New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Geneva City School District	Geneva High School	9-12

Collaboratively Developed By:

The Geneva High School SCEP Development Team

- **Principal Gregory Baker**
- **Assistant Principal Jim Nunez**
- **Assistant Principal Donna McLaughlin**
- **Early College High School Director Karen Fahy**
- **Math and Science Instructional Coach Kirsten Abbott**
- **English and Social Studies Instructional Coach Sarah Marquart**
- **Social Emotional Learning/Restorative Practice Instructional Coach Jennifer Harris**
- **English Department Chair/ ECHS Coordinator George Goga**
- **Social Studies Department Chair Ashley Pierera**
- **Science Department Chair Melissa Marquart**
- **Math Department Chair Rachel Gillotte**

- **World Languages Department Chair Leigh Consolie**
- **ELA Teacher Amber Metz**
- **Special Education Teacher Patty Daucher**
- **ELA Teacher Emily Oberdorf**
- **Student Representative Olivia Brown**
- **Student Representative Sebastian Adjaho**

And in partnership with the staff, students, and families of Geneva High School.

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	**Geneva High School (GHS) is committed to the academic success of all students to ensure their viability in a competitive post-secondary environment — whether college/university, career, or military service.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	The commitment of GHS to the academic success of all students is vital within the context of the NYS Profile of a Graduate for several key reasons: **1. Holistic Development:** The New York State (NYS) Profile of a Graduate emphasizes the holistic development of students, including not just academic achievement but also social, emotional, and physical well-being. GHS's commitment ensures that students are well-rounded and prepared for various post-secondary paths, whether they choose a college, a career, or military service. **2. Competitiveness in a Post-Secondary Environment:** The profile underscores the importance of preparing students to be competitive in their future endeavors. GHS's focus on academic success ensures that students have the knowledge, skills, and qualifications necessary to thrive in college, careers, or the military. This competitiveness is crucial for students to secure opportunities and succeed in an increasingly demanding and dynamic world. **3. Equity and Access:** The NYS Profile of a Graduate advocates for equity in education, ensuring that all students, regardless of their background, have access to high-quality learning experiences. GHS's commitment to the academic success of all students aligns with this goal by striving to close achievement gaps and provide support tailored to each student's needs, thereby fostering an inclusive educational environment. **4. 21st Century Skills:** The profile highlights the importance of 21st-century skills such as critical thinking, communication, collaboration, and

creativity. GHS's academic programs and initiatives are designed to cultivate these skills, preparing students for the challenges and opportunities of the modern world. This focus ensures graduates are adaptable, innovative, and capable of contributing meaningfully to society.

5. Lifelong Learning:

The NYS Profile of a Graduate promotes the concept of lifelong learning. By committing to the academic success of all students, GHS instills a love for learning and equips students with the ability to continuously grow and adapt throughout their lives. This foundation is essential for personal and professional development in a rapidly changing global landscape.

6. Civic Responsibility:

The profile also emphasizes the importance of civic responsibility and engagement. GHS's commitment to academic success includes fostering a sense of civic duty and preparing students to be informed, active participants in their communities and beyond. This aligns with the broader educational mission of developing responsible, engaged citizens.

In summary, GHS's dedication to ensuring the academic success of all students is integral to the NYS Profile of a Graduate. It supports the development of well-rounded, competitive, and capable individuals who are prepared for various post-secondary paths and lifelong success.

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?

	EXISTING EFFORTS?	*Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1 2 sentences on how the school will expand or refine the key strategy next year.*
Freshman Academy	X NEW ☐ EXPAND ☐ REFINE	Implementing a freshmen academy can significantly enhance the support and guidance offered to incoming freshmen. By providing a dedicated environment tailored to their transition needs, such as academic skill building, social integration, and personalized mentoring, students are better equipped to succeed in their early high school experiences. This approach not only fosters a sense of belonging and confidence but also lays a solid foundation for their academic journey.
Academic Interventions (Saturday School, Credit Recovery, Academic Boot Camp)	☐ NEW X EXPAND ☐ REFINE	Saturday school and credit recovery programs offer crucial opportunities for students to catch up on missed coursework or improve grades. By providing additional instructional time and personalized support, these initiatives help students stay on track academically and graduate on time. This targeted intervention not only boosts academic achievement but also enhances students' overall confidence and motivation to succeed.
High School Success Course for all incoming Freshmen	☐ NEW ☐ EXPAND X REFINE	"High School Success" will benefit incoming freshmen by equipping them with essential skills and knowledge for navigating high school effectively. Covering topics such as time management, study skills, goal setting, understanding school resources, and social-emotional development, this course provides a structured approach to acclimating to high school's academic and social demands. By empowering freshmen with these foundational tools early on, they are better prepared to excel academically and adjust to the challenges of high school life.

