

# Bastrop Independent School District

## Genesis High

2019-2020

Accountability Rating: C



# 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

## 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

Fall 2018 PEIMS

87.8% Economically Disadvantaged

25.2% ESL/LEP

13.04% SPED

86.09% At Risk

70.43% Hispanic

22.61% White

2.61% African American

2.61% 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 85 students enrolled at Genesis.

# Student Achievement

## Student Achievement Summary

Students	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students Enrolled	172	168	197	197	
Number of Credits Earned by Students	791.5	874	1026.5	749	
Number of Graduates	110	98	132	123	
Number of Returning Students	25	35	27	27	45
Number of Students Enrolled in Another District	14	21	21	20	
Number of Students Incarcerated as Adults	3	1	1	1	

## TEA Accountability Ratings Overall Summary

### 2018 Scaled Score/Rating    2019 Scaled Score/Rating

<b>Overall</b>	62/Met Alternative Standard	71/C
Student Achievement	75/Met Alternative Standard	75/C
STARR Performance	71	69
College, Career, and Military Readiness	74	75
Graduation Rate	85	85
Closing the Gaps	30/Improvement Required	62/D

## STAAR DATA 2019

### from TEA    Approach/Meet/Master

Reading	20%/9%/1% (N=75)
Math	50%/7%/0% (N=14)
Science	87%/20%/0% (N=13)
Social Studies	58%/25%/11% (N=36)

## Student Achievement Strengths

EOC performance in Biology was a strength.

Genesis graduated 123 students in 2018-2019.

### **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.

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.

There 2 discretionary placements at DAEP for Genesis students during the 2018-2019 school year. There were 9 mandatory placements at DAEP in 2018-19. 28 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 40. During the 2018-2019 school year there were a total of 33 discipline incidents.

Genesis HS operates on the Optional Flexible School Day Program. Using this attendance program, we succeeded in graduating 123 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 until the summer of 2019. The Genesis science teacher moved out of state.

## **Staff Quality, Recruitment, and Retention Strengths**

During the 2018-2019 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. Genesis classrooms were equipped with new computer hardware in August of 2019.

## 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.

# Priority Problem Statements

**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 1 Areas:** Student Achievement

**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 2 Areas:** Student Achievement

**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.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Genesis needs to improve in the CCMR measure of state accountability.

**Root Cause 4:** TSI testing and ACC student enrollment has not been systematically instituted.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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

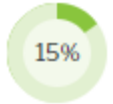


**Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)**

**Performance Objective 1:** By June 2020, BISD will increase safety training opportunities within the district by 5%.

**Evaluation Data Source(s) 1:** BISD Police Dept. documentation, Safe Schools Audits

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

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.	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) All Genesis staff will attend the Trauma Informed Schools Training during the district PD week to start school.	Principal and Assistant Principal	Genesis will be prepared in the event of an emergency.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 2:** By June 2020, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

**Evaluation Data Source(s) 2:** PEIMS discipline data (current & longitudinal)

**Summative Evaluation 2:**






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.	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) Assistant principal will code discipline descriptively using local codes and state codes.	Principal and assistant principal	Measure implementation and analyze data to share with staff and improve student behavior.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 3:** By June 2020, 100% of staff will be trained in trauma, sexual abuse, human trafficking, and other maltreatment of children.

**Evaluation Data Source(s) 3:** Trauma Training agendas, sign-ins (August & Monthly Faculty Mtgs) & Safe Schools Audits

**Summative Evaluation 3:**

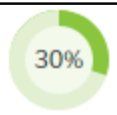




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Genesis staff will participate in trauma informed training, sexual abuse, human trafficking, and maltreatment of children and use this knowledge recognize struggles of students could be facing, including informing the counselor and other authorities as required.	Principal and Assistant Principal	Sign-in sheets from training and completion of training.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 4:** By June 2020, 100% of campuses will have conducted threat assessments with ongoing training and implementation of emergency operations plans.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Administration, counselors, teachers, and office staff will consult with each other and district staff including police to evaluate threat assessments and act accordingly, be it in providing protection, security, wrap around services, counseling, and more.	Principal, Assistant Principal, Counselor	Sign-in sheets form staff training Documentation of evaluated situations				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

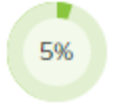



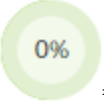

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 5:** By June 2020, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ISS from 6,752 to 6,414  
 OSS from 1,196 to 1,136  
 DAEP from 438 to 416

**Evaluation Data Source(s) 5:** PEIMS discipline data (current & longitudinal)

**Summative Evaluation 5:**

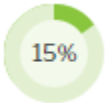





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas.	Leader: All admin  Others 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.				
<b>TEA Priorities</b> Improve low-performing schools 2) Continue to eliminate discretionary discipline short term removals in all student groups.	Administration	No discretionary removals to DAEP  Increased graduation rates				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						






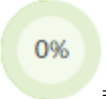

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 6:** Ensure that we have the most highly qualified teachers/paraprofessionals.

**Evaluation Data Source(s) 6:** All Genesis teachers will hold current certifications in the courses they teach in addition to the ESL certificate.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Utilize T-TESS to improve student performance through the professional development of teachers.</p>	Administration	Feedback and collaborative, reflective conferences will improve student graduation rates.  Teacher growth as measured by the TTESS model.				
<p>2) Ensure all staff are enforcing district and campus policies and procedures.  SQRR #2</p>	administration	Walk-through observations, formal observations, and summative conferences				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Attend Bastrop ISD job fairs and utilize the Bastrop ISD interview processes to recruit and hire highly qualified staff members.</p>	Administration	100% Certified and Highly Qualified teachers will increase then graduation rates.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide professional development to new staff for Edgenuity (computer-based instruction) and strategies for a nontraditional classroom setting.</p>	Administration	Increased credits earned and graduation rates.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 5) All Genesis teachers in the academic core will be comp ed teachers.	The principal is responsible for communicating to C & I who the Genesis comp ed teachers are.	Budgeting will be correct.				
<b>Funding Sources:</b> 199-024 - State Compensatory Education - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



## Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)






**Performance Objective 1:** By June 2020, 85% of Kinder-8th grade students will make one years growth in their reading level.

