

Bastrop Independent School District
Genesis High
2018-2019 Campus Improvement Plan

Accountability Rating: Met Alternative Standard



Mission Statement

Our purpose is to graduate our students and assist them with post-secondary education and workforce options.

Vision

Our vision is to open doors of opportunity by paving a clear path to graduation for our students at Genesis High School.

Core Beliefs

Family is the foundation that supports the development of the individual and the community.

Respect for other and self is shown through attitude and action.

Appreciation for diversity strengthens our community.

Investment in optimism leads to success.

Service to others builds community and personal growth.

Collaboration and team work enrich outcomes.

Commitment and strong work ethic are valued qualities.

A Culture of high expectations is a commitment to our future.

Positive character produces positive actions.

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Comprehensive Needs Assessment

Revised/Approved: September 18, 2018

Needs Assessment Overview

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBC or various members reviewed all available data to identify our strengths and to prioritize our most urgent needs. The review includes data from the following:

- Disaggregation of STAAR data (Texas Academic Performance Report information)
- Results of early reading assessments
- Teacher and student surveys
- Discipline data review
- Safety and security audit
- Teacher demographics (highly qualified and retention rates)
- Staff development records and communication
- Student attendance and completion rates
- PBMAS
- Texas common application
- Technology data
- Migrant student data
- Strategic planning committee's research goals
- other

Demographics

Demographics Summary

87.6% Economically Disadvantaged

25.7% ESL/LEP

11.4% SPED

92.4% At Risk

70.5% Hispanic

22.8% White

5.7% African American

1% Two or More Races

Demographics Strengths

The diversity of the student body is the greatest strength of Genesis High School's demographics. Students are largely motivated to work within a flexible setting at their own pace to complete work that may have been less appealing to them in a more traditional high school. There are currently 105 students enrolled at Genesis.

Student Achievement

Student Achievement Summary

Students	2015-2016	2016-2017	2017-2018	2018-2019
Number of Students Enrolled	172	168	197	
Number of Credits Earned by Students	791.5	874	1026.5	
Number of Graduates	110	98	132	
Number of Returning Students	25	35	27	
Number of Students Enrolled in Another District	14	21	21	
Number of Students Incarcerated as Adults	3	1	1	

End of Course Passing	2015-2016	2016-2017	2017-2018
English I and II	46.67%	32%	33%
Algebra I	54.54%	95%	50%
Biology	100%	88%	100%
US History	70.45%	67%	60%

This table only shows first time test taker results.

Student Achievement Strengths

Genesis students earned a 71 scaled score in Domain 1 of the A-F Accountability System. EOC performance in Biology was a strength. Genesis graduated a record number of students in 2018.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: First time testers in English 1 and English 2 preformed below expectations. **Root Cause:** Gaps in the education of our first time test

takers are extensive.

Problem Statement 2: The results for first time testers in US History have declined each of the past three years. **Root Cause:** Gaps in the education of our first time test takers are extensive.

Problem Statement 3: First time testers in Algebra 1 preformed below expectations. **Root Cause:** Gaps in the education of our first time test takers are extensive.

School Culture and Climate

School Culture and Climate Summary

Due to the nature of our accelerated, self-paced program and the fact that our students are looking for the quickest way to graduate high school (as well as numerous other factors such as work schedules and childcare,) Genesis High School does not offer traditional extra curricular activities. However, there are other avenues for participation that our school is currently exploring such as opportunities for learning in the Book Club or participation in community drives (canned food drives for the Family Crisis Center and book drives).

There were no discretionary placements at DAEP for Genesis students during the last three school years (2015-16, 2016-17 or 2017-18). There were five mandatory placements at DAEP in 2017-18. Thirteen students were suspended (out of school) for one to three days during the 2017-18 school year. The total number of OSS days assigned was 52. Genesis does not operate an ISS program.

Genesis HS operates on the Optional Flexible School Day Program. Using this attendance program, we succeeded in graduating 132 students last year.

