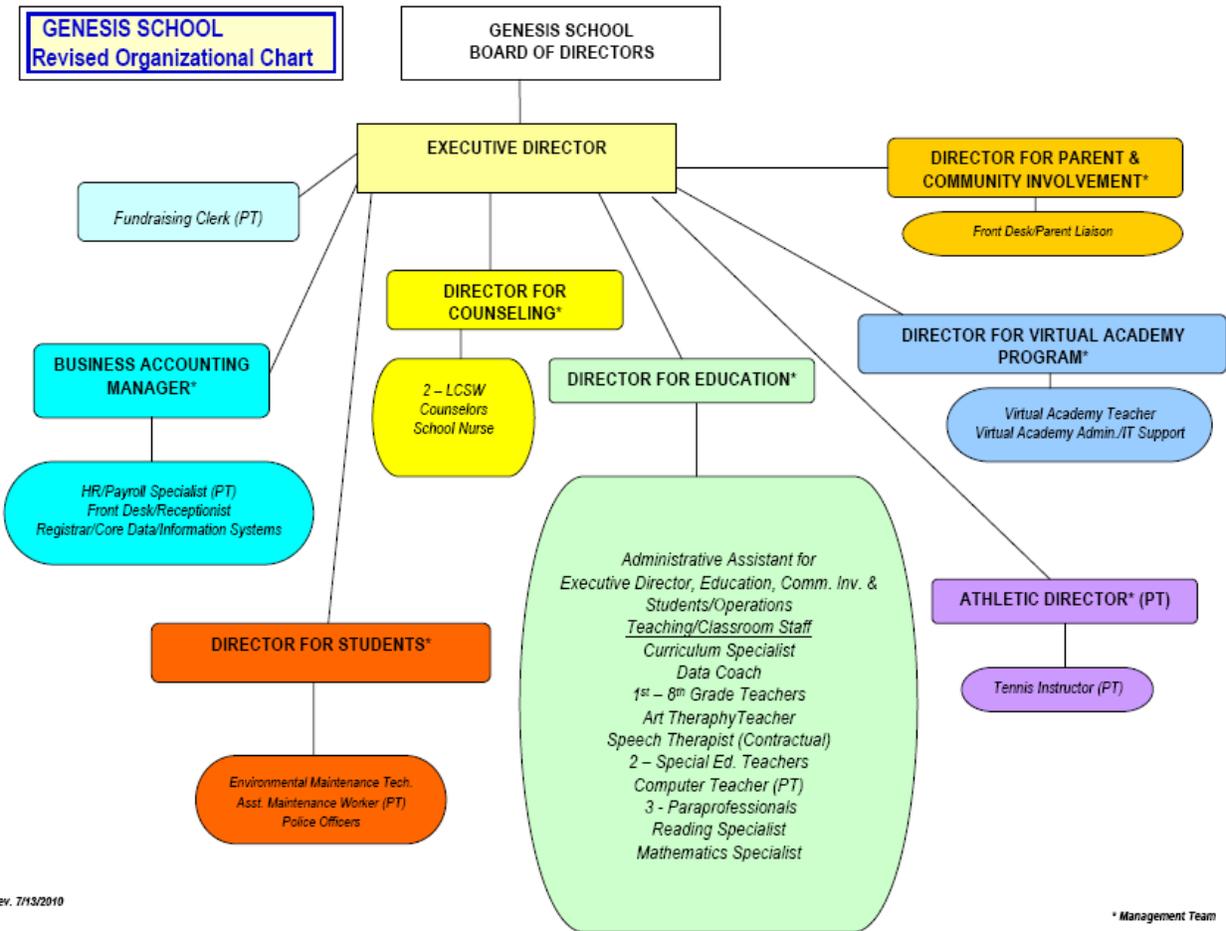
As the organizational chart in Figure 4 shows, there are 12 teaching support positions at Genesis and all the teachers meet the highly qualified teachers (HQT) requirements of the Elementary and Secondary Education Act (as amended by No Child Left Behind). When the executive director and the board were conducting their recent review of the school, very little data was available to assess the effectiveness of the teachers. There is no formal documentation of teacher evaluations, nor are there records of regular classroom observations. This state of affairs made it virtually impossible for the executive director and the board to conduct a reliable assessment of the teaching staff at the school and was a compelling factor in the decision to select the turnaround model that would enable the school to hire a director for education and require all staff to reapply for their positions.

## Leadership and Governance

The school is currently led by a board of directors and executive director. As noted earlier, the current executive director was promoted in July 2008 and immediately began a needs assessment process that included a heavy emphasis on academic concerns. The executive director has an executive team composed of the directors of education (principal), counseling, community outreach, IT/Virtual Academy, and operations. Similarly, the needs assessment suggested that the principal can use a similar support team. To that end, Genesis will be establishing an instructional leadership team composed of specialists who can support the new director for education (principal) in improving student performance.

During the needs assessment process, the leadership also realized that the current size of the board was atypically large for a school of this size. The size of the board ranged from 13 to 15 directors, although a typical number for a small school is 5 to 7 directors. At the June executive committee meeting of the board, a decision was made to reduce the board (primarily through attrition as terms expire) to 10 members by 2010–11.

**Figure 4. Genesis Organizational Chart**



**Table 4. Sampling of Organizations Represented on  
Genesis Board of Directors and Partnerships**

Organizations Represented by the Board of Directors	Organizations Represented Through Community Partnerships
American Century Investments	Black Health Care Coalition (health and mental and counseling)
B. M. Scott and Associates	Charters school association (academic)
Blue Scope Construction	Children’s Mercy Hospital (health)
Callblast Communications	Combat (substance abuse)
Calvary Temple Baptist Church	Greater Kansas City Boys and Girls Club (before and after school)
Commerce Bank	Niles Home (severe learning or emotional disabilities)
Faultless Starch/Bon Ami Company	Preferred Health Center (substance abuse)
Fleishmann-Hillard	Swope Parkway Health Center (health)
Hallmark Cards	Vine Yard and Oak Park neighborhood associations (community engagement)
Kansas City Power & Light	Youth Friends (mentoring)
KCMO Police Department	United Way (fiscal)
Puente Marketing	
Riederer Law Firm	
Sly James Law Firm	
UMB Bank	

## **Application of Data to Selection of Model for School Improvement**

In efforts to improve student's academic achievement, the following things have been provided and offered: additional professional development in effective instructional strategies and the analysis of data for teachers was provided by UMKC, the sponsor, staff have attended workshops and conferences focused on improving student achievement, instructional audit to help provide feedback to teaching staff, classroom observations, analysis of effective utilization of instructional time, implementation of the NWEA last year, a school improvement plan developed by the principal and staff. After-school tutoring and Supplemental educational services were offered to students and their parents to provide additional academic support. The challenges faced with the effectiveness of these reform efforts were lack of staff buy-in, parents' commitments to take advantage of the support services available, lack of resources needed to offer support in the classroom and the limited specialized personnel.

As indicated earlier, the executive director has been engaged in a needs assessment of Genesis since she assumed her role two years ago. The analysis of the data, documents, and procedures at Genesis showed the following areas to be in need of significant improvement: student achievement, leadership, teacher capacity and evaluation, curriculum and instruction, data use, and parent engagement. Although all areas of need uncovered in the analysis will be addressed in developing and implementing a plan to improve student achievement at Genesis, the most significant and immediate need lies in establishing new leadership (principal and instructional leadership team) that can bring a sense of urgency to the situation, hire strong teachers who can be successful in a turnaround setting, and create a coherent curriculum and relevant assessments.

Over the past nine months, as the details of the U.S. Department of Education's new requirements for School Improvement Grants were released, the board of directors has been informed of these developments and engaged in a process of analyzing the data gathered through the needs assessment. In October 2009, the board participated in an extensive review of the data and approved the new school improvement plan developed specifically to address the deficiencies identified in the needs assessment. At the March 2010 board meeting, the directors considered the four options available to them (Appendix C) As a charter school serving a special population, the board considered the requirements of each model and voted unanimously to select the turnaround model in light of the considerations in Table 5.

**Table 5. School Improvement Models and Genesis Options**

Closure	Not selected because the school serves a specific population and an identified need in the community
Restart	Not selected because the school is currently a charter school and operates with sufficient flexibility to make the needed reforms
Transformation	Not selected because the needs assessment indicates a need to recruit, hire, and develop instructional staff and leadership with the capacity to serve high-needs youth and to make data-driven instructional decisions
Turnaround	<p>Selected because Genesis needs to</p> <ul style="list-style-type: none"> <li>• Recruit, hire, and develop instructional staff and leadership with the capacity to serve high-needs youth and to make data-driven instructional decisions</li> <li>• Establish a comprehensive talent management (i.e., staff development and evaluation) system</li> <li>• Institute ongoing embedded professional development based on identified needs of staff</li> </ul>

**B.1.2. Tier I and II Capacity**

- **The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.**

The leadership of Genesis has been engaged in a needs analysis and planning for school improvement for the last two years. A school improvement plan was developed (Appendix C) approved by the board of directors, and implemented in the 2009–10 school year. A new three-year plan is being developed to incorporate the evaluation finding of previous implementation activities and to comply with the requirements of the Turnaround model. As described in what follows (and attached in its entirety in the ePeGs) the new school improvement plan builds upon the previous year’s plan while incorporating recent data and developments.

The needs assessment that began in July 2008 was used to inform the development of a comprehensive school improvement plan that was presented and approved by the board of directors in October 2009 (Appendix B). The support of the board, community partners, and private funders (identified in the previous section) was critical to the school’s ability to begin implementing this plan in the 2009–10 school year. The plan proposed a range of strategies to improve student performance in math and communications arts such as identifying effective curriculum and teaching strategies; structuring time for teacher planning and instructional team meetings; providing professional development related to the needs of the teaching faculty; providing afterschool tutoring; and hosting parent nights to inform parents of school plans and activities.

