

2024-2025 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also, describe how activities support the Regents Reform Agenda.

The strategy for addressing the needs of all students, including ELLs, students who live in poverty, and students who do not yet demonstrate proficiency on the NYS Assessments, are contained in the following interventions:

The district will maintain low classroom student-to-staff ratios to provide individualized and small-group instruction for all our students, including our diverse student subgroups. Funds are allocated for additional staffing in K-12, including support for both academic content and SEL at all tiers of instruction.

Based on analyzing our student performance data, our focus continues to be to strengthen tier 1 instruction across all grade levels and content areas. Through a data-driven instruction structure in our district, we have evidence that most of our students are performing significantly below the expected grade level outcomes; our concern lies in tier 1 instruction. The Geneva Instructional Framework was developed as a tool to support improved planning and pedagogy; this, along with the redesign of how we use instructional time to support literacy and math, is being leveraged to increase student outcomes. Lastly, we are employing a humanities approach in our primary and elementary schools to support content integration and intentional use of instructional time to bolster instructional practices aligned with the science of reading.

At tier 2, we continue to refine the use of a dedicated intervention and acceleration block of time called What I Need (WIN) to provide targeted instruction to students in small group settings. Data analysis has provided evidence that most students engaged in this targeted instruction are demonstrating growth at accelerated rates. The WIN block of time is also used to support student growth beyond remediation to ensure that all students are truly meeting their potential. The design of this block of time can include project-based learning, experiential learning, and enrichment-based experiences for students based on their needs.

Curriculum development remains a priority in the Geneva City School District. Based on the guidance in an external audit, we have revamped the development process to ensure greater accountability and consistency when creating units of study in English Language Arts at all grade levels. Through curriculum development, our teachers and administrators have been reflective of the New York State Department of Education, Literacy Briefs, and research-based practices identified by John Hattie and Robert Marzano; this has acted as a form of embedded professional development to support increasing teacher and administrator knowledge. The curriculum development process has also been a vehicle to unpack and deeply understand the English Language Arts, Social Studies, and Science Next Generation Learning Standards. As we progress with the development process, we expect a higher level of common practices to occur in all our schools that will engage the community in a continuous reflection and refinement process.

Leaning on a high-leverage strategy and collective teacher efficacy, we are positioning our staff to increase their collaboration to impact student outcomes. Collective teacher efficacy is the collective belief of the school's staff in their ability to affect students positively. As we leverage time in teacher schedules to meet and engage in data analysis and collaborative action planning, we create environments where teachers recognize their power to shape student outcomes.

We will continue emphasizing the science of reading instructional shifts our teachers need to make to increase effective reading

instruction. The heaviest lift with this ongoing work has been at the primary and elementary levels. Teachers at these grade levels engage in continuous professional learning through our investment in Language Essentials for Teachers of Reading and Spelling (LETRS) training. Our district has engaged several cohorts of teachers in volume 1 training, and we are preparing to enter volume 2 training. To support the implementation of the practices our teachers are learning about, we are investing in literacy-based curricula resources focused on vocabulary, phonemic awareness, phonics, fluency, and comprehension. Providing our teachers and students access to matched resources will support faithful pedagogy and improve the learning experience. In the upper elementary grades, we invest in aligned professional development and resources focused on word study, specifically morphology, emphasizing both whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families).

During tier 1 ELA core instruction in grades K-2, teachers will implement the GCSD standards-based curriculum, including Wilson Language Foundations and Heggerty Phonemic Awareness program. Tier 2 will include the use of decodable texts, and lessons from iReady teacher toolkit. The University of Florida Literacy Institute (UFLI) Foundations manual and toolkit will be used to provide professional learning to teachers and those literacy strategies, inclusive of reading, writing, listening, and speaking, will be used with K-2 students.

In grades 3-5 ELA core instructional time, teachers will implement the GCSD standards-based curriculum, Foundations (Grade 3) Word Work, vocabulary development and word work using Morpheme Magic, a morphology-based program and writing instruction. Tier 2 instruction will include strategies from the UFLI Foundation manual and toolkit, and lessons from the iReady teacher toolbox. During Tier 3 instruction, identified students will receive instruction focused on phonemic awareness using the Heggerty program, Wilson Reading System small group, and individualized instruction and will practice using decodable texts. Teachers will also use the NYSED scaffolding resources available on the NYSED website.

In grades 6-8, in addition to implementing the GCSD standards-based curriculum, students will engage in intentional writing instruction. At Tier 1, the research and evidence-based literacy program that supports vocabulary development and word work, Morpheme Magic which is a morphology-based program will be implemented. Writing instruction *Read 180* for tiers 1 and 2 instruction, and *Code*, the improved tier 3 intervention, formerly *System 44* has been used during the 2022-23 school year and will continue in the 2023-24 school year. Geneva Middle School students identified for tier 2 and 3 interventions will receive targeted lessons on skills with iReady Teacher toolkit. Teachers will also use the scaffolding resources available on the NYSED website. Readers who need intensive intervention receive individual Wilson Reading System instruction.

In grades 9-12, students will be engaged in the GCSD ELA standards-based curriculum, with scaffolds for ENL and Special Education students. IXL Learning will be used in Academic Intervention Services (AIS) classes. At Tier 1, the research and evidence-based literacy program that supports vocabulary development and word work, Morpheme Magic which is a morphology-based program will be implemented. Just Words (Wilson program) will be used with identified students during their tier 2 and tier 3 intervention time. A few students will engage in Wilson Reading System lessons for foundational literacy skills. For those students who engage in accelerated learning, we will provide College Board Pre-AP “AP for All” curriculum in grades 9 and 10 in English and Social Studies. This will help support students as they take challenging college level content courses.

Our English Language Learners are being provided explicit instruction with an emphasis on oral language as a reference point for print. With guidance provided by the New York State Education Department Office our instructional model is designed so students receive core content area and English language development instruction, including the use of the home/primary language as support

and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher. In a Stand-alone ENL class, students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) to acquire the English language needed for success in core content areas.

Our math curriculum resources have been evaluated, resulting in a greater focus on providing professional learning opportunities to teachers focused on math pedagogical learning opportunities for students to share their reasoning and problem-solving strategies embedded throughout Everyday Mathematics, making it easy for teachers to facilitate daily math discussions. We also focus on providing teachers time to create a classroom culture that values perseverance. Students are given multiple opportunities to think through problems and explain their answers, helping them make connections between concepts and procedures while fostering a positive disposition toward mathematics. At Geneva Middle School, we have invested in a new math resource, Reveal Math, which will give every student a strong foundation in mathematics and conceptual skills beyond the math classroom. With robust differentiation instruction and opportunities for student agency baked into the instructional design, the program empowers every student to build a math mindset and master critical standards.