School Culture and Climate Strengths

We have a number of students who are willing to participate in school programs that offer flexibility and outlets for our students' generosity and altruism. We are continually working on ways to enfranchise students and still remain flexible with their work and school schedules.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

There has been no turnover in the teaching staff for the past three years.

Staff Quality, Recruitment, and Retention Strengths

During the 2017-18 school year, Genesis had seven teachers. Six of the seven teachers were ESL certified, and two of the seven teachers hold a special education certificate. Six teachers hold credentials in the academic core and one in business education and physical education. All of the Genesis staff are able to teach multiple preps.

The staff did not change during the 2018-19 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Genesis High School currently operates with 7.5 teachers who supervise classrooms utilizing one on one instruction and the self-paced Edgenuity online curriculum for credit recovery and original credit. This curriculum is web-based and can be accessed at home as well as at school. Furthermore, Genesis HS offers open seating from 8-9:30am before school where students can go to their teacher of choice to work on their credits. Genesis administrators conduct a transcript analysis, meet with students frequently, and create the quickest path to graduation possible for all Genesis HS students, routinely changing schedules as credits are completed. Bi-weekly progress reports go out on Fridays to every student in GHS.

Curriculum, Instruction, and Assessment Strengths

Flexible attendance, open seating daily, regular progress updates with administration, web-based credit recovery program, and individualized counseling based on student transcripts provides students with supports to graduate.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Genesis needs to improve in the CCMR measure of state accountability. **Root Cause:** TSI testing and ACC student enrollment has not been systematically instituted.

Parent and Community Engagement

Parent and Community Engagement Summary

Genesis High School believes that family and community involvement is a critical factor in the success of students who need to complete their high school career. GHS administration requires a meeting with families and students personally as part of the enrollment process to discuss the student's needs and create the plan for graduation. Genesis office staff facilitates parents' online access through BISD's family access in Skyward, and teaching staff reaches out regularly to parents via phone and e-mail. GHS continues to make efforts to involve its students in the larger community through book and canned food drives, seeking opportunities to help students "plug in" and help where they can.

Parent and Community Engagement Strengths

GHS has facilitated parent online access, an involvement in the planning for student graduation, and opportunities for students to help the larger community as well as join student groups like the GHS Reader's Club. GHS continues to grow its social media presence and community presence through participation and sharing of information.

School Context and Organization

School Context and Organization Summary

Genesis High School is an alternative education high school with a capacity for 100 students at a time due to unique scheduling needs of students and our staff of 7.5 teachers. The curriculum is run through the web-based Edgenuity program on computers with individual one on one instruction provided by teachers depending on students' individual plans. Our goal is to put students on the fastest path to graduation and remove any potential "road blocks" to their graduation as possible, building them up and helping to counsel them through their post-secondary options.

School Context and Organization Strengths

The strength of GHS is in its flexibility both with attendance (Optional Flexible Day Attendance) and scheduling. Students are able to finish school and still go to work or attend to other matters such as childcare while working within an independent program on Edgenuity that is supported by a certified classroom teacher.

Technology

Technology Summary

Genesis HS is an almost completely computer based school with opportunities for one on one teaching as needed with each student. Students can work as quickly as they want to in order to complete credits for a high school diploma. Teachers act largely as facilitators in the classrooms as each student has different needs in different subject areas. The high school is dependent both on the Internet and the technology hardware in the classroom in order to deliver the online curriculum to each student and move them toward graduation.

Technology Strengths

The fact that GHS is entirely computer-based allows students the flexibility they need to work at their own pace and ask for one on one help as needed. The small classes allow for teachers to troubleshoot tech problems easily, and the small staff and close proximity to one another allows the campus TIG to quickly resolve issues. The use of the Edgenuity program allows students to work at home or at school as the program is web-based.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data










Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: By May 2019, Genesis will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas. (1D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: Increase the number of students passing EOCs, earning credits and graduating to 100% for all students who enroll in Genesis High School.





Evaluation Data Source(s) 2: Increase the number of credits earned, the percent of students graduating, and the number of EOCs meeting and/or exceeding standard.