This plan was implemented during the 2009–10 school year, but because the previous principal did not have procedures in place to implement and evaluate the activities, she did not maintain adequate records and little formal evaluation data is available on previous school improvement activities. The new principal is expected to maintain detailed records on this year’s implementation activities and engage in robust evaluation of all programs. Learning Point Associates will provide technical assistance to help build the leadership capacity to manage such tasks.

The focus of this school improvement plan emphasizes both academic achievement and student behavior. The primary scientific, research-based resources guiding the strategies in these areas are the Response to Intervention framework (RTI) and the Positive Behavior and Intervention Supports (PBIS) model. Job-embedded professional development will be provided as specialists work side by side with school staff to gather and interpret data and make instructional decisions based on the results of student learning. Content-based lesson plans and interventions will be developed utilizing research-based best practices as assessments are used to screen students, and consistent progress monitoring will drive planning for individual students through differentiated practices.

Over the three-year life of this grant, RTI will provide high-quality, standards-based instruction, and interventions that are matched to students' academic and behavioral needs. RTI will be used to drive all interventions through a multilevel prevention and support system. The process will become embedded into the daily work of the school through the early identification of students exhibiting at-risk behaviors, providing evidence-based interventions, monitoring student outcomes, and continuously adjusting the process as needed. Learning Point Associates will provide technical assistance to aid the leadership and staff in the implementation of RTI.

To help improve school culture, reduce discipline referrals, and improve teacher retention, the PBIS model will be implemented at the school and the new Intervention Specialist will be held accountable for implementing the existing policies and procedures designed to foster a safe school environment. The PBIS program provider will provide training in PBIS. Teachers will learn how to use data, systems, and practices to develop and implement consistent schoolwide discipline plans to create positive learning environments.

A new curriculum will be researched, selected, and implemented in the 2010–11 school year. Additional materials will be purchased using federal School Improvement Grant funds awarded in the spring of 2010. The evaluation of the curriculum implementation mentioned in the previous section highlighted the need for a curriculum specialist to provide support in two critical areas: to ensure alignment of the curriculum to the state standards and to provide support to teachers in developing strategies to incorporate the curriculum into classroom instruction. Through the use of the SIG funds, Genesis will have additional capacity to support and expand the necessary human resources, external expertise, and support programs to provide the services needed by our students and parents. With the use of these funds, Genesis will be able to support a curriculum and instruction specialist, an assessment data coach, and a director of students. A curriculum specialist has already been hired for the 2010–11 school year using a portion of the 2010 SIG funds already awarded. The administrative and instructional leadership teams of the school, along with UMKC and the Missouri Charter Public School Association, will support the implementation of the new curriculum, formative and summative assessments and data management.

To improve teacher effectiveness, in the 2009–10 school year, class schedules were adjusted to provide teachers with dedicated time for planning and instructional team meetings. In evaluating the implementation of this strategy, it was determined that teachers were not utilizing this time effectively and the principal was not providing sufficient oversight and support. In addition, the principal did not keep adequate records of teacher evaluation. These were factors in the decision to select the Turnaround model and replace the principal with a stronger instructional leader.

For the 2010–11 school year, in addition to the curriculum specialist, additional staff will be hired and an instructional leadership team will be formed to support the director of education in improving teachers' use of this time. To ensure proper teacher evaluation, school leadership is currently researching the Charlotte Danielson Teacher Evaluation Model. The director for education, with support from UMKC and the Missouri Charter Public School Association, will develop a comprehensive teacher evaluation system that includes student achievement as one of the evaluation criteria, to be implemented fully in the

2011–12 school year. In addition, the funds from this SIG grant will enable the school to implement a teacher incentive program.

In the area of professional development, the school's sponsor, UMKC, supported professional development for teachers. As mentioned previously, the teachers attended the professional development sessions but did not fully participate. This was a factor in selecting the Turnaround model so that the teacher force could be replaced. All teachers hired or rehired will be informed of the school's plan and expectations for teachers and will be required to sign a form demonstrating their commitment. Genesis will utilize professional development opportunities to ensure that the staff and all service providers understand the RTI concept and use the RTI concepts when providing services to the school. Finally, student achievement discussions will be framed within a tiered approach based on data.

In the 2009–10 school year, afterschool programs were offered to provide additional academic supports to students. Because these programs were optional, student participation was low. In response to this, for the 2010–11 school year, the school day will be extended by one hour for all students. That time will be used to provide additional academic supports targeted to students' needs as determined by an analysis of available data on student performance. On Wednesdays, the school will have early dismissal (2 hours early) for the students to participate in the Boys and Girls Club activities on site while staff participate in planned professional development such as strategies to implement Response to Intervention. Genesis has purchased membership for all its students in the Boys and Girls Club so students can participate in the morning and evenings and on weekends at no cost to them.

As to parental involvement, a parent liaison was hired in 2008 and then assisted in increasing outreach efforts such as parent nights to update parents on improvement strategies and parent surveys to elicit their feedback. Although the parent feedback is generally positive, the engagement remained low; therefore, the revised plan incorporates additional strategies to increase parent engagement. The parent liaison will have several roles in the school's intervention strategies. For example, the parent liaison will work with parents to garner their support for the goals of PBIS at parent nights at the school and will work to provide a space where parents can meet and work on school-related activities to foster parental engagement and collaboration.

The Genesis School strongly believes that a rigorous independent evaluation of its programs and practices can provide critical information to support program improvement as well as accountability. For school year 2010–11, all staff will be provided training and support in implementing the school's Turnaround plan. Measures of progress and evaluation will be built into every strategy with the appropriate personnel held responsible by the executive director and the director for education. The school will engage in ongoing evaluation with each service provider. Student achievement data will be reviewed and discussed with external providers on a regular schedule. The school will work directly with the staff to ensure that the conditions (PD schedules, teacher coaching schedules, materials, equipment) are adequate to support the implementation of external provider services. Specific evaluation activities include the following:

- For the past ten years, Dr. Chris Brown, an independent evaluator from the University of Missouri–Kansas City (UMKC), has conducted annual evaluations of the school. Starting with the 2010–11 school year, Dr. Brown will be asked to revise the evaluation design to address gaps in such areas as curriculum implementation, teacher evaluation, and engagement.
- Over the past two years, the current executive director has had other evaluations conducted on the various programs of the school. Because of the substantial change envisioned over the next three years for the Genesis Promise Academy, a much stronger combination of formative and summative evaluation strategies will be put in place. The formative evaluation work, to be conducted by the nationally recognized evaluation group at Learning Point Associates, will focus on assessing the extent to which the plan is being implemented and to identify areas for

continuous improvement. Learning Point Associates will also collaborate during this three-year period with Dr. Brown to develop and put in place a full range of quantitative and qualitative metrics, with a real-time performance dashboard that can be accessed by school staff and families, to support ongoing program improvement and rigorous academic accountability.

- The data coach will be responsible for collecting, analyzing, and reporting data regularly. UMKC will evaluate the instructional program at the school twice during the school year and provide an evaluation report.
- Monthly meetings will be held to review data and assess the progress of implementation strategies.
- A communications plan will be executed so that the school improvement plan, current data, and budget will be posted on the school’s website and updated quarterly. A drop box for community comments will be placed at the entrance of the school and checked regularly. Comments and feedback will be an agenda item at each executive team meeting and decisions will be made to address them. The school will hold regular meetings to inform the parents, partners, and community members of the plan’s implementation and measures of success.
- External evaluators will continue to provide objective feedback to the school, and all stakeholders will be provided with the information and have the opportunity to provide feedback for the development and implementation of intervention strategies.

The transparent flow of information among a community of learners will become a cornerstone of the Genesis Turnaround effort. In summary, Table 6 describes each of the required action items in the Turnaround model and how Genesis proposes to address them.

**Table 6. Alignment of Interventions to the Turnaround Model Required Activities**

Intervention	Resources	Assigned to
<b>Replace the principal and grant the principal sufficient operational flexibility over staffing, time, and budget.<sup>1</sup></b>		
Hired turnaround principal (director for education) on July 1, 2010	Charter School ADA basic formula	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Board of directors</li> </ul>
Director for education has significant responsibility over key school operations such as <ul style="list-style-type: none"> <li>• Developing SIG grant application</li> <li>• Completing the hiring process</li> <li>• Developing roles and responsibilities</li> <li>• Developing schedules</li> <li>• Managing the school’s budget</li> </ul>	Charter School ADA basic formula	<ul style="list-style-type: none"> <li>• Director for Education</li> <li>• Executive Director</li> <li>• Business Accounting Manager</li> </ul>

<sup>1</sup> Shaded rows designate the turnaround required element.