The district will collaborate with our regional BOCES to provide opportunities for curriculum work, data collection and data meetings, instructional rounds, NYS assessment training and scoring, and learning unit development. C4E funding will help support continued curriculum writing K-12, Unit writing using a backward design model, *Larry Ainsworth's Rigorous Curriculum Design*, professional development, and implementation to generate change in instructional process and planning.

We have strategically redesigned our Dual Language program to better support our English Language Learners. Our dual language program goals are to provide all students enrolled in the program with a quality education, promote positive interactions among all students, provide ample opportunities for students to develop bilingual and biliteracy skills, foster an appreciation for cultures other than one's own, and to use English and Spanish to communicate in social settings. Our dual language programs use several resources to support Spanish Language Arts (SLA) instruction. Haggerty for Phonemic Awareness in grades K-2, Avanza for Phonics and Word Study in grades 3-12, Español Yabisí for core SLA in grades K-5, and Galería de Lengua y Cultura for core SLA in grades 6-12.

Teacher leaders and during-school and after-school scheduling considerations will support district-wide professional learning communities and /or grade-level teams. Teams will focus on developing data structures and processes for addressing student needs and integrating and implementing the new Next Generation Standards Curriculum for ELA, mathematics, science, and social studies at all levels. The district has scheduled one early release day a month to provide additional time to do this work.

The district will use iReady in grades K-8 and IXL 9-12 to monitor and assess our literacy and math program, specifically around gaps between our accountability subgroups and all students while providing valuable data on student progress and instructional needs aligned to the standards. We are also updating our K-5 assessments and the assessment calendar based on our new learning from LETRS, and in grades 3-8, we are debriefing from our internal scoring experience this spring. Some of these assessments will provide essential data to triangulate with our diagnostic results.

A partnership with our regional BOCES has allowed us access to a robust data management platform, Student Success Dashboard.

This platform will enable us to integrate all data fully to analyze and understand individual student needs and improve student performance. This year, we have engaged administrators and teacher leadership teams in understanding the use of this platform. Transition years are essential milestones for students and their families. This year, we are developing and implementing a plan to roll out a Ninth Grade Academy at Geneva High School to help provide needed transition support to incoming students. The Ninth Grade Academy is meant to provide increased structure and support to our students, which they need in their freshman year to succeed.

SEL instruction restorative practices will continue promoting safety, respect, and responsibility among our students and schools. We are also working towards using restorative circles and partnering with an expert trainer to facilitate ongoing professional development for staff to promote safe and orderly environments in our schools. Expanded learning morning programs at the elementary schools will allow for additional AIS time, teaching and support time, literacy and math interventions, and opportunities for teachers to connect with and help students grow in their areas of individual need.

Targeting Narrative - Please address student educational needs and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program. (See 2021-2022

The Geneva City School District has developed a robust District Comprehensive Improvement Plan (DCIP). Leveraging our Teaching and Learning Advisory Council, stakeholders, including teachers, students, administrators, and parents, focused the design of the DCIP on our three district priorities. The team used the data analysis protocols we gained through Data Wise to pinpoint learning-centered problems and problems of practice and develop a strategic action plan. The district has identified the following commitment areas to drive the actions outlined in our DCIP. (1). The district will provide quality learning opportunities and support so that Geneva students demonstrate high levels of academic growth. (2). The district will increase access to mental health services, focus on social-emotional learning, and foster learning environments that promote high standards for behavior, strong interpersonal relationships, and a positive culture within our school community. (3). Embracing Geneva's many kinds of diversity, the district is committed to culturally responsive practices that honor the collective experiences of all families and support equity in achievement.

The district commits to advancing Academic Achievement by focusing on the following areas:

- Our current data demonstrate that students' academic progress must be supported so that they will meet or exceed grade-level expectations.
- Developing and implementing NYS Next Generation's aligned curriculum with embedded formative assessments and authentic learning tasks are essential levers for improving student achievement.
- Gaps in learning will be identified, targeted, and addressed. Schools will work to reduce these gaps in knowledge and help students experience academic success with a particular emphasis on closing the achievement gaps between different demographics.

The district commits to advancing Safe, Positive Learning Environments by focusing on the following areas:

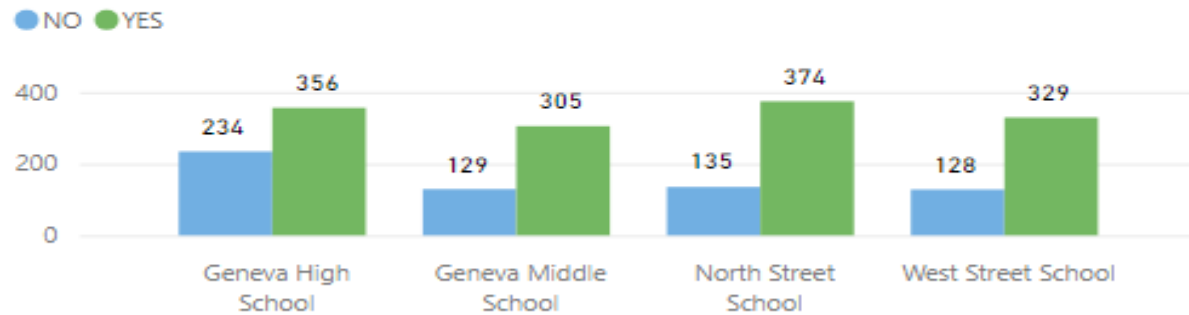
- District priority of "Safe, Positive Learning Environments."
- Student short-term and long-term suspension data.
- National incidents of school violence.
- District initiatives to reduce the amount of student suspensions.
- Increased incidents of student behavior related to mental health concerns.
- Disproportionate suspension of students with disabilities and students of color.
- District initiative to revise the Code of Conduct.
- Staff survey indicating concerns about student behavior interrupting learning.