Early College High School Program (ECHS)	X NEW ☐ EXPAND ☐ REFINE	Early college high school programs benefit incoming freshmen by offering the opportunity to take dual enrollment courses, allowing them to earn both high school and college credits simultaneously. By the end of their high school career, students can accumulate up to 60 college credit hours, significantly reducing the time and cost required to obtain a college degree. This early exposure to college-level coursework not only accelerates academic progress but also enhances students' readiness for higher education and future career pursuits.

Implementation

KEY STRATEGY 1	Freshman Academy

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Develop collaborative teams to engage in decision-making using a continuous improvement structure.	X by EPM ☐ by MYB
Logistically, we will need to: Create the physical space for the academy - lockers androom moves, Identify an Administrator to manage the Freshmen Academy,Create Multi Tiered Systems of Support (MTSS) team for Freshman Academy, communicate with stakeholders about academy goals	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
ELA/SS Coach, Math/Science Coach, SEL Coach	
Teachers who will be a part of the Freshmen Academy, Dedicated 9th Grade Administrator, Dedicated 9th Grade Counselor	

KEY STRATEGY 2	Create Additional Academic Interventions (Saturday School, Credit Recovery, Academic Boot Camp)

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Design a master schedule to allow students to engage in credit recovery activities during the school day.	X by EPM ☐ by MYB
Secure teachers to conduct credit recovery activities outside of the school day.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

| 21st Century Grant |
| Classrooms at GHS |

| **KEY STRATEGY 3** | High School Success Course for all incoming Freshmen |

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	**When will this be in place?**
Secure personnel and curriculum for HS Success Course.	X by EPM ☐ by MYB
Schedule all incoming 9th grade students into HS Success.	X by EPM ☐ by MYB
Secure any additional materials needed for course.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
High School Success course teacher	
Classroom, Curriculum, materials	

| **KEY STRATEGY 4** | Implement Early College High School (ECHS) Program |

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	**When will this be in place?**
Identify and secure ECHS advisor and director	X by EPM ☐ by MYB
Identify teachers who will be part of this program, secure proper clearances for GEMINI/AP Program.	X by EPM ☐ by MYB
Identify dates for ECHS trainings with Finger Lakes Community College (FLCC)	X by EPM ☐ by MYB
Interview all prospective ECHS students.	X by EPM ☐ by MYB
Develop communication structures for relaying information and results to stakeholders.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Funding for Saturday School and Academic Boot Camps, Funding for additional after school tutoring.	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Freshman Academy	5-Week Interim Report Card Grades	The percentage of students failing two or more classes at 20 weeks will not exceed 20%.	13.5% of Freshmen were failing two or more classes at 5-weeks. 17% were failing 2+ at 10-weeks.
Early College High School (ECHS)	Enrollment in ECHS	At least 60 students from the 2024 cohort will enroll in ECHS.	67 incoming Freshmen are enrolled in ECHS as of July 2024

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (*complete when reviewing mid-year data*)

Mid-Year Benchmark(s)	**Report Card Grades**	The percentage of students failing two or more classes at 20-weeks will not exceed 20%.	<table><tr><td colspan="5">20 Week Report Card Grades</td></tr><tr><td>Grade</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>% Failing 2+ Classes</td><td></td><td></td><td></td><td></td></tr></table>
	Midterm Exam Grades	Students will pass their core class midterm exams at a rate of 80% or better.	<table><tr><td colspan="5">Midterm Exam Core Class Passing Rates</td></tr><tr><td>Subject/ Grade</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>ELA</td><td></td><td></td><td></td><td></td></tr><tr><td>Math</td><td></td><td></td><td></td><td></td></tr><tr><td>SS</td><td></td><td></td><td></td><td></td></tr><tr><td>Sci</td><td></td><td></td><td></td><td></td></tr></table>

		85% of the 2021 cohort will graduate from Geneva High School by August of 2025 with either a local or Regents Diploma.			