Intervention	Resources	Assigned to
Screen all existing staff and rehire no more than 50 percent.		
Interview all existing staff and new applicants using the Haberman Selection Process	Charter School ADA Basic Formula	<ul style="list-style-type: none"> <li>• Director for Education</li> <li>• Executive Director</li> <li>• Director of Community Involvement</li> <li>• UMKC Representative</li> <li>• Urban League Representative</li> </ul>
50% of teaching staff have been rehired, including one returning reading specialist	Charter School ADA Basic Formula	Executive Director
Select new staff.		
During June through August 2010 hired <ul style="list-style-type: none"> <li>• Six new <i>Teach for America</i></li> <li>• One new curriculum specialist</li> <li>• Intervention Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Charter School ADA Basic Formula</li> <li>• School Improvement Grant (Spring '10)</li> </ul>	Executive Director
Implement strategies such as financial incentives, increased opportunities for career growth and promotion, and flexible work conditions.		
In the 2010–11 school year, the leadership will <ul style="list-style-type: none"> <li>• Develop a financial incentive plan based on student achievement</li> <li>• Identify and tap into teacher talents to develop teacher leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Charter School ADA Basic Formula</li> <li>• School Improvement Grant (Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Director for Education</li> <li>• UMKC</li> <li>• Business Accounting Manager</li> </ul>
Provide staff ongoing, high-quality, job-embedded professional development aligned to the instructional program and the reform strategies.		
In the 2010 school year, the director for education (principal) will <ul style="list-style-type: none"> <li>• Schedule weekly grade-level planning time with support from the instructional leadership team</li> <li>• Provide daily job-embedded support through model lessons, assessment, and data</li> <li>• Provide financial support to staff for attendance at conferences and workshops that support the instructional initiatives of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Charter School ADA basic formula</li> <li>• School Improvement Grant (Fall '10)</li> <li>• Title I</li> <li>• Title IID</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Director for Education</li> <li>• Curriculum Specialist</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> <li>• Data coach</li> </ul>

Intervention	Resources	Assigned to
Adopt a new governance structure.		
<p>In the 2010–11 school year the following will be accomplished:</p> <ul style="list-style-type: none"> <li>• The school will be led by a new director for education (principal).</li> <li>• The principal will have a new instructional leadership team.</li> <li>• The size of the board of directors will be reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Charter School ADA basic formula</li> <li>• School Improvement Grant (Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Directors</li> <li>• Executive Director</li> <li>• Director for Education</li> </ul>
<b>Use data to identify and implement an instructional program that is aligned to the state standards and vertically aligned from one grade to the next</b>		
<p>The director for education will accomplish the following:</p> <ul style="list-style-type: none"> <li>• Hire a curriculum/instructional specialist and other members of the instructional leadership team (math specialist/data coach, reading specialist).</li> <li>• Lead the team in developing a curriculum for reading and mathematics with support from an external provider in using the Survey of Enacted Curriculum to inform the alignment.</li> <li>• Review and revise the curriculum annually on the basis of classroom observations, student achievement data, and teacher feedback.</li> <li>• Establish planning schedules, model lessons, and provide other classroom support.</li> </ul>	<ul style="list-style-type: none"> <li>• Charter School ADA basic formula</li> <li>• Title I</li> <li>• School Improvement Grant (Spring/Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Director for Education</li> <li>• Curriculum Specialist</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> <li>• Data Coach</li> <li>• UMKC</li> </ul>
Promote the continuous use of student data—formative, benchmark, and summative—to inform and differentiate instruction.		
<p>A Response to Intervention framework will be adopted to improve the use of data to drive student achievement. The resources utilized to provide intervention will consist of Lexia Reading, Symphony Math and Study Island.</p>	<ul style="list-style-type: none"> <li>• Charter School ADA basic formula</li> <li>• Title I</li> <li>• School Improvement Grant (Spring/Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Board of Directors</li> <li>• Director for Education</li> <li>• Curriculum Specialist</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> <li>• Data coach</li> <li>• Teaching Staff</li> <li>• Learning Point Associates</li> </ul>

Intervention	Resources	Assigned to
All instructional decisions in RTI are based on universal screening and progress monitoring data that will be attained from various data sets. Training in RTI and data use and a focus on delivering a strong core program (Tier I) will be the focus in the first year. More systemic Tiers II and III implementation will occur in the 2011–12 and 2012–13 school years	Same as above	Same as above except Board of Directors has no role
The NWEA benchmark data will be reviewed quarterly and the director for education will make instructional decisions for the following quarter	<ul style="list-style-type: none"> <li>• Charter School ADA basic formula</li> <li>• School Improvement Grant (Spring/Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Director for Education</li> <li>• Curriculum Specialist</li> <li>• Data Coach</li> </ul>
A midyear evaluation (reality check) will be conducted by the director for education and the instructional leadership team and the director for education will again make instructional changes warranted by the data.	<ul style="list-style-type: none"> <li>• Charter School ADA basic formula</li> <li>• Title I</li> <li>• School Improvement Grant (Spring/Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Director for Education</li> <li>• Curriculum Specialist</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> <li>• Data coach</li> </ul>
Establish schedules and implement strategies to provide increased learning time.		
Extend the Genesis school day for instructional interventions delivered by school staff and specialists	<ul style="list-style-type: none"> <li>• Title I</li> <li>• School Improvement Grant (spring and fall '10)</li> <li>• Private funding</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Directors</li> <li>• Executive Director</li> <li>• Director for Education</li> <li>• Teaching staff</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> </ul>
Arrange schedules to allow for collaborative planning time for teachers	Charter School ADA Basic Formula	Director for Education

Intervention	Resources	Assigned to
Provide appropriate social-emotional and community-oriented services and supports for students.		
Hire a Intervention Specialist	Charter School ADA Basic Formula	Executive Director
Implement PBIS	<ul style="list-style-type: none"> <li>• Charter School ADA Basic Formula</li> <li>• School Improvement Grant (Spring/Fall '10)</li> <li>• Private Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Specialist</li> <li>• Director for Education</li> <li>• Director for Counseling</li> <li>• Parent Liaison</li> <li>• Counselor</li> <li>• Teachers</li> <li>• Regional Professional Development Center</li> </ul>
Assign three licensed clinical social workers to manage case loads	<ul style="list-style-type: none"> <li>• Charter School ADA Basic Formula</li> <li>• Private Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Director for Education</li> <li>• Director for Counseling</li> <li>• Social Workers</li> </ul>
Continue daily collaboration with the Boys and Girls Club for program and mentoring supports	<ul style="list-style-type: none"> <li>• Charter School ADA Basic Formula</li> <li>• School Improvement Grant (Spring/Fall '10)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Director for Education</li> <li>• Intervention Specialist</li> </ul>
Continue working with community partners to provide services for students and their families	<ul style="list-style-type: none"> <li>• Charter School ADA Basic Formula</li> <li>• School Improvement Grant (Spring/Fall '10)</li> <li>• Private Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Director for Community and Parent Involvement</li> <li>• Director for Education</li> <li>• Intervention Specialist</li> <li>• Director for Counseling</li> <li>• Athletic Director</li> <li>• Board of directors</li> </ul>

## Section B.3. Implementation Plan

The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements

The interventions described in this section directly align with the five goals that are discussed in the attached ePeGS document: student performance; highly qualified staff; facilities, support, and instructional resources; parent and community involvement; and governance.

**Student Performance:** To improve student achievement, Genesis is prepared to completely revamp its curriculum to align to state standards and will extend the school day to provide additional mandatory instructional supports to students. Genesis will hire an overall curriculum specialist to align program resources to the state standards and to work closely with the reading specialist and a new data coach/math specialist to develop aligned literacy and math curricula. As the new curriculum is developed, teachers will receive ongoing professional development and support to improve their pedagogical skills. To ensure the effectiveness of this curriculum, an evaluation design will be created in collaboration with Dr. Brown of UMKC, the evaluation team at Learning Point Association, and the Missouri Public Charter School Association. The attached ePeGS plan provides detailed action steps to achieve these objectives.

**Highly Qualified Staff:** To ensure that the Genesis staff is both highly qualified and committed to serving our students effectively, a turnaround model has already been selected. As a result, the principal was recently replaced by a new director for education, and Genesis has required that all teachers reapply for their positions. As noted earlier, a rigorous new teacher recruitment and selection process is now in place. To date, four teachers have been rehired and six new Teach for America teachers have been hired. All Genesis teachers will comply with the highly qualified teacher (HQT) requirements of the ESEA's NCLB amendments, as they possess at least a bachelor's degree, are Missouri State-certified, and (in the process of completing their degree and receiving certification) have demonstrated subject-matter competency for the courses they will teach. To that end, their teaching assignments will be based upon their areas of certification. In addition, by the start of the 2010–11 school year, all teachers will be required to sign a statement of support for the school's turnaround strategy and will have gone through more rigorous safety and security screening procedures.

**Facilities, Support, and Instructional Resources:** We are committed to transforming Genesis into a safe, secure, and nurturing learning environment. Overall, the Genesis facility is in good shape and well maintained, as per the safety review (see Appendix I). While providing a generally good rating for Genesis, the safety review also recommended some additional policies and procedures that could be implemented to help the facility become even more safe and secure. While Genesis already had developed extensive policies and procedures in this area, the previous principal was not focused on implementing them effectively. Therefore, during the 2010–11 school year, the new Intervention Specialist and instructional leadership team will be held accountable for implementing and building upon the existing policies and procedures.

In terms of creating a learning environment that supports student learning and positive youth development, Genesis will adopt the Positive Behavior Intervention Supports (PBIS) and maintain services provided by staff such as reading and mathematics specialists, guidance counselors, clinical social workers, speech therapists, and the community partners listed in Table 4 of the application. Genesis also will implement a high-functioning student support system that will use RTI procedures to analyze individual student data to determine instructional needs, target instruction to those needs, employ qualified and specialized personnel to deliver those interventions with intensity and fidelity, and

continually monitor and evaluate the academic progress of each student. Lexia Reading, Symphony Math and Study Island will be utilized to provide additional support to students in all tiers of the RTI model. In addition, Genesis will continue to maintain and improve its Virtual Academy to maintain the academic support services for students who need alternative placements.

**Parent and Community Involvement:** As Genesis continues its transformation from an alternative school to a full-service, Grades 1–8 school, it will continue to expand its outreach efforts to parents and families. In particular, while expressed parent support for Genesis has been strong, onsite family and community engagement in school activities has languished. We intend to rectify this by strengthening the connection of parents and families to the school’s instructional mission and programs. To do this, the school will maintain a parent-family liaison position, implement a parent contract, establish more effective communication systems and opportunities for parents to provide feedback, continue parent and community surveys, and involve parents and community members on school committees. Genesis will purchase Power School to help provide parents’ immediate information regarding their child’s academic achievement and attendance, as well as the students. By providing parent access to a system of this magnitude, parents are able to intervene earlier and communicate with teachers and the school regarding their concerns or questions regarding their child’s progress. As noted earlier, the school has a demonstrated track record in building community partnerships to provide social service supports. While continuing to grow and enhance those community connections, the Genesis leadership also will seek to establish a new balance to ensure family and community engagement around academic success as well.