The district commits to advancing Equity and Inclusion by focusing on the following areas:

- District priority of Equity and Inclusion.
- Observations of inequitable resources in the district.
- Academic data shows a significant achievement gap between ELL and Hispanic subgroups and their peers.
- Over-classification of students with a disability.
- Disproportionate suspension of students of color when compared to white peers.
- The district is committed to providing all our students with needed academic and SEL support.

Geneva City School District Enrollment	
Geneva High School	590
Geneva Middle School	434
North Street School	509
West Street School	457
Total	1990

Student Population by Building and Economically Disadvantaged



Geneva High School: Local Support and Improvement (LSI)

The graduation rate for August 2023 was 86% for all students. Notably, 36% of 2023 graduates earned a Regents Diploma with Advanced Designation. Additionally, the school has increased the number of dual enrollment courses over the past three years. It anticipates all graduates will score 2.0 on the College, Career, and Civic Readiness metric. According to the College Board's Equity and Excellence measure, 34% of the class of 2023 scored a 3 or higher on at least one Advanced Placement Exam while at GHS. Many of the 9th-grade students entering Geneva High School read below grade level according to iReady and New York State ELA testing. As a result, the school has placed increased emphasis on reading comprehension and academic vocabulary interventions with Academic Intervention Services (AIS) for 9th-grade students. English courses have recently undergone extensive curriculum mapping using the Rigorous Curriculum Design model by Ainsworth and Donovan. Students at the 10th-grade level receive targeted intervention in argument writing in AIS. As part of this curriculum review and rewriting, the English department has substituted several texts to reflect a more culturally responsive and inclusive curriculum. Implementation of a Data-Driven Instruction framework, Data Wise, will support a targeted approach to using our data to build realistic action plans to improve overall teaching and learning. The Data Wise Improvement Process is an eight-step model that guides teams of educators from schools or systems in working collaboratively to improve teaching and learning through evidence-based analysis.

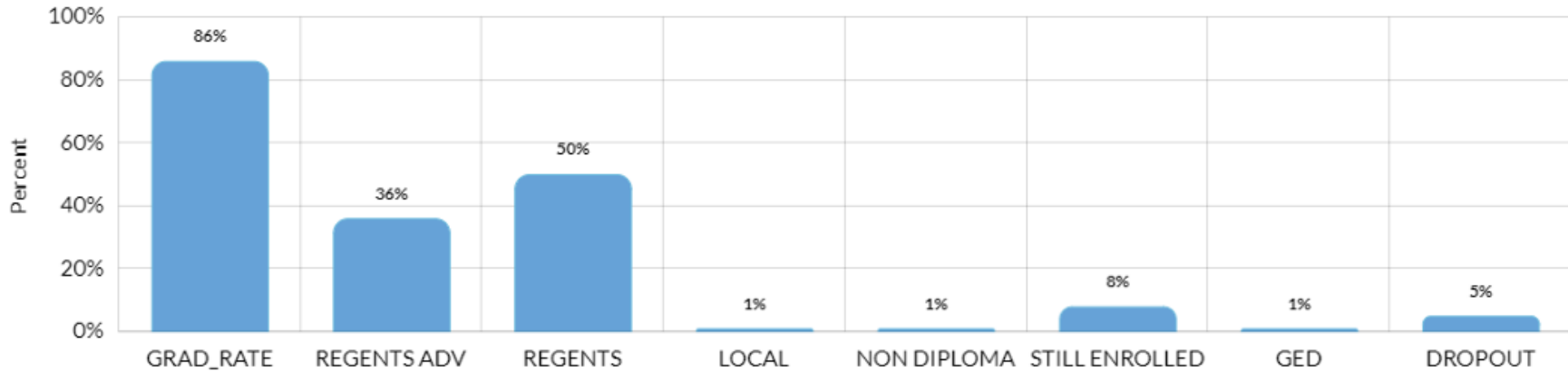
Geneva High School 4 Year Graduation Rate August 2023 <https://data.nysed.gov/gradrate.php?year=2023&state=yes>

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	199,694	172,502	86%	72,322	36%	98,976	50%	1,204	1%	1,046	1%	15,170	8%	1,130	1%	9,751	5%
Female	96,350	86,140	89%	39,450	41%	46,245	48%	445	0%	353	0%	5,705	6%	468	0%	3,655	4%
Male	103,217	86,250	84%	32,831	32%	52,660	51%	759	1%	693	1%	9,455	9%	661	1%	6,092	6%
Non-binary	127	112	88%	41	32%	71	56%	0	0%	0	0%	10	8%	1	1%	4	3%
General Education Students	164,630	148,579	90%	70,357	43%	77,989	47%	233	0%	104	0%	8,001	5%	846	1%	7,039	4%
Students with Disabilities	35,064	23,923	68%	1,965	6%	20,987	60%	971	3%	942	3%	7,169	20%	284	1%	2,712	8%
American Indian or Alaska Native	1,470	1,197	81%	333	23%	854	58%	10	1%	12	1%	166	11%	16	1%	78	5%
Asian or Native Hawaiian/Other Pacific Islander	20,178	18,714	93%	11,602	57%	7,091	35%	21	0%	35	0%	940	5%	54	0%	434	2%
Black or African American	32,978	26,750	81%	5,085	15%	21,333	65%	332	1%	220	1%	3,923	12%	273	1%	1,783	5%
Hispanic or Latino	56,173	45,252	81%	12,670	23%	32,241	57%	341	1%	279	0%	6,106	11%	395	1%	4,110	7%
White	84,310	76,722	91%	41,087	49%	35,158	42%	477	1%	474	1%	3,666	4%	357	0%	3,058	4%
Multiracial	4,585	3,867	84%	1,545	34%	2,299	50%	23	1%	26	1%	369	8%	35	1%	288	6%
Economically Disadvantaged	108,923	89,297	82%	25,541	23%	62,909	58%	847	1%	816	1%	10,613	10%	852	1%	7,279	7%
Not Economically Disadvantaged	90,771	83,205	92%	46,781	52%	36,067	40%	357	0%	230	0%	4,557	5%	278	0%	2,472	3%
English Language Learner	13,705	7,828	57%	453	3%	7,221	53%	154	1%	122	1%	3,117	23%	123	1%	2,507	18%
Non-English Language Learner	185,989	164,674	89%	71,869	39%	91,755	49%	1,050	1%	924	0%	12,053	6%	1,007	1%	7,244	4%
In Foster Care	623	315	51%	34	5%	274	44%	7	1%	7	1%	159	26%	24	4%	113	18%