Graduation Rate

Aug 23	Aug 24	Aug 25
78%	84%	----%

End of year transcripts for freshmen

90% of the 2024 cohort (incoming freshmen) will earn 5.5 or more credits by the end of their 9th grade year (August 2025).

Aug 23	Aug 24	Aug 25
90%	86%	----%

End-of-the Year Targets

Regents Exam Performance

The percentage of students earning a passing grade on a Regents Exam required for graduation will meet or exceed the following goals for June 2025:
ELA - 80%
Algebra - 60%
Living Env. - 70%
Global - 80%
US - 80%

Exam	June 23	NYS 2023	June 24	NYS 2024	June 25	NYS 2025
ELA	67%	77%	68%	79%	---%	---%
Algebra	44%	65%	49%	62%	---%	---%
Liv. Env.	60%	66%	59%	62%	---%	---%
Global	66%	74%	69%	77%	---%	---%
US	85%	80%	74%	78%	---%	---%

The percentage of students who score between 55% - 64% on Regents exams required for graduation will decrease by 50% or more.

Exam	June 23	June 24	June 25
ELA	14%	13%	
Algebra	22%	31%	
Liv. Env.	15%	16%	
Global	15%	15%	
US	9%	13%	

Geneva High School students' performance on June Regents Exams will be comparable to surrounding districts (Canandaigua, Lyons, Midlakes, Newark, and Waterloo). The tables in the column to the right show the percentage passing rates for each of these districts in all 10 Regents Exams for June 2024 ('24) and June 2025 ('25).

Humanities Regents Exams						
Dist/Exam	ELA		Global		US	
	'24	'25	'24	'25	'24	'25
Canand.	43%		93%		89%	
Geneva	68%		70%		73%	
Lyons	70%		74%		89%	
Midlakes	83%		82%		91%	
Newark	49%		73%		83%	
Waterloo	85%		61%		72%	

Math Regents Exams						
Dist/Exam	Algebra		Geometry		Algebra 2	
	'24	'25	'24	'25	'24	'25
Canand.	92%		94%		96%	
Geneva	47%		48%		69%	
Lyons	70%		23%		42%	
Midlakes	66%		53%		88%	
Newark	52%		43%		42%	
Waterloo	47%		43%		75%	

	Abbreviation Key:	Science Regents Exams								
	LE = Living Environment	Dist/ Exam	LE		ES		Chem.		Physics	
			'24	'25	'24	'25	'24	'25	'24	'25
	ES = Earth Science	Can.	87%		87%		73%		93%	
	Chem = Chemistry	Gen.	58%		55%		63%		67%	
	Can. = Canandaigua	Ly.	52%		57%		36%		43%	
	Gen. = Geneva	New.	64%		60%		37%		53%	
	Ly. = Lyons	Mid.	80%		76%		68%		74%	
	New. = Newark	Wat.	38%		64%		52%		NA	
	Mid. = Midlakes									
	Wat. = Waterloo									

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	1. I have the skills to be successful academically. 2. Staff encourage me to take advanced coursework. 3. I can find ways to overcome academic obstacles.	N/A	80% positive response	
Staff Survey	1. Students need to adapt to my style of teaching 2. I use data systematically to solve a problem of practice.	N/A	80% positive response	