**Governance:** The new director for education started on July 1, 2010, and will have an instructional leadership team in place by the start of the 2010–11 school year. The executive director will work closely with the director for education to implement this plan. The executive director and board of directors will remain in their positions, but the makeup of the board will change as the newly configured Genesis Promise Academy moves to a smaller board of directors to improve efficiencies and engagement.

The LEA must describe actions it has taken, or will take, to—

- Recruit, screen, and select external providers, if applicable, to ensure their quality

Genesis has used the services of Learning Point Associates to assist in developing its SIG application. Learning Point Associates was state approved and selected through a competitive process that included presentations in Jefferson City to all schools applying for SIG. The expertise of Learning Point Associates in the areas of school turnaround and teacher evaluation were determining factors for Genesis. Based on the organization’s capacity to support school improvement and its status as a DESE-approved external provider, Genesis will continue to utilize Learning Point Associates as its service provider for proposed work under the SIG grant progresses. Genesis also will utilize the Missouri Charter Public School Association and UMKC, the school’s sponsor, for expertise in developing the leadership and teaching capacity for the turnaround effort. In addition, the Regional Professional Development Center (RPDC) will be tapped for guidance to the instructional leadership team in developing a sound three-year professional plan. Collectively, these organizations will provide Genesis with the following:

- Technical assistance and professional development in Response to Intervention (RTI)
- Support for full and rigorous implementation of the turnaround model
- Research-based information and best practices to improve teaching and learning
- Assistance in developing school and staff capacity to offer a strong and effective instructional program that **will** result in improved student achievement
- Comprehensive Evaluation

During the three-year grant period, other external providers also may be required to work with Genesis school leadership and staff. Such external providers will be selected from the state-approved list or through a competitive process that includes onsite presentations to the leadership, staff, and parent representatives. They will be primarily utilized to improve student achievement and student behavior and to provide professional development to the staff on specific skills and strategies. The curriculum providers will provide on-site training to teachers. In the area of student behavior, the PBIS provider will provide training and a data management system to support the implementation of this program.

Previously, contractors for the school have been vetted through UMKC, the school's sponsor. In the future, the Genesis Promise Academy will work with UMKC and DESE to recruit, screen, and select additional external providers through a rigorous process that will include the following:

- Identifying external providers based on the school's needs as outlined in the School Implementation Plan.
- Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to ensure quality and efficiency of each external provider.
- Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet the school's needs.
- Aligning the selected external provider with existing school resources, specifically time and personnel.
- Assessing the regular communication with the school to ensure that supports are taking place and are effectively adjusted according to the school's identified needs.
- Examining the data from the school improvement effort through meetings with the school's sponsor to evaluate the effectiveness of the supports provided.
- Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports.

The LEA must describe actions it has taken, or will take, to—

- [Align other resources with the interventions](#)

Table 6, Alignment of Interventions to the Turnaround Model Required Activities, in the previous section, details how other school resources are aligned to support the interventions.

The LEA must describe actions it has taken, or will take, to—

- [Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively](#)

The board of directors and the executive director are currently reviewing the policy and procedures to determine which ones will need to be revised. In response to the findings in the Safety review, the teacher's policy handbook consists of policies which are a subset of the entire board policies. The current board policies are being reviewed to identify any revisions and implementation of the board policies to meet the charter school laws and minimize any oversight. As stated previously, the school is being transformed and policies and procedures will need to be consistent with its new structure and new instructional mission. The board and executive director will seek technical assistance from the Missouri Charter Public School Association to review policies on general administration, students, personnel services, support services, and instructional services.

The LEA must describe actions it has taken, or will take, to—

- Sustain the reforms after the funding period ends

In efforts to sustain the reform efforts, Genesis will take the following actions to help with these efforts:

- secure public and private funding for multiple years to continue efforts such as United Way, business /foundations and grants,
- Fundraising special event annually,
- Increase enrollment in the various grade levels,
- Collaborate with other community partnerships to secure additional funds

Having served as a public school for over 35 years, Genesis has a strong track record and has developed expertise in securing the funds necessary to fully implement its programs. Genesis has succeeded in building a robust financial support portfolio that includes grants from the federal government, State of Missouri, Kansas City School District, foundations, businesses, and nonprofit partners, listed below. Most recently, Genesis secured over \$100,000 to build a new library for the school during the 2010–11 school year.

Grants have been awarded to Genesis from the following foundations and businesses:

- American Century
- Assurant
- Bank of America Trusts
- Bernstein Family Foundation
- Blue Cross & Blue Shield
- Boylan Foundation
- Butler Manufacturing
- Cloud M. Cray Foundation
- Curry Family Foundation
- DST
- Francis Families Foundation
- Goppert Foundation
- Kansas City Power & Light
- Muriel McBrien Kauffman Foundation
- William T. Kemper Foundation
- Kevin Lockett Foundation
- R.A. Long Foundation
- Massman Foundation
- Mastercraftsmen
- Neptune Fund
- Nichols Company
- Parmelee Foundation
- J.B. Reynolds Foundation
- J.E. Dunn
- Sosland Fund, Hymie & Vivian
- Sprint
- Jack & Martha Steadman Family Foundation
- Sunflower Foundation
- Tension Envelope Foundation
- Union Bank and Trust
- UMB Trusts-Gottlieb
- USTA Tennis
- Variety Club
- Westport Fund
- Ira Witschner Charitable Trust

- Henry E. Wurst Family Foundation

Successful fundraising strategies begin by tying outreach strategies to documented needs. Genesis has a strong record of identifying and communicating its ongoing financial needs to the community it serves; for instance, the information below is currently posted on the Genesis website to secure additional funding:

**Table 7. Genesis Funding Needs**

Activity or Program	Cost	Purpose
<b>Strategic Reading Program</b>	\$18,500	Covers the cost for reading clinicians who provide 60 one-on-one reading sessions to students reading below 2nd grade.
<b>Online Curriculum for Virtual Students</b>	\$25,000	Covers the purchase of licenses for the online curriculum called Odysseyware. This curriculum will allow us to serve students who are homebound or on long term suspension from safe-school violations. Each license costs \$750. We have laptops available for each student to access the Internet.
<b>Student and Parent Activities; Field Experiences</b>	\$35,000	Covers the expenses for student and parent activities, field experiences, and summer school incentives (e.g., admission fees and transportation).
<b>Fine/Performing Arts Program</b>	\$25,000	Covers the expenses of these two programs under the counseling department. <ul style="list-style-type: none"> <li>• Two performing arts instructors and purchase of equipment and supplies</li> <li>• Art instructor and the purchase of art supplies</li> </ul>
<b>Supplies and Professional Development Training</b>	\$10,000	Covers the cost of instructional supplies and equipment for the classroom needed to address student’s achievement levels, workshops and training for staff, and guest speakers.

With a documented track record in identifying the needs of the school and building partnerships to support those goals, Genesis is confident that it will be successful in continuing and sustaining these interventions upon the expiration of the SIG funds.

## B.4. Timeline

**Table 8. Alignment of Key Findings of the Needs Analysis and the Goals, Objectives, and Strategies of the School Implementation Plan**

Key Finding of the Genesis Charter School Needs Analysis	Objectives	Key Strategies and Activities of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
			1	2	3	4	5	YR1	YR2	YR3
<b>1. MAP assessment scores at basic or below basic in communication arts and mathematics for about 85 percent of students</b>	By the end of the 2012- 2013 school year, Genesis School student performance will increase by 20 percent from below basic/basic to proficient in the 2011-2012 school year and another 20 percent to proficient in the 2012-2013 school year on the MAP communication arts and mathematics assessments, after the 2010-2011 baseline year.	Teach from an aligned curriculum; use benchmark data and student samples to monitor student academic progress; extend the school day by one hour for tutoring and academic interventions; develop comprehensive evaluation system for formative and summative evaluation with technical assistance from independent evaluators; conduct formative internal evaluation for the first two years plus annual external evaluation.	X					X	X	X
<b>2. Lack of a core curriculum aligned to the state standards</b>	By the end of the 2010–11 school year, Genesis School will secure 90 percent of the instructional resources necessary to implement an aligned curriculum that will be utilized by teachers in the classrooms.	Hire curriculum specialist and an external provider to support the alignment of the curriculum; secure resources; provide ongoing support to classroom teachers in the delivery of the mathematics and communication arts curriculum.	X					X	X	X
<b>3. Inadequate use of formative and summative assessments and data</b>	By the end of the 2012–13 school year, the school will use effective methods to analyze data to improve the implementation of the curriculum.	Hire data coach ; train staff in data analysis and use of data; hold regular data analysis meetings,; make instructional decisions based on data.; provide professional	X	X				X	X	X

Key Finding of the Genesis Charter School Needs Analysis	Objectives	Key Strategies and Activities of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline			
			1	2	3	4	5	YR1	YR2	YR3	
		development to teachers on how to analyze data and re-teach standards not mastered.									
<b>4. Lack of effective principal leadership and teaching capacity</b>	By the start of the 2010–11 school year, Genesis School will operate with a committed, highly effective staff that is 100 percent highly qualified.	Use the Haberman Selection Process to hire turnaround principal; hire 50 percent of new Teach for America teachers, and rehire 50 percent of returning teachers; secure written commitment from all staff; provide training and ongoing professional development.		X					X		
<b>5. Student attendance below the state: Genesis 88.5%; State 95.1% in 2009</b>	By the end of 2010-2011, Genesis School will have systems in place to ensure a 93% or better student attendance.	Develop a student attendance team that comprises the Executive Director, Director for Education, Business and Accounting Manager, and Registrar.	X						X	X	X
<b>6. Significant increase in discipline incidents for the past two years</b>	By 2012–2013, Genesis will have a high-functioning behavioral support system that provides baseline data on student behavior incidents in 2010–2011 and results in a decrease by 20 percent in subsequent years; 2011-2012 and 2013-2013.	Implement Positive Behavior Intervention Supports (PBIS) and explore Character Plus for the 2011-2012 school year; train staff and implement (PBIS); use data to monitor discipline incidents, and conduct annual evaluation using the PBIS data analysis system.			X				X	X	X