Not in Foster Care	199,071	172,187	86%	72,288	36%	98,702	50%	1,197	1%	1,039	1%	15,011	8%	1,106	1%	9,638	5%
Homeless	8,521	5,890	69%	890	10%	4,924	58%	76	1%	57	1%	1,276	15%	113	1%	1,176	14%
Not Homeless	191,173	166,612	87%	71,432	37%	94,052	49%	1,128	1%	989	1%	13,894	7%	1,017	1%	8,575	4%
Migrant	110	40	36%	11	10%	29	26%	0	0%	1	1%	26	24%	0	0%	43	39%
Not Migrant	199,584	172,462	86%	72,311	36%	98,947	50%	1,204	1%	1,045	1%	15,144	8%	1,130	1%	9,708	5%
Parent in Armed Forces	450	415	92%	185	41%	227	50%	3	1%	1	0%	21	5%	2	0%	11	2%
Parent Not in Armed Forces	199,244	172,087	86%	72,137	36%	98,749	50%	1,201	1%	1,045	1%	15,149	8%	1,128	1%	9,740	5%

Grad Rate results for the year 2023

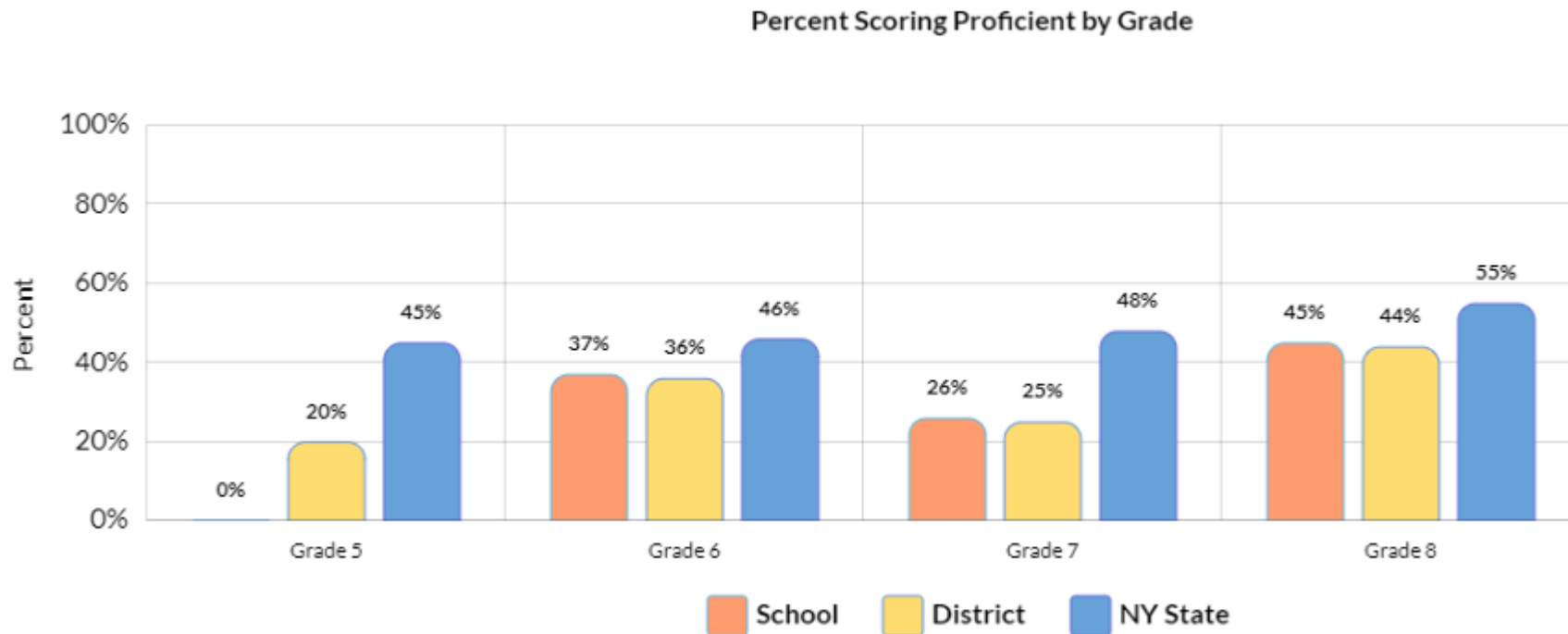
Outcomes for All Students



Middle School: Additional Targeted Support and Improvement (ATSI)

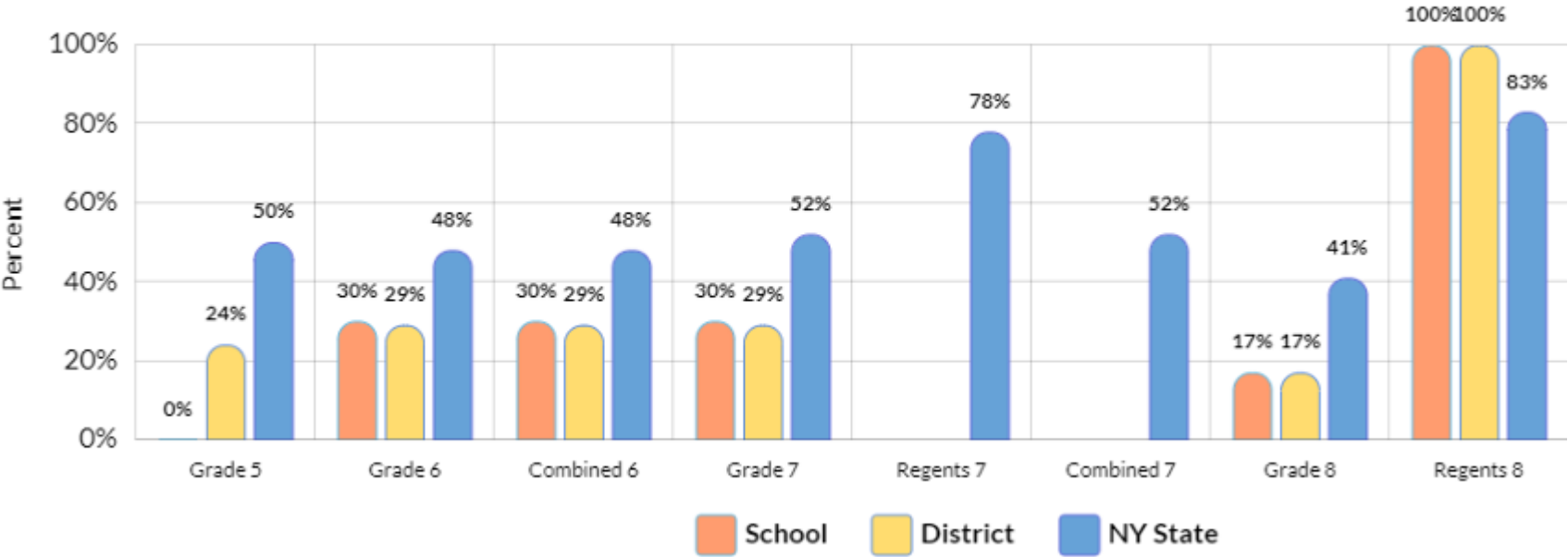
The GCSD instructional framework will help maximize the impact of grade level, tier 1 instruction. At the same time, “What I need” (WIN) training will continue at the Geneva Middle School to address student-targeted instruction. Students will be monitored using iReady assessments, NYS Assessments, and classroom assessments. Student support team meetings and data meetings will be held to identify the ongoing needs of students and instructional changes. A Partnership with the University of Rochester will support administrative leadership and efficacy throughout the year. The middle school also works with SED partners to consistently meet targets and implement intervention programs. Implementation of a Data-Driven Instruction framework, Data Wise, will support a targeted approach to using our data to build realistic action plans to improve overall teaching and learning. The Data Wise Improvement Process is an eight-step model that guides teams of educators from schools or systems in working collaboratively to improve teaching and learning through evidence-based analysis.