By June 2020, STAAR EOC ELA will increase student performance at Meets by 5%.

- English I (36% to 41%)
- English II (41% to 46%)

**Evaluation Data Source(s) 1:** Benchmark Assessment System (BAS), Istation & 2020 STAAR EOC Results

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 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 earning credit and EOC preparation.	Administration	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level are: <ol style="list-style-type: none"> <li>1. English 1 EOC - 60/20/10</li> <li>2. English 2 EOC - 60/20/10</li> <li>3. Algebra 1 EOC - 60/30/15</li> <li>4. Biology EOC - 80/30/15</li> <li>5. US History EOC - 80/30/15</li> </ol> Meeting these targets will move Genesis HS closer to meeting the performance criteria in Domain 3.				
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**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 2:** By June 2020, BISD will increase :

Special Education Meets Student Performance :

-Reading (11% to 15 %) & Math (15% to 20%)

English Learner Meets Student Performance:




-Reading (20% to 25%) & Math (32% to 40%)




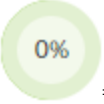

Overall Student Progress Performance:

-Reading (62% to 70%) & Math (62% to 75%)

**Evaluation Data Source(s) 2:** 2020 STAAR results

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Obtain ESL certification, including administration and all teachers.</p>	Administration	ESL certificate attached to all staff's Texas Teacher Certificate				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Class sizes are capped at 15 students</p>	Administration	Master Schedule 100% graduation rate				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) 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.</p>	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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 4) "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.	Associate principals at BHS/CCHS	LOTE conference section completed on enrolling student's application				
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**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 3:** By June 2020, BISD will increase the overall Student Performance at Meets by 9% (37% to 46%) & Masters by 5% (15% to 20%).

Math - Meets (39% to 46%) Masters (18% to 23%)

Reading - Meets (34% to 44%) Masters (12% to 17%)

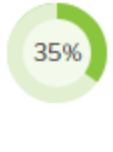

Writing - Meets (22% to 31%) Masters (5% to 10%)




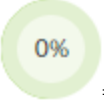

Science - Meets (44% to 51%) Masters (17% to 22%)

Social Studies - Meets (44% to 50%) Masters (25% to 30%)

**Evaluation Data Source(s) 3: 2020 STAAR Results**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Implement Sheltered English Instruction strategies in all classes and attend all ELL professional development.</p>	Administration	<p>Increased percent of students graduating, earning credits, and meeting and/or exceeding expectations on End of Course Exams</p> <p>Increased proficiency ratings on TELPAS</p>				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) 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>	Administration	<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>				






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 3) 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.	 10%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   = Accomplished         </div> <div style="text-align: center;">   = Continue/Modify         </div> <div style="text-align: center;">   = No Progress         </div> <div style="text-align: center;">   = Discontinue         </div> </div>						

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 4:** By June 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative PLC work.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools</p> <p>1) Genesis teachers and administrators will attend weekly and/or monthly PLC in order to provide collaborative, consistent, and sustainable support to individual students (student progress, EOCs, credits, counseling, special programs, successes, barriers, solutions).</p>	Administration	Increased graduation rate.  Increased percentage of students meeting expectations on EOCs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>						

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 5:** By June 2020, BISD will increase the percent of graduates meeting College, Career & Military Readiness by 5% (58% to 63%)

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 1) Increase the number of students passing the Texas Success Initiative (TSI) test by providing student opportunities to test.	Principal and Assistant Principal	Number of students testing and passing  Number of opportunities for students to test	 5%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

### Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

**Performance Objective 1:** By June 2020, we will increase communication with internal and external users by at least 25% through promoting student and staff success, building trust, and strengthening the district's brand and message.

**Evaluation Data Source(s) 1:** Campus/District parent engagement activity sign-ins, agendas.

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 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				
2) 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.	SPED department chair	Case management appraisal.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						






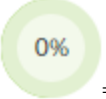



**Goal 3:** We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

**Performance Objective 2:** By June 2020, BISD will expand the number of community and business partnerships with BISD by 20%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Genesis will participate in We Believe in BISD.	Principal	Invite and host We Believe in BISD to Genesis				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 3:** We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

**Performance Objective 3:** By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 5% to grow and strengthen our partnership with parent stakeholders.

**Evaluation Data Source(s) 3:** Campus/District parent engagement activity sign-ins, agendas.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) 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.	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  = No Progress  = Discontinue						

**Goal 3:** We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

**Performance Objective 4:** Genesis High School will utilize social media and our webpage to further communicate school initiatives to our wider community.

**Evaluation Data Source(s) 4:** A continuously updated cyberspace presence combined with an active student/parent outreach will facilitate our communication to the wider community.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
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)  FCI #1 FCI #2	Administration Campus webmaster/TIG	Up to date teacher and school web pages				
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)  SCO #1	Administration Counselor	Accurate information and links on the website				
3) Genesis staff will communicate directly with parents in addition to using internet, emails, conference, and telephone. (3A, 3C)  FCI #1 FCI #2	Administration	Increased student completion rates  Teacher webpages				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						