Key Finding of the Genesis Charter School Needs Analysis	Objectives	Key Strategies and Activities of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
			1	2	3	4	5	YR1	YR2	YR3
<b>7. Need for stronger implementation of school safety policy and procedures</b>	Implement policies and procedures regarding school safety.	Provide and review safety policies, procedures and expectations with staff, parents, and students; implement and monitor; obtain annual evaluation on safety policies and procedures.			X		X	X	X	X
<b>8. Lack of systemic intervention plan to increase student performance in mathematics and communication arts</b>	By 2012-2013 Genesis School will have a comprehensive system of academic supports for all students, especially those struggling in communication arts and mathematics.	Implement Response to Intervention (RTI) in communication arts and mathematics as the instructional model, based on student needs.	X		X			X	X	X
<b>9. Insufficient parent involvement needed in the academic aspects of the program</b>	By 2012–2013, Genesis parents will attend a minimum of 75 percent of parent-teacher conferences, parent meetings, and workshops.	Implement part contract; develop and implement activities to connect families to the instructional program of the school				X		X	X	X

## Goal 1: Student Performance

### Year 1 Details and Years 2–3 Summary

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Objective 1.1</b> By the end of the 2010–11 school year, Genesis School will secure 90 percent of the instructional resources necessary to implement an aligned curriculum that will be secured and utilized by teachers in the classrooms.												▲		
<b>Strategy 1.1.1</b> Secure new curricular programs, materials, resources and develop a plan to align them to state standards.	▲					→								
<b>Action 1.1.1.1</b> Identify and secure new curricula programs in communication arts and mathematics.		▲												
<b>Action 1.1.1.2</b> Hire curriculum specialist to lead curriculum alignment and provide support for the implantation of the curriculum.	▲													
<b>Action 1.1.1.3</b> Contract with Learning Point Associates for support in the use of the Surveys of Enacted Curriculum (SEC) for grade-level curricula alignment of the written, taught, and assessed curriculum.		▲		→										
<b>Action 1.1.1.4</b> Develop a schedule that will allow teachers to participate in the alignment of the curriculum.		▲												
<b>Strategy 1.1.2</b> Develop a literacy and math curriculum aligned to the state standards that includes content, skills, and depth of knowledge.	▲					→								

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 1.1.2.1</b> Review the overall goals and objectives of the state standards with all grade-level teachers during the first month of school.			▲											
<b>Action 1.1.2.2</b> Identify grade-level standards to be taught during each quarter in collaboration with teachers..		▲			▲			▲					▲	▲
<b>Action 1.1.2.3</b> Review sample MAP assessment items and language of the standards to identify the depth of knowledge expected in each..		▲			▲			▲					▲	▲
<b>Action 1.1.2.4</b> Develop aligned curriculum for each quarter in the first year and continue to refine over the 2011–12 and 2012–13 school years.		▲			▲			▲					▲	▲
<del><b>Objective 1.2</b></del> By the end of the 2012–13 school year, 100 percent of teachers will be trained and supported in using the aligned curriculum in the classroom.						→								
<b>Strategy 1.2.1</b> Develop materials and resources to support the implementation of the new curriculum..	▲	▲	▲	▲										
<b>Action 1.2.1.1</b> Inventory and organize all curricular programs and resources that support the mathematics and communication arts curriculum	▲	▲												
<b>Action 1.2.1.2</b> Secure new resources and materials throughout the first year to fill in the gaps.	▲	▲	▲											
<del><b>Strategy 1.2.2</b></del> Provide training and support for the new curriculum		▲	→											

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 1.2.2.1</b> Develop a plan to train staff on the new reading and mathematics programs throughout the first year along with job-embedded professional development and support.		▲	→											
<b>Action 1.2.2.2</b> Collaborate with UMKC and with the Missouri Charter Public School Association to provide support in the implementation of the new curriculum		▲	→											
<b>Strategy 1.3.1</b> Provide ongoing support to classroom teachers in the delivery of the mathematics and communication arts curriculum.					→									
<b>Action 1.3.1.1</b> Structure teachers' schedules to allow for weekly grade level collaborative planning and vertical alignment in primary and intermediate grades.		▲												
<b>Action 1.3.1.2</b> Provide ongoing support for teachers in developing and modeling differentiated activities aligned to the curriculum.		▲	→											
<b>Objective 1.3</b> By the end of the 2012-13 school year, the school will have developed a schoolwide system to effectively analyze data to improve the implementation of the curriculum						→								
<b>Strategy 1.3.1</b> Conduct evaluation of the new curriculum implementation during the first 3 months of school		→		▲										
<b>Action 1.3.1.1</b> Develop and revise an internal evaluation system using both qualitative and quantitative data.		→				▲								

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 1.3.1.2</b> Continue utilizing the evaluation services of a private external evaluator at UMKC, Dr. Chris Brown, to evaluate the implementation of the curriculum annually.											→	▲		
<b>Action 1.3.1.3</b> Analyze classroom assessment data and NWEA benchmark data to help evaluate curriculum implementation			▲	→										
<b>Action 1.3.1.4</b> Make curricula changes throughout the school year and during the summer based on the observations, evaluation report and provide additional training to teachers.							→							
<b>Objective 1.4</b> By the end of the 2012-13 school year, Genesis School student performance will increase by 20 percent from below basic/basic to proficient in the 2011-12 school year and another 20 percent to proficient in the 2012-13 school year on the MAP communication arts and mathematics assessments, after the 2010-11 baseline year.						→								
<b>Strategy 1.4.1</b> Use formative assessments, benchmark data, and student samples to monitor student academic progress.				▲			▲		▲					
<b>Action 1.4.1.1</b> Meet with grade-level teachers weekly to review student samples, classroom assessment, and NWEA benchmark data relevant to the curriculum			▲	→										

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 1.4.1.2</b> Analyze the data and provide the levels of differentiated support needed for teachers and students to raise student achievement.			▲	→										
<b>Action 1.4.1.3</b> Develop and deliver differentiated professional development and classroom lessons and interventions that support the targeted needs.			▲	→										
<b>Strategy 1.4.2</b> Provide additional support to students not making satisfactory progress based on achievement data.			▲	→										
<b>Action 1.4.2.1.</b> Extend the school day by one hour in the schedule.		▲												
<b>Action 1.4.2.2</b> Assign teachers and specialists to provide tutoring and intervention support for additional one hour each day; scheduled flexibly based on data.		▲		→										
<b>Action 1.4.2.3</b> Collaborate with the Boys and Girls Club to provide additional before-school, afterschool, and weekend activities to support students' social needs.							→							
<b>Objective 1.5</b> Genesis School will develop a procedure and put a system in place to ensure 93 percent or better student attendance.							→							

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Strategy 1.5.1</b> Develop a student attendance team that comprises the executive director, director for education, business and accounting manager, and registrar to develop the procedures address students absences.		▲												
<b>Action 1.5.1.1</b> Review attendance policy and procedures.			▲											
<del><b>Action 1.5.1.2</b></del> Manage daily attendance and develop a communication and incentive plan.			▲	→										
<del><b>Action 1.5.1.3</b></del> → Collect data, monitor progress, and evaluate midyear and end-of-year attendance.							▲							
<del><b>Strategy 1.5.2</b></del> → Implement a system to improve student attendance.			▲	→										
<del><b>Action 1.5.2.1</b></del> → Communicate attendance plan and responsibilities to staff.			▲	→										
<b>Action 1.5.2.2</b> Hold an “Expectation night” in early September to address academic and attendance expectations.			▲											
<b>Action 1.5.2.3</b> Implement the plan.												▲		
<b>Action 1.5.2.4</b> Provide weekly incentives for individual students with perfect attendance and for grade levels with no more than one absence.												▲		
<b>Action 1.5.2.5</b> Provide a quarterly attendance report to families.				▲										

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 1.5.2.6</b> Provide attendance data to internal and external providers.				▲										

**Goal 2: Highly Qualified Staff Timelines**

**Year 1 Detail and Years 2–3 Summary**

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b><u>Objective 2.1</u></b> By the start of the 2010–11 school year, Genesis School will operate with a committed staff that is 100 percent highly qualified.		▲												
<b>Strategy 2.1.1</b> Recruit, hire, and secure commitment from turnaround director for education, teachers and staff.	▲	▲												
<b>Action 2.1.1.1</b> Recruit turnaround director for education and Teach for America teachers.										▲				
<b>Action 2.1.1.2</b> Screen and select new director for education and new and returning teachers using the Haberman Selection Process and demonstration lessons.	▲													
<b>Action 2.1.1.3</b> Explain the goals and objectives of the turnaround model at Genesis to each staff member during the interview and all staff during the first week of orientation.		▲												
<b>Action 2.1.1.4</b> Secure written commitment from each staff member to support the turnaround effort.		▲												
<del><b>Action 2.1.1.5</b></del> Monitor progress of staff and give regular feedback based on student achievement progress.		▲	→											
<del><b>Strategy 2.1.2</b></del> Provide annual performance stipend to teachers based on student achievement increase.			→	▲										