2022-2023 Grade 5-8 English Language Arts Results



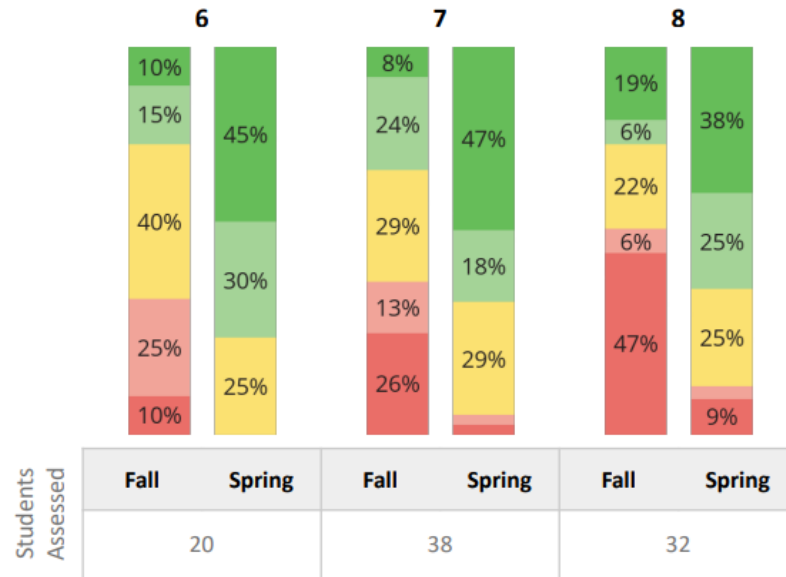
2022-2023 Grade 5-8 Mathematics Results

Percent Scoring Proficient by Grade



How Does Stretch Growth Impact Relative Placements in Spring?

Placement Distribution for Students Who Met Stretch Growth, Fall 23-24 to Spring 23-24

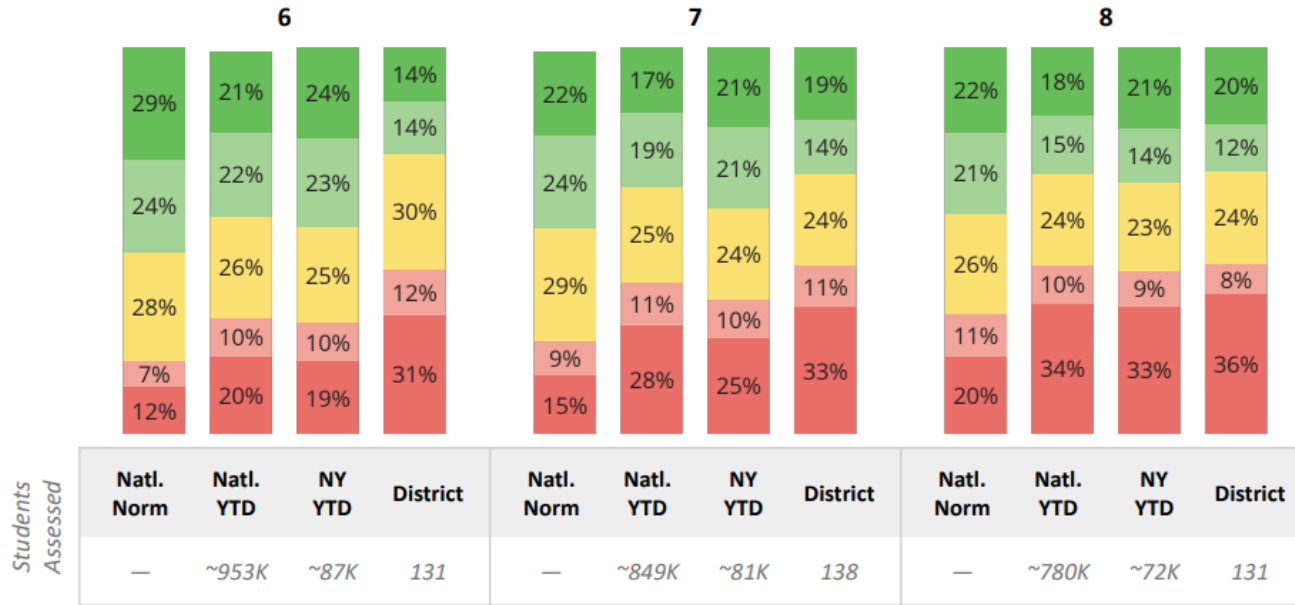


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

This is a cohort analysis showing the placement distribution change for students who met their Stretch Growth measure from Fall to Spring. For some students, Stretch Growth is a multi-year path toward proficiency.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