Measurable performance objectives for all appropriate Texas Performance Report System groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or more Races, Special Education, Economically Disadvantaged, and ELL-- Genesis students will meet the safeguard standards in performance for reading/writing, math, science, and social studies.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement Sheltered English Instruction strategies in all classes and attend all ELL professional development. (2C)</p> <p>D #1 SA #1</p>	Administration	Increased percent of students graduating, earning credits, and meeting and/or exceeding expectations on End of Course Exams Increased proficiency ratings on TELPAS				
Problem Statements: Student Achievement 1, 2, 3						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Obtain ESL certification, including administration and all teachers. (2C)</p> <p>D #1 SA #1</p>	Administration	ESL certificate attached to all staff's Texas Teacher Certificate				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide one to one or small group tutoring as needed for students who are having difficulty in any of the content areas. The one on one tutoring for credit recovery and EOC preparation will take place in the ELA, mathematics, science and social studies classrooms. (2D)</p> <p>D #1 SA #1</p>	Administration	<p>Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level are:</p> <ol style="list-style-type: none"> 1. English 1 EOC - 60/20/10 2. English 2 EOC - 60/20/10 3. Algebra 1 EOC - 60/30/15 4. Biology EOC - 80/30/15 5. US History EOC - 80/30/15 <p>Meeting these targets will move Genesis HS closer to meeting the performance criteria in Domain 3.</p>				
Problem Statements: Student Achievement 1, 2, 3						
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Continue to eliminate discretionary discipline short term removals in all student groups. (1B)</p> <p>SCC #1</p>	Administration	<p>No discretionary removals to DAEP</p> <p>Increased graduation rates</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Ensure all 504 and Special Education accommodations are successfully implemented on a daily basis.</p> <p>D #1 SA #1</p>	Administration Counselor	<p>Documentation in ARD and staffing to be verified by student grades and EOC test scores.</p> <p>Walk throughs by administration to monitor.</p>				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Conduct ARDs at home campus prior to placement at Genesis to ensure appropriateness of possible placement at Genesis. (2C)</p> <p>SCC #1</p>	ARD committees at BHS and CCHS	Documentation in ARD that Genesis is an appropriate placement.				

<p>Targeted Support Strategy Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>7) Provide support by scheduling the special education chair one dedicated period for special education case management to assist teachers in the classroom with special education students, provide the accommodation documentation to the teachers upon enrollment, prepare for ARDs and attend ARDs. (2C)</p> <p>CIA #3</p>	<p>SPED department chair</p>	<p>Case management appraisal.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) Class sizes are capped at 15 students</p> <p>D #1 SA #1 CIA #2</p>	<p>Administration</p>	<p>Master Schedule</p> <p>100% graduation rate</p>				
<p>Critical Success Factors CSF 4</p> <p>9) "Languages Other Than English" (LOTE) conferences will be held at home campus (BHS OR CCHS) for students on the "Foundation High School Program" (FHSP) and deficient in required LOTE graduation credits. (2C)</p> <p>SQRR #1</p>	<p>Associate principals at BHS/CCHS</p>	<p>LOTE conference section completed on enrolling student's application</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>10) Continue to enforce the testing and credit requirement: Students deficient in a testing requirement will not be able to earn credit for a course within that area of deficiency until the End of Course Exam is passed or the semester ends.</p> <p>D#1 SA #1</p>	<p>Administration</p>	<p>Increased graduation rate</p> <p>Increased number of credits earned</p> <p>Improvement in the performance area and graduation targets in Domain 3</p>				<p>Problem Statements: Student Achievement 1, 2, 3</p>