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 2.1.2.1</b> Review the MAP for Grades 3-8 and the NWEA data for students in all grades.	▲													
<del><b>Action 2.1.2.2</b></del> Identify targets for stipend based on increased student achievement on the NWEA for all grades.	→			▲										
<del><b>Action 2.1.2.3</b></del> Set pay-for-performance incentive targets for 2011-12 based on the NWEA data and 2012-13 school year based on the MAP and NWEA data.														
<b>Objective 2.2</b> During the 2010-11 school year, Genesis School will implement the Charlotte Danielson 's comprehensive evaluation system for administrators and teachers that includes multiple measures, one of which is student achievement.							→							
<del><b>Strategy 2.2.1</b></del> Research and confer with other charter school utilizing the Charlotte Danielson evaluation, in collaboration with the sponsor, UMKC, and the Missouri Charter Public School Association.				▲	→									
<b>Action 2.2.1.1</b> Utilize the MSIP 4 <sup>th</sup> Cycle classroom observation form to evaluate teacher performance and student engagement throughout the school year to provide constructive feedback to teachers.												▲	→	
<del><b>Action 2.2.1.2</b></del> Develop a new evaluation system tool using the Charlotte Danielson model.							▲							

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 2.2.1.3</b> Integrate pay-for-performance incentives as part of the evaluation plan after the second administration of the NWEA.							▲							
<b>Action 2.2.1.4</b> Evaluate the effectiveness of the process and revise for full implementation starting school year 2012-13.													▲	
<b>Action 2.2.1.5</b> Begin the implement of new evaluation system in the beginning of the 2012-13 school year with targets.														
<b>Objective 2.3</b> By the start of the 2010-11 school year, Genesis School will begin to implement a professional development schedule to provide training for teacher in effective instructional strategies, curriculum and classroom management.		▲												
<b>Strategy 2.3.1</b> Provide all teachers training in differentiated instruction all throughout the 2010-11 school year.		▲												
<b>Action 2.3.1.1</b> Develop a comprehensive professional development training based on needs identified by the teaching staff for the 2010-11 school year.												▲		
<b>Action 2.3.1.2</b> Provide training and coaching support for grade-level teams and individual teachers.												▲		

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 2.3.1.3</b> Pay for registration and travel expenses to conferences and workshops based on a plan for teacher-to-teacher sharing and application of new information and strategies.												▲		
<b>Action 2.3.1.4</b> UMKC will conduct an instructional audit for all teachers twice during the 2010-11 school year and provide feedback and support to teachers.							→							

**Goal 3: Facilities, Support, and Instructional Resources**

**Year 1 Detail and Years 2–3 Summary**

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b><u>Objective 3.1</u></b> During the 2010-11 school year, Genesis will develop a referral matrix to help identify academic support services available to all students, especially those struggling in communication arts and mathematics.							→							
<b><u>Strategy 3.1.1</u></b> Implement Response to Intervention (RTI) in communication arts and mathematics as the instructional model, based on student needs.				→										
<b><u>Action 3.1.1.1</u></b> Acquire training in RTI during the 2010-11 school year with a focus on effective core instruction in Tier I.						▲								
<b><u>Action 3.1.1.2</u></b> Review and revised the plan for RTI implementation in subsequent years.												▲		
<b><u>Action 3.1.1.3</u></b> Schedule intervention instruction based on student achievement data to provide appropriate and targeted interventions for students in the classroom.					▲									
<b><u>Action 3.1.1.4</u></b> Gather data and evaluate progress of students receiving tutoring and additional academic supports in Year 1.					→									
<b><u>Strategy 3.1.2</u></b> Continue to offer an effective virtual academy for students on long-term suspension from other schools from within the Kansas City, Missouri, School District boundaries.						→								

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 3.1.2.1</b> Place highly effective staff in the virtual academy.		▲												
<b>Action 3.1.2.2</b> Include virtual staff in all training and professional development.		▲			→									
<b>Action 3.1.2.3</b> Collect data, monitor progress, and evaluate using the Odysseyware online curriculum evaluation program to determine additional supports.		▲			→									
<b>Objective 3.2</b> By 2012-13, Genesis will have a high-functioning behavioral support system that provides baseline data on student behavior incidents in 2010-11 and results in a decrease by 20 percent in subsequent years; 2011-12 and 2012-13.														
<b>Strategy 3.2.1</b> Implement Positive Behavior Intervention Supports (PBIS) and explore Character Plus for the 2011-12 school year.														
<b>Action 3.2.1.1</b> Hire a Intervention Specialist to manage the implementation of PBIS and Character Plus.		▲												
<b>Action 3.2.1.2</b> Acquire PBIS program and training from the Regional Professional Development Center.												▲		
<b>Action 3.2.1.3</b> Present the PBIS plan and expectations to parents/community and students.												▲		

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 3.2.1.4</b> Implement and collect data for the PBIS system and evaluate program effectiveness		▲		→										
<b>Action 3.2.1.5</b> Develop a plan with Cooperating School Districts to provide support in the content for teaching behavioral expectations using Character Plus.													▲	
<b>Objective 3.3</b> During the 2010-11 school year, Genesis will develop a plan that will outline procedures needed and evaluate current policies in place to maintain a facility that is highly safe.						→								
<b>Strategy 3.3.1</b> Implement and revised policies and procedures on school safety.			→	▲										
<b>Action 3.3.1.1</b> Provide and review safety policies, procedures, and expectations with staff, parents, and students.		▲		→										
<b>Action 3.3.1.2</b> Place procedures in the Parent and Student handbook and on the school's website.			▲											
<b>Action 3.3.1.3</b> Review and revise the evaluation on safety policies and procedures four times a year with the Safety Review committee.												▲		

**Goal 4: Parent and Community Involvement**

**Year 1 Detail and Years 2–3 Summary**

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Objective 4.1</b> By 2012–13, Genesis parents will attend a minimum of 75 percent of parent-teacher conferences, parent meetings, and workshops.							▶							
<b>Strategy 4.1.1</b> Implement a parent contract.		▲			▶									
<b>Action 4.1.1.1</b> Review parent contract . Secure parent signature during enrollment.	▲					▶								
<b>Action 4.1.1.2</b> Revise parent handbook. Disseminate a parent handbook during orientation and throughout the year for the 2010-11 school year.												▲		
<b>Strategy 4.1.2</b> Develop and implement activities to connect families to the instructional program of the school.		▶		▲										
<b>Action 4.1.2.1</b> Continue the position of parent liaison.														
<b>Action 4.1.2.2</b> Develop parent-school committee.		▶												
<b>Action 4.1.2.3</b> Develop a calendar of workshops and activities, utilizing various venues and mediums on student achievement, based on parent survey data.			▶	▲										

	First-Year Detail by Month												Years 2-3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b>Action 4.1.2.4</b> Establish systems for communication such as newsletters and e-mail between the school and the home and between the school and community.			→	▲										
<b>Action 4.1.2.5</b> Provide a system for ongoing feedback and input from the community by posting a suggestion “drop box” in the lobby of the school to be reviewed weekly by the parent liaison and director for community and parent involvement.			→	▲										
<b>Action 4.1.2.6</b> → Administer an annual parent survey.										▲				

**Goal 5: Governance**

**Year 1 Detail and Years 2–3 Summary**

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
<b><u>Objective 5.1</u></b> By 2012–13, Genesis will reduce its board membership up to 25 percent to improve efficiency in governance of the school.					→									
<b>Strategy 5.1.1</b> Discuss an initial plan to systematically reduce the number of board members.														→
<b>Action 5.1.1.1</b> Reduce the members of the board of directors through term attrition without replacement.	▲					→								
<b>Action 5.1.1.2</b> Develop a plan utilizing the board executive committee to reduce the membership annually through 2012-13 to no more than 9 members.														→

## **B.5. Annual Goals**

The Genesis School has recently served students needing an alternative setting. Students have attended the school to receive a variety of social, emotional, and academic supports, usually for just one year, to prepare them to succeed in a traditional educational setting. The mission of the Genesis School—to offer creative approaches to learning by adapting to each student’s needs—has been a consistent foundation of the philosophy and the work of the school. To that end, the Genesis School has established many partnerships to ensure that students get the full range of support they need to be able to return successfully to their own school.

More than 70 percent of the students attending Genesis School are new every year; as of July 9, Genesis has enrolled only 13 students who are returning from the 2009–2010 school year. Because students on average attend Genesis School for such a short time, the MAP data does not represent a cohort of students that have been taught consistently by staff at the school. This will change in 2010–2011, as the new Genesis Promise Academy becomes a grades 1–8 school, enters into agreements with families to remain for three years or more, and sets an enrollment goal for 3rd through 8th grade of approximately 132 students.

This will enable the Genesis School for the first time to establish stable baseline data and to determine ambitious but attainable annual goals for years 2011–2012 and 2012–2013. Because 2010–11 will be the baseline year for 3rd through 8th grades, the annual projected goals are to move 20 percent (26 students) from below basic or basic to proficient in the 2011–2012 school year and another 20 percent (26 students) to proficient in the 2012–2013 school year in communication arts and mathematics. This annual target is only a tentative projection, however, because Genesis School would like to reserve the right to adjust the annual target once the baseline data has been collected and analyzed at the end of the 2010–2011 school year.

Pamela Pearson, the executive director at Genesis School, has had several conversations with the Missouri Department of Elementary and Secondary Education (DESE) to discuss the current status of the school and the current AYP data. The executive director is aware of the annual index targets based on the current data. As discussed with Mr. Larry Flakne, director of Federal Instructional Improvement, the substantial changes underway at the Genesis School provide a strong rationale for using the 2010–11 MAP data to establish a new baseline. Starting in the 2011–2012 school year, the executive director and director for education will set annual goals with DESE prior to the beginning of each new school year.