Natl. Norm: i-Ready National Norms Spring 18-19

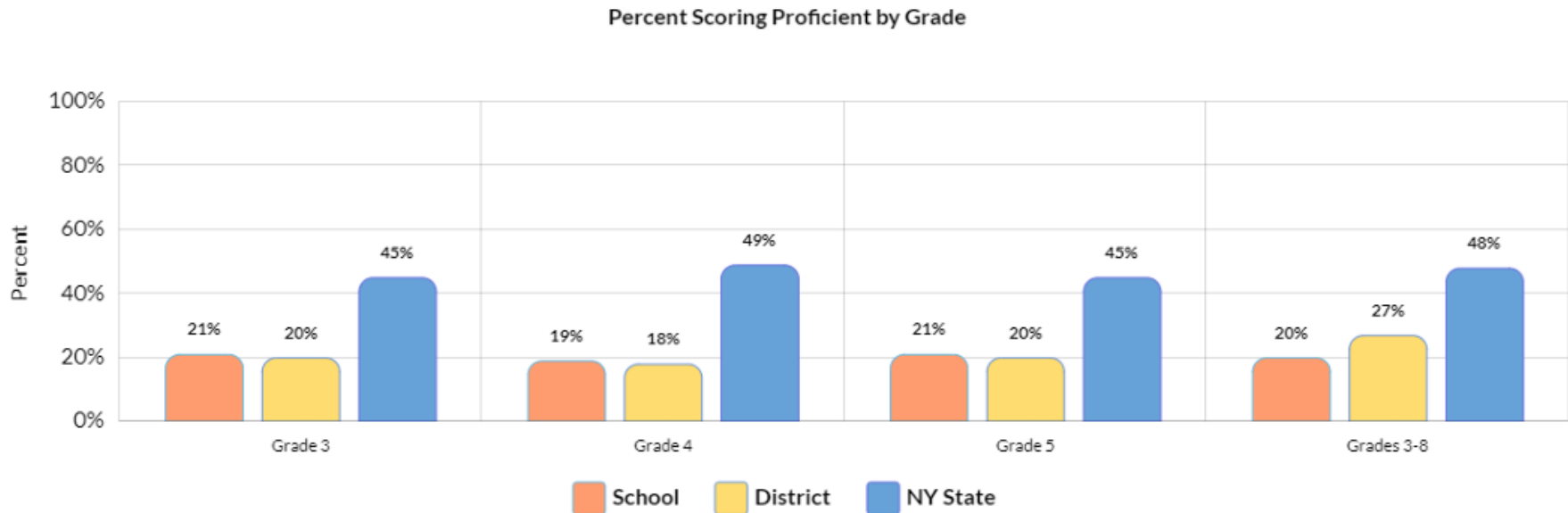
Natl. YTD: National Year-to-Date Spring 23-24

NY YTD: NY Year-to-Date Spring 23-24

North Street School: - Additional Targeted Support and Improvement (ATSI)

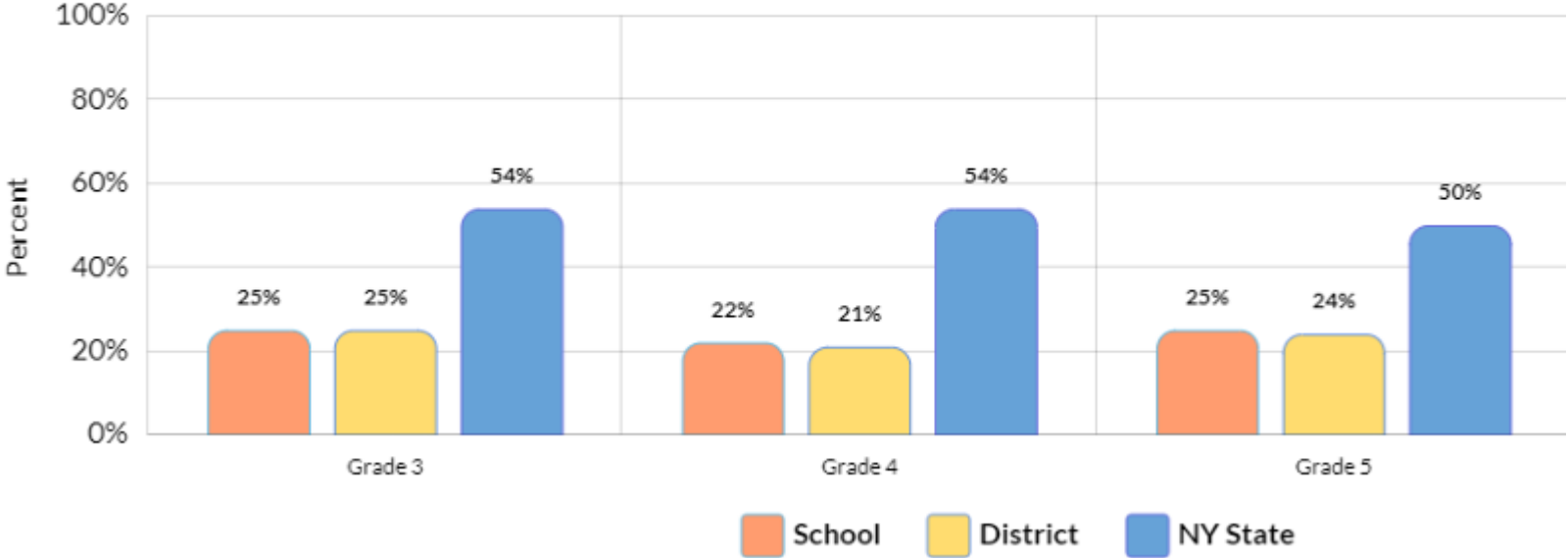
At North Street School, there is a focus on high-quality tier 1 core instruction. Curriculum maps have been updated and revised, and the instructional schedule includes “What I Need” (WIN) time each day to allow for additional AIS time and targeted instruction for all students. Assigning current WIN teachers to classrooms also supports class size reduction. NYS assessment preparation will include targeted, standards-based units of study that provide all students with practical and experiential exposure to priority concepts and skills. The morning program further allows additional intervention and enrichment time provided individually and in small groups. Implementation of a Data-Driven Instruction framework, Data Wise, will support a targeted approach to using our data to build realistic action plans to improve overall teaching and learning. The Data Wise Improvement Process is an eight-step model that guides teams of educators from schools or systems in working collaboratively to improve teaching and learning through evidence-based analysis.