11) The district ELL specialist will collaborate with the English teachers to plan and implement intervention and tutoring sessions with students to prepare for the English I and II EOCs. (2C)	Administration	Increase the number of ELL students meeting expectations and showing growth on the English I and II EOC exams improvement in the performance sector of Domain 3.				
	Problem Statements: Student Achievement 1					
12) Utilize the EOC preparation and study courses within the Edgenuity program for the Algebra and U.S. History STAAR EOCs.	Administration	Increased number of students meeting expectations on the Algebra and U.S. History STAAR EOCs and improvement in the performance sector of Domain 3.				
	Problem Statements: Student Achievement 2, 3					
13) Actively work with the district's truancy officers to recapture drop outs, issue timely truancy warnings and notices and make regular telephone calls to students and their parents who show irregular attendance.	Administration and Attendance Clerk	Improvement in the Federal Graduation Rate in Domain 3				
	 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: First time testers in English 1 and English 2 preformed below expectations. Root Cause 1: Gaps in the education of our first time test takers are extensive.
Problem Statement 2: The results for first time testers in US History have declined each of the past three years. Root Cause 2: Gaps in the education of our first time test takers are extensive.
Problem Statement 3: First time testers in Algebra 1 preformed below expectations. Root Cause 3: Gaps in the education of our first time test takers are extensive.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Genesis High School will utilize social media and our webpage to further communicate school initiatives to our wider community.

Evaluation Data Source(s) 1: A continuously updated cyberspace presence combined with an active student/parent outreach will facilitate our communication to the wider community.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Genesis keeps the wider community of events and accomplishments at the school with an up to date webpage and will conduct a collaborative working session at the beginning of each month to adjust and monitor the website (Administration and Webmaster). (3A, 3C)</p> <p>FCI #1 FCI #2</p>	Administration Campus webmaster/TIG	Up to date teacher and school web pages				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Support students by providing informative links on the website regarding graduation requirements, bell schedule, school application, graduation (foundation high school program and graduation plan). (3A, 3C)</p> <p>SCO #1</p>	Administration Counselor	Accurate information and links on the website				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Genesis staff will communicate directly with parents in addition to using internet, emails, conference, and telephone. (3A, 3C)</p> <p>FCI #1 FCI #2</p>	Administration	Increased student completion rates Teacher webpages				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: Ensure that we have the most highly qualified teachers/paraprofessionals.

Evaluation Data Source(s) 1: All Genesis teachers will hold current certifications in the courses they teach in addition to the ESL certificate.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Utilize T-TESS to improve student performance through the professional development of teachers.</p> <p>SQRR #2</p>	Administration	<p>Feedback and collaborative, reflective conferences will improve student graduation rates.</p> <p>Teacher growth as measured by the TTESS model.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Ensure all staff are enforcing district and campus policies and procedures.</p> <p>SQRR #2</p>	administration	Walk-through observations, formal observations, and summative conferences				
<p>Critical Success Factors CSF 7</p> <p>3) Attend Bastrop ISD job fairs and utilize the Bastrop ISD interview processes to recruit and hire highly qualified staff members.</p> <p>SQRR #2</p>	Administration	100% Certified and Highly Qualified teachers will increase their graduation rates.				
4) Provide professional development to new staff for Edgenuity (computer-based instruction) and strategies for a nontraditional classroom setting.	Administration	Increased credits earned and graduation rates.				
5) All Genesis teachers in the academic core will be compensated teachers.	The principal is responsible for communicating to C & I who the Genesis compensated teachers are.	Budgeting will be correct.				
Funding Sources: 199-024 - State Compensatory Education - 0.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue












Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Genesis staff will prepare students for graduation and post-graduation opportunities.

Evaluation Data Source(s) 1: Genesis administrative staff will keep data on the number of students who TSI test, enroll in an Institute of Higher Education or enlist in the military.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 6</p> <p>1) Genesis HS graduates will participate in the College Connection program with Austin Community College. Students will take the TSI in reading, writing and mathematics.</p> <p>CIA #4 FCI #2 SCO #1</p>	Administration Counselors	Students will have plans for after graduation.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 6</p> <p>2) Armed Forces, Technical and College presentations are available to the students and discussed with students.</p> <p>FCI #2 SCO #1</p>	Administration Counselor	Documentation of the presentations and students plans for life after graduation held throughout the year will be kept by the principal's secretary (calendar).				