## Genesis School Leading Indicators

Leading Indicator	Measure	Baseline 2009-2010 unless noted	Year 1 Target 2010-2011	Year 2 Target 2011-2012	Year 3 Target 2012-2013
Increase in the Number of Minutes in the School Year	Calculations based on calendar and school schedule	60, 540 minutes  One additional hour to be added starting in SY 2010-2011	139 days x 7 hours per day = 973 hours 35 early dismissal days x 6 hours = 210 973 + 210 = 1183 1183 x 60 = 70,980min.	139 days x 7 hours per day = 973 hours 35 early dismissal days x 6 hours = 210 973 + 210 = 1183 1183 x 60 = 70,980min.	
Student Participation on MAP by Subgroup	State reported data on assessment participation	Awaiting MAP results	Baseline data based on new population	20 % increase from below basic/basic to proficient	20 % increase from below basic/basic to proficient
Student Attendance Rate	Average daily attendance	Awaiting attendance data	93%	93%	93%
Discipline Incidents	Teacher reported referrals	1,370 incidents	Decrease by 20%  1,096	Decrease by 20%  876	Decrease by 20%  701
Distribution of Teachers by Performance Level		No baseline data Implementation of the turnaround model – rehired 50% of staff after interview process	Develop new teacher evaluation criteria and implement in Year 2 and 3	New teacher evaluation processes will result in new performance levels. Targets for year 2 and 3 will be determined when the new performance levels are determined.	
Teacher Attendance Rate	Total actual days of teacher attendance	No previous problem with teacher attendance	Baseline data	95 percent	95 percent

### B.6 and B.7

Not applicable

- As appropriate, the LEA/district must consult with relevant stakeholders regarding the LEA's/district's application and implementation of school improvement models in its Tier I and Tier II schools.

Genesis has a strong record of engagement with stakeholders as Table 9 illustrates. Throughout the past year, school leadership and staff have continually communicated with all stakeholders about the school's improvement plans. This section will detail the school's efforts with respect to students, staff, parents, teachers organizations/unions, colleges and universities, and community representatives.

### *Students*

Ongoing dialogue with students is regular occurrence and the previous principal had a student Principal Advisory Committee (PAC) in which student representatives from each grade participated. Students are the sole focus of Genesis's mission, and this school has recently served a very special population of students. Still, these students arrived at Genesis suffering from a lack of interventions at an early age and needing individualized attention to set them back on course. Because most students leave Genesis after just one year, there has been little time to cultivate ongoing student engagement in the school. The student surveys administered each year have provided students with formal opportunities to share their opinions about the school and, as Section B1 mentioned, were utilized during the assessment and planning process (Appendix J). As the school changes its demographics and restructures itself, the role of the intervention specialist requires a different type of experience and knowledge bases of engaging all students, as well as the younger students.

### *Staff*

During the needs assessment, as Section B1 reported, staff participated in multiply sessions after school and designated times to work together to identify the current needs and their perception of the school while soliciting their input through a SWOT exercise (Appendix G). An outside facilitator conduct sessions with the leadership team and the entire staff to gather their input on the changes needed. As the school restructures, some staff will be returning and others will be new. To ensure staff engagement in the improvement plan, all staff members will review the plan. With respect to implementation, scheduling time will be restructured to support collaboration among staff.

### *Parents*

To solicit input from parents, every Tuesday during the month of June from 5:00 to 7:00 pm, information gathering sessions were held to provide parents the opportunity to give input, suggestions and feed back of the changes needed and plan. Parents were also given two surveys to solicit their input if they were unable to attend the sessions. As Section B1 mentioned, parent satisfaction is high (Table 3) but engagement is low (Appendix G). The Director of parent and community involvement and the parent liaison will maintain past activities as listed in Table 9 while working to improve engagement among the school's new population. The new principal will also establish a parent PAC to ensure ongoing input from parents. The school will continue to host parent meetings and parent/teacher conferences and distribute parent newsletters while also working to establish a dedicated space at that school where parents can meet and

collaborate. In addition, parent will be required to sign a contract with the school and new procedures will be put in place to track parental involvement such as volunteerism at the school.

*Teacher Organizations/Unions*

Because Genesis is a charter school, teachers do not belong to unions or other organizations, so no collaboration is planned with such organizations.

*Colleges and Universities*

Because Genesis’s sponsor is the UMKC, ongoing outreach and collaboration occurs between the two organizations, such as past activities in the areas of educational leadership, teacher education program, and art therapy. Genesis has also partnered with Metropolitan Community College (Penn Valley) so that students could participate in programs to develop an interest in science and nursing.

*Community Organizations*

As Table 9 shows, the Genesis executive director is committed to extensive and robust community engagement. Every month, she attends several community meetings with either neighborhood associations, businesses, or foundations to raise awareness of the school and continue developing support to enhance the school’s offerings. In addition, the school hosts several events during the year to bring community members to the school to meet the students and visit the facility. Finally, as Table 4 shows, the Kansas City community is well represented on the school’s board of directors and through their community partnerships. As the school restructures, the leadership is committed to building upon this strong foundation.

**Table 9. Community Outreach Activities**

Community Outreach Activities August 2000–July 2010	
<p><b>July 2010</b></p> <p>Booth at Life Changers Networking Conference hosted by Carter Broadcasting (4 days)</p> <p>Executive director (ED) spoke at the United Way’s Annual Funding Proposal Meeting</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>	<p><b>January 2010</b></p> <p>Genesis hosted a Breakfast Learning Walk for local community to visit the school.</p> <p>ED met with W.E.B. DuBois Learning Center and Parker Square Neighborhood Association</p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>

**Community Outreach Activities August 2000–July 2010**

<p><b>June 2010</b></p> <p>Radio appearance on Carter Broadcasting, 1590 AM</p> <p>Editorial from ED placed in local <i>Call</i> newspaper</p> <p>Parent Information sessions were held every Tuesday evening to solicit parent suggestions, input and feedback on changes</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>	<p><b>December 2009</b></p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>
<p><b>May 2010</b></p> <p>ED remarks at the Parker Square Community Neighbor Association, the TB Watkins Neighborhood Association, and the Climber Neighborhood Association monthly meetings</p> <p>Annual Genesis fundraising event where the board president addressed attendees</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>	<p><b>November 2009</b></p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p> <p>Parent/Teacher conferences</p>
<p><b>April 2010</b></p> <p>ED met with representative from the Missouri Valley Tennis Association to discuss mentors and volunteers</p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>	<p><b>October 2009</b></p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>

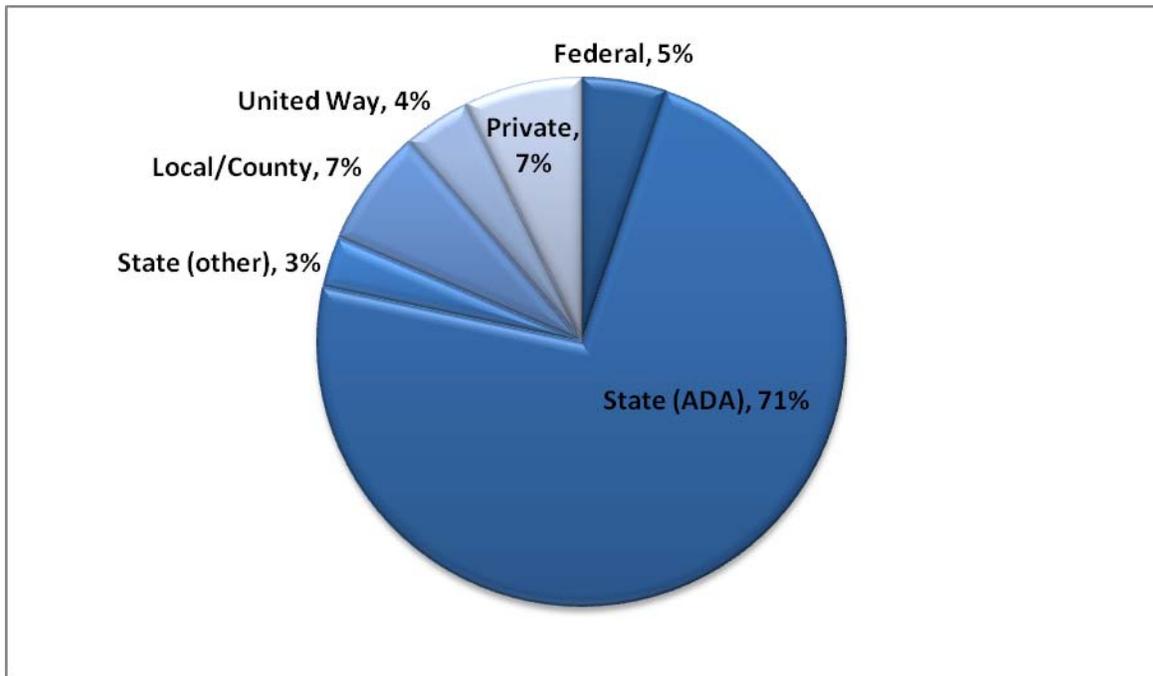
**Community Outreach Activities August 2000–July 2010**

<p><b>March 2010</b></p> <p>Executive director met with representatives from UMKC’s Department of Education</p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p> <p>Parent/Teacher conferences</p>	<p><b>September 2009</b></p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>
<p><b>February 2010</b></p> <p>Genesis hosted a Breakfast Learning Walk for local community to visit the school</p> <p>ED met with Dave Smith, president of the Boys and Girls Club, to discuss ongoing collaboration</p> <p>Monthly parent newsletter distributed</p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>	<p><b>August 2009</b></p> <p>Ongoing outreach activities by the director of parent and community involvement</p> <p>Monthly meetings with the lead administrators of UMKC’s charters school and the Missouri Charter Public School Association</p>

## Section C. Budget

Genesis receives fiscal support from federal, state, local, and private funding streams as shown in Figure 5.