2022-2023 Grade 3-5 English Language Arts Results



2022-2023 Grade 3-5 Mathematics Results

Percent Scoring Proficient by Grade



The breakfast program will continue to be part of the initiative. Partnership with the University of Rochester will continue to support leadership and efficacy throughout the year. Additionally, rigorous curriculum design training, unit development, and iReady data benchmarking systems will be in place. All K-5 staff participate in Lexia LETRS training aligned with the Science of Reading.

A consistent PK-5 SEL program and a new GCSD-developed SEL content integration curriculum will provide all students with social-emotional skills and strategies to engage in meaningful relationships and meet academic proficiency. Teachers will receive professional development and the resources necessary for effective implementation.

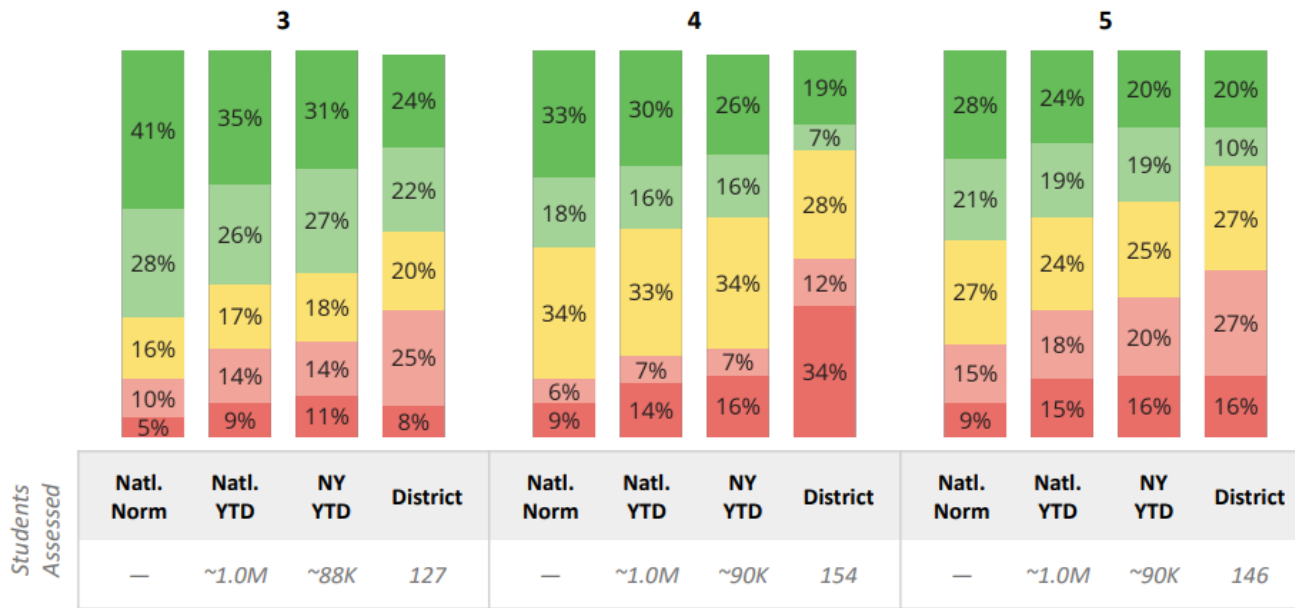
In collaboration with the middle school, North Street School works with SED partners to ensure targets are met and intervention programs are implemented consistently.

iReady 3-5 Reading Diagnostic Results Spring 2024

Reading

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

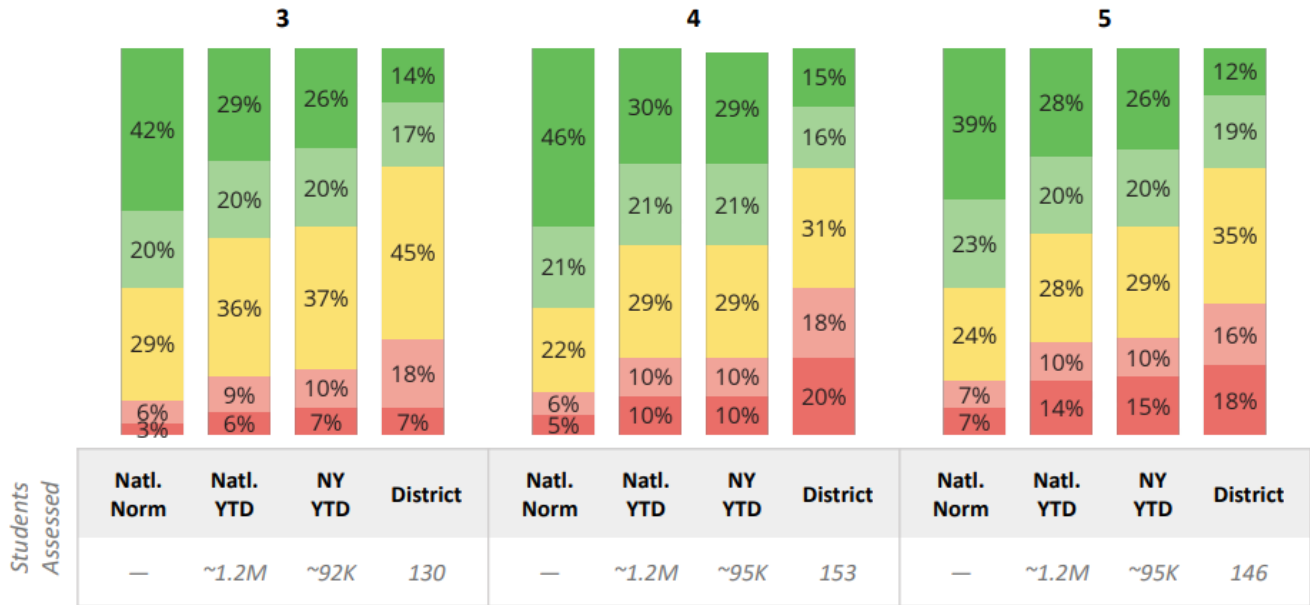
Natl. Norm: i-Ready National Norms Spring 18-19

Natl. YTD: National Year-to-Date Spring 23-24

NY YTD: NY Year-to-Date Spring 23-24

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 18-19

Natl. YTD: National Year-to-Date Spring 23-24

NY YTD: NY Year-to-Date Spring 23-24

West Street School: Local Support and Improvement (LSI)

In alignment with other GCSD buildings, a focus on tier 1 instruction and the “What I Need” (WIN) Program at the primary school will allow for high-impact tier 1 instruction with additional AIS time and targeted instruction with literacy/math interventions. This morning program further allows for additional intervention time, literacy/math support, one-on-one instruction, small group intervention, and enrichment experiences within the regular school day. The breakfast program will continue to be part of the initiative. Additionally, the Geneva Instructional Framework, the science of reading-aligned training and assessments, and i-Ready data benchmarking systems will be in place with consistent teacher data chats to discuss classroom instructional needs/changes based on student performance.