<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>3) All GHS students participate in Optional Flexible School Day Program, and the phone calls are made for absent students. (3A, 3C)</p> <p>CIA #1 CIA #2 CIA #3</p>	<p>Administration Counselors</p>	<p>Increased WADA (Weighted Average Daily Attendance) and attendance rates</p> <p>Increased graduation rate.</p>				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>4) Genesis Administration and teachers will utilize Restorative Discipline, utilize CKH in the classroom in order to increase student achievement. (1B)</p> <p>SCC #1</p>	<p>Administration</p>	<p>Decrease the number of discretionary removals to DAEP and out of school suspensions.</p> <p>Increased graduation rates.</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Genesis students and parents will be informed of discipline and attendance procedures and behavior contracts as a part of the enrollment process. (1B, 3A, 3C)</p> <p>SCC #1</p>	<p>Administration Counselor</p>	<p>Signed behavior and attendance contracts from all students.</p> <p>Increased graduation rates.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:












Curriculum, Instruction, and Assessment	
Problem Statement 1: Genesis needs to improve in the CCMR measure of state accountability.	Root Cause 1: TSI testing and ACC student enrollment has not been systematically instituted.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: Genesis will ensure a safe and secure environment for all students, staff and visitors as well as prepare to effectively respond to all emergencies that might affect safety and security of students and staff.

Evaluation Data Source(s) 2: Genesis will keep its students, staff and visitors safe from external and internal threats and will respond to emergencies according to BISD's Emergency Response Protocol.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Genesis staff will participate in campus drills and invite city and county officials to participate in these drills. (1A)	The assistant principal will schedule the drills and maintain a log of their completion.	Genesis will be prepared in the event of an emergency.				
2) Genesis administrators and counselors will attend district training in emergency response and create a campus safety team. (1A)	The training will be monitored at the district level. The campus safety team will be organized by the assistant principal.	Genesis will be prepared in the event of an emergency.				
3) Genesis students and parents will be informed of discipline and attendance procedures as a part of the intake/enrollment process. An expectations assembly will be held at the beginning of each semester. (3A, 3C)	The principal and assistant principal will conduct the intake interviews and run the expectations assembly.	Genesis students will act in accordance with the BISD SCOC and the OFSPD program requirements.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Implement Sheltered English Instruction strategies in all classes and attend all ELL professional development. (2C) D #1 SA #1
1	2	2	Obtain ESL certification, including administration and all teachers. (2C) D #1 SA #1
1	2	3	Provide one to one or small group tutoring as needed for students who are having difficulty in any of the content areas. The one on one tutoring for credit recovery and EOC preparation will take place in the ELA, mathematics, science and social studies classrooms. (2D) D #1 SA #1
1	2	5	Ensure all 504 and Special Education accommodations are successfully implemented on a daily basis. D #1 SA #1
1	2	8	Class sizes are capped at 15 students D #1 SA #1 CIA #2
1	2	10	Continue to enforce the testing and credit requirement: Students deficient in a testing requirement will not be able to earn credit for a course within that area of deficiency until the End of Course Exam is passed or the semester ends. D#1 SA #1
4	1	1	Genesis HS graduates will participate in the College Connection program with Austin Community College. Students will take the TSI in reading, writing and mathematics. CIA #4 FCI #2 SCO #1

State Compensatory

Budget for Genesis High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-26	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$324,619.09
	6100 Subtotal:	\$324,619.09

Personnel for Genesis High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Genesis		Alternative Instruction	6.0

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Shawn Adams	Assistant Principal
Administrator	Martin Conrardy	Principal
Classroom Teacher	Kevin Woehl	Teacher
Classroom Teacher	Russell Tucker	Teacher
Classroom Teacher	Monica Roffol	Teacher
Classroom Teacher	Tracy Bohmont	Teacher
Classroom Teacher	Ecaterina Stuurca	Teacher
Classroom Teacher	Sheila Wyman	Teacher
Business Representative	Anthony Adams	Business
Parent	Rosenda Brown	Parent
Classroom Teacher	Annette DeLeon	Teacher

Campus Funding Summary

199-024 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	There are six Genesis teachers in the academic core.		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00