**Figure 5. Genesis Funding**



**Funding Sources 1**

As part of the needs assessment, the school is focusing on securing additional supports to improve student achievement. Therefore, additional emphasis will be placed on securing partnerships whose contributions will enhance the current budget. The school excels at identifying and communicating its need to the community it serves, as evidenced by the current information posted on its website and presented in Table 10.

**Table 10. Genesis Funding Needs**

Activity or Program	Cost	Purpose
<b>Strategic Reading Program</b>	\$18,500	Covers the cost for reading clinicians who provide 60 one-on-one reading sessions to students reading below 2nd grade.
<b>Online Curriculum for Virtual Students</b>	\$25,000	Covers the purchase of licenses for the online curriculum called Odyssey Ware. This curriculum will allow us to serve students who are homebound or on long term suspension from safe-school violations. Each license costs \$750. We have laptops available for each student to access the Internet.
<b>Student and Parent Activities; Field Experiences</b>	\$35,000	Covers the expenses for student and parent activities, field experiences, and summer school incentives (i.e., admission fees and transportation).
<b>Fine/Performing Arts Program</b>	\$25,000	Covers the expenses of these two programs under the counseling department. <ul style="list-style-type: none"><li>• Two performing arts instructors and purchase of equipment and supplies</li><li>• Art instructor and the purchase of art supplies</li></ul>
<b>Supplies and Professional Development Training</b>	\$10,000	Covers the cost of instructional supplies and equipment for the classroom needed to address student's achievement levels, workshops and training for staff, and guest speakers.

Table 11 shows how budget sources will be deployed to support the school transformation and student achievement improvement goals.

**1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)**

BUILDING NAME <b>GENESIS SCHOOL</b>	BUILDING CODE 1945
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
<b>6100: Certificated Salaries</b> Curriculum and Instruction Specialist/School Assessment Data Coach	<b>\$65,000</b>
<b>6100 Subtotal</b>	<b>\$65,000</b>
<b>6150: Non-Certificated Salaries</b> Paraprofessional Paraprofessional Paraprofessional	\$22,000 \$22,000 \$22,000
<b>6150 Subtotal</b>	<b>\$66,000</b>
<b>6300: Purchased Services</b>  <ul style="list-style-type: none"> <li>- Lexia Reading (30 licenses @ \$554 = \$16,620) <span style="float: right;"><b>\$16,620.00</b></span></li> <li>- Symphony Math (30 licenses @ \$246.00 = \$7,380) <span style="float: right;"><b>\$ 7,380.00</b></span></li> <li>- Study Island (30 licenses for 3<sup>rd</sup> – 8<sup>th</sup> Grades @ \$5.50 per students for 3 years = \$2,970) <span style="float: right;"><b>\$ 2,970.00</b></span></li> <li>- Power School Data Management System w/ training <span style="float: right;"><b>\$12,000.00</b></span></li> <li>- Classroom Performance System for classroom assessment – eInstruction (250 students @ \$39) with 2 days of training <span style="float: right;"><b>\$ 9,750.00</b></span></li> <li>- Training in Differentiated Instruction and Response to Intervention <span style="float: right;"><b>\$ 2,095.00</b></span></li> <li>- Training and consulting for the Charlotte Daniel's Teacher Evaluation <span style="float: right;"><b>\$ 5,000.00</b></span></li> <li>- Evaluator to assisting in monitoring the implementation of the Turnaround Model and RTI <span style="float: right;"><b>\$13,000.00</b></span></li> <li>- Workshops, guest speakers and trainers to work with parents <span style="float: right;"><b>\$ 3,000.00</b></span></li> <li>- Character Plus <span style="float: right;"><b>\$ 6,000.00</b></span></li> </ul>	
<b>6300 Subtotal</b>	<b>\$77,815.00</b>
<b>6400: Materials/Supplies</b> <ul style="list-style-type: none"> <li>- Supplemental balance-literacy curriculum: reading sets for 9 classrooms <span style="float: right;"><b>\$5,000.00</b></span></li> <li>- Professional development resources: RTI, PBIS, Character-Plus, Data driven decision (i.e. – video, books, manuals, etc.) <span style="float: right;"><b>\$2,000.00</b></span></li> <li>- Interactive Educational Technologies (Classroom Performance Clickers)- (1 classroom set of 25 clickers @ \$2,050.00 for 6 classrooms). <span style="float: right;"><b>\$12,490.00</b></span></li> </ul>	
<b>6400 Subtotal</b>	<b>\$19,490.00</b>
<b>6500: Capital Outlay</b> <ul style="list-style-type: none"> <li>- Epson Powerlite Wall-Mounted, Ultra Short Throw Projectors – 10 classrooms <span style="float: right;"><b>\$12,330.00</b></span></li> <li>- 3 Smart Boards @ \$2,500 each for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades <span style="float: right;"><b>\$ 9,485.00</b></span></li> </ul>	
<b>6500 Subtotal</b>	<b>\$21,815.00</b>
<b>TOTAL</b>	<b>\$250,120.00</b>

# LEA/District and School Budget Proposed Budget

LEA/District: Genesis Charter School  
 County/District Code: 048-905\_\_\_\_\_

School: Genesis Charter School  
 School Code: 1945\_\_\_\_\_

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. The chart below is a suggested format. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

**Table 12. LEA/District and School Budget Proposed Budget**

Budget Codes	Related Strategies and Activities for 2010 - 2013
<b>1100 Instruction</b>	Computerized Assessment Tools: SRI, Fastt Math, Read About, Odysseyware, NWEA, 1–8-grade teachers, 2Virtual Academy Program teachers, 2 special education teachers, SAT-10 pre- and postassessment, director for Virtual Academy
<b>1100 Instruction 1003 (g) SIG</b>	Computerized diagnostic assessment tools: Lexia Reading, Symphony Math for RTI, Study Island, curriculum specialist, data coach, three paraprofessionals, planners for students, a new curriculum and resources in Communication Arts and Mathematics, technology equipment (e.g., clickers, projectors, and Smartboards) and PowerSchool Data Management system
<b>1251 Culturally Different Instruction(Title I)</b>	Hire a reading specialist and mathematics specialist
<b>2100 Support Services— Pupils</b>	Three licensed clinical social workers, parent liaison, director of community and parent involvement, speech therapist, art therapy teacher, athletic director, computer teacher and intervention specialist (PBIS & CharacterPlus)
<b>2100 Support Services— Pupils 1003 (g) SIG</b>	Hire 3 paraprofessionals to assist classroom teachers
<b>2210 Improvement of Instruction Services (Professional Development)</b>	Continued education classes for staff, professional development of differentiated instructional strategies, training in the implementation of PBIS and Character Plus.
<b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b>	Professional development in Response to Intervention, leadership training for the implementation of the turnaround model, training to implement Charlotte Danielson’s Teacher Evaluation, training on how to utilize MAP data to make data-driven decisions, stipend for after-hours training for teachers, integration of technology in the classroom and pay for performance stipend, registration fees and travel to attend trainings, materials and supplies for training to implement the turnaround model.
<b>2620 Planning, Research, Development, and Evaluation Services</b>	Independent evaluator to analyze NWEA and SAT-10 for Annual Report, scoring of the SAT-10
<b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b>	Development of a system to capture weekly and quarterly assessment data of student achievement, evaluator to help monitor the progress of the turnaround model
<b>3000 Parent Involvement</b>	Transportation and babysitting services for parents to attend parenting workshops and meetings, videos, food for workshops
<b>3000 Parent Involvement 1003 (g) SIG</b>	Offering workshops and training for parents, guest speakers and incentives for parents’ involvement to help support increase student achievement.
<b>Administrative Costs</b>	Salaries of the executive director, director for education, business accounting manager, registrar/core data specialist/coach and administrative assistant for director for education and Intervention Specialist

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school.

<b>BUDGET</b>								
Budget Year 2010-2011	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	\$514,000		\$102,800	\$30,000	\$3,500			\$649,500
1100 Instruction 1003 (g) SIG		\$66,000		\$51,750	\$17,490	\$21,815		\$157,055
1251 Culturally Different Instruction(Title I)	\$85,000		\$17,000					\$102,000
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils		\$290,000	\$54,000					\$344,000
2100 Support Services – Pupils 1003 (g) SIG				\$2,970				\$2,970
2210 Improvement of Instruction Services (Professional Development)				\$25,000				\$25,000
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	\$65,000			\$10,095	\$2,000			\$77,095
2620 Planning, Research, Development, and Evaluation Services				\$15,000				\$15,000
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG				\$13,000				\$13,000
3000 Parent Involvement				\$3,000				\$3,000
3000 Parent Involvement 1003 (g) SIG								
Administrative Costs	\$151,000	\$126,000	\$55,400					\$332,400
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG )								\$1,470,900
1003 (g) SIG Subtotal								\$250,120
Grand Total								\$1,721,020

## Section D. Assurances

### **D. ASSURANCES: An LEA/district must include the following assurances in its application for a School Improvement Grant.**

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- ✓ Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ✓ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ✓ Report to the SEA the school-level data required under section III of the final requirements.

## Section E. Waivers

**Section E: Waivers:** The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, the LEA/district must indicate for which schools it will implement the waiver.

**E. WAIVERS: Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.**

**The LEA/district must check each waiver that the LEA/district will implement.** If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**LEA/district approval for the Department to provide direct services:** Section 1003 (g) permits SIG funds to be used for the SEA (the Department) to provide and arrange for direct services to the LEAs/districts and the schools. Examples of these services would include but not be limited to common training, coaching, mentoring and other services and activities that would support preparation of the LEA/District Application and the planning, implementation, and evaluation of the selected interventions and improvement activities in LEAs/districts and selected schools.

**Signature:** The Local Board of Education's authorized representative and superintendent (if not the authorized representative) are required to sign the grant application.

**LEA/district approval for The Department to provide direct services:**

- The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE 	DATE 7/9/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)  Executive Director	DATE 7/9/10