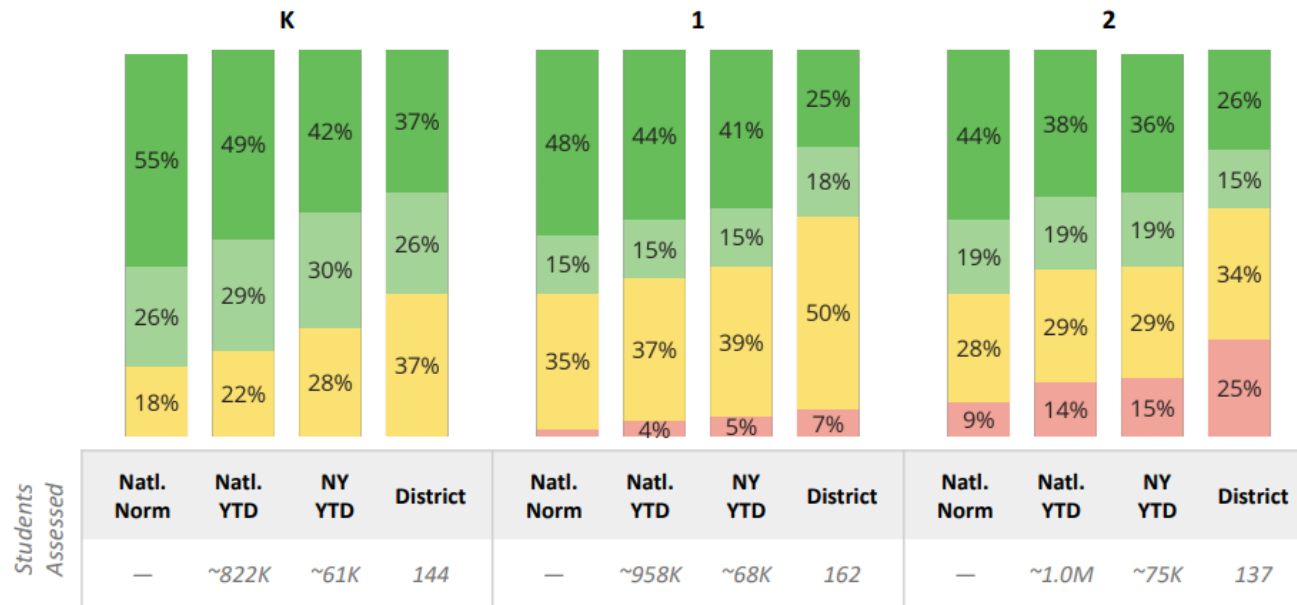
A consistent PK-5 SEL program and a new GCSD-developed SEL content integration curriculum will provide all students with social-emotional skills and strategies to engage in meaningful relationships and meet academic proficiency. Teachers will receive professional development and the resources necessary for effective implementation.

iReady K-2 Reading Diagnostic Results Spring 2024

Reading

How Do the District’s Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

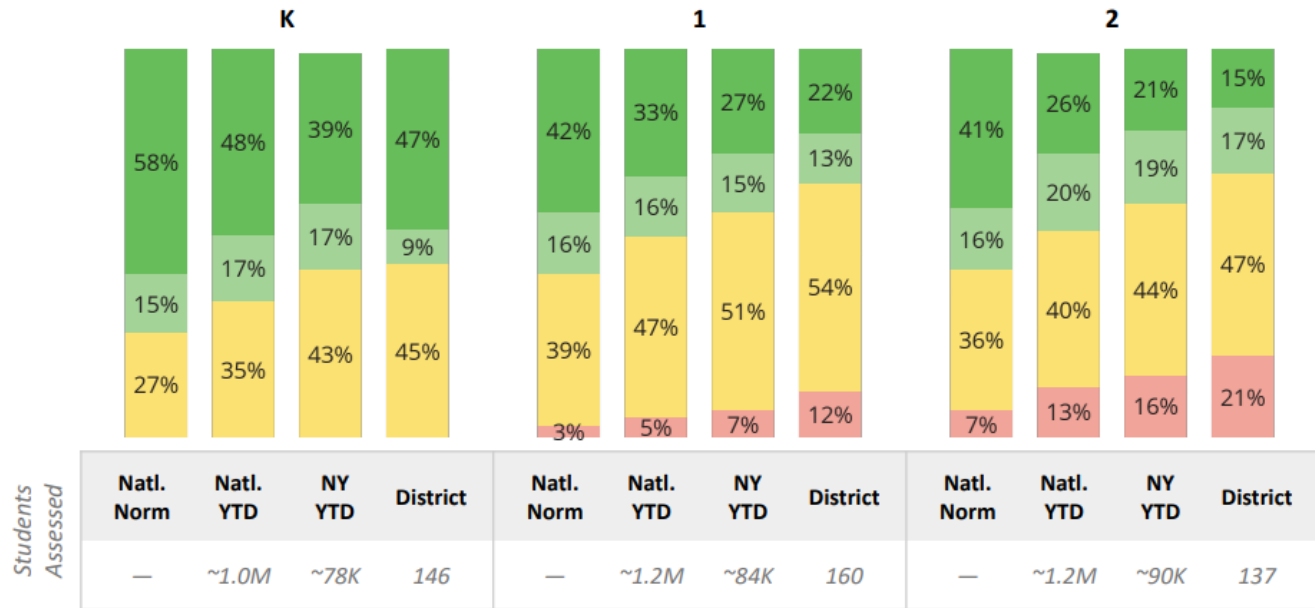
Natl. Norm: i-Ready National Norms Spring 18-19

Natl. YTD: National Year-to-Date Spring 23-24

NY YTD: NY Year-to-Date Spring 23-24

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

Natl. Norm: i-Ready National Norms Spring 18-19

Natl. YTD: National Year-to-Date Spring 23-24

NY YTD: NY Year-to-Date Spring 23-24