	3. It is getting more difficult to address the needs of all learners in the classroom.			
Family Survey	1. GHS prepares my child to be college/career ready. 2. Teachers regularly communicate about my child's academic progress. 3. The school's academic programming provides multiple opportunities to recover from academic setbacks, such as failing a required course or Regents exam.	N/A	80% positive response	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	Geneva High School commits to providing our students with a safe and positive learning environment.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *How does this Commitment fit into what we envision for the school?* *How does this Commitment relate to what we heard when listening to others?* *How does this Commitment connect to what we observed through analysis?*	The three major Geneva City School District (GCSD) priorities are interconnected and necessitate that our approach to providing safe positive learning environments take a multifaceted approach. **1. Multi Tiered System of Support (MTSS):** Providing tiered support within the MTSS framework is crucial for ensuring that all students have equitable access to academic and social-emotional resources, aligning with the school's priorities of fostering safe, positive learning environments, promoting academic achievement, and advancing Diversity, Equity, and Inclusion (DEI) initiatives. By addressing individual needs through tiered interventions, our school can effectively support students of varying backgrounds and abilities, thereby enhancing overall academic performance and emotional well-being. This approach not only promotes a supportive school climate where every student feels valued and included but also contributes to long-term educational success and societal equity. **2. Devereux Student Strengths Assessment (DESSA) Data:** Administering the DESSA screener is crucial for fostering safe and positive learning environments because it focuses on assessing students' social and emotional competencies. The DESSA screener evaluates areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By understanding students' strengths and areas for growth, educators can tailor support to meet individual needs. **3. Implementation of Geneva Cares Days:** Geneva Cares Days emphasize kindness, empathy, and understanding among students and staff. This helps build a community where everyone feels valued, supported, and safe to express themselves. By providing opportunities for students to engage in collaborative and inclusive activities, these days promote trust and stronger connections between peers and teachers, contributing to a supportive school climate. This

	includes building Positive Building-wide Behavioral Expectations. **4. Restorative Practices:** The implementation of **restorative practices** fosters safe and positive learning environments in high schools by emphasizing relationship-building, accountability, and community, rather than punishment. Restorative practices encourage students to take responsibility for their actions and understand the impact of their behavior on others. This builds mutual respect and accountability, reducing conflict and fostering trust. Restorative practices focus on building a supportive and inclusive community where everyone feels heard and valued. This creates a positive environment where students feel safe to learn and grow.

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1 2 sentences on how the school will expand or refine the key strategy next year.*
MTSS Tiered Implementation Growth Scores	☐ NEW X EXPAND ☐ REFINE	Expanding our implementation of a Multi-Tiered System of Supports (MTSS) will enhance student outcomes by providing systematic interventions tailored to individual needs across academics, behavior, and social-emotional learning. By identifying struggling students early through data-driven assessments and offering targeted interventions, MTSS ensures timely support that prevents academic setbacks and promotes

		continuous progress. Additionally, the framework encourages collaboration among teachers, specialists, and families, fostering a supportive environment that maximizes student success through cohesive, coordinated efforts.
DESSA Data	☐ NEW ☐ EXPAND X REFINE	Using the DESSA screener allows GHS staff to accurately assess students' social-emotional strengths and needs. By pinpointing specific areas requiring support, such as self-awareness, social awareness, and responsible decision-making, interventions can be precisely tailored to each student's requirements. This targeted approach not only improves students' social-emotional skills but also enhances their overall well-being and academic performance by addressing underlying issues that may hinder their success.
Geneva CARES Positive Building Wide Behavioral Expectations	☐ NEW X EXPAND ☐ REFINE	Implementing CARES (Community, Academics, Responsibility, Empowerment, and Safety) days at school fosters a better climate and culture by dedicating structured time to community-building activities, academic enrichment, and emphasizing responsibility and safety. These designated days allow students and staff to engage in collaborative projects, discussions on school values, and team-building exercises that strengthen relationships and mutual respect. By promoting a positive atmosphere centered around core values, CARES days cultivate a supportive environment where students feel empowered to succeed academically and socially.
Restorative Practices	☐ NEW ☐ EXPAND X REFINE	By continuing to refine our restorative practices we will improve school climate and culture. This will include prioritizing relationships and accountability over punitive measures. These practices encourage dialogue and empathy, resolving conflicts, and addressing behavioral issues through constructive conversations rather than punishment. By promoting understanding and repairing harm within the school community, restorative practices cultivate trust, respect, and a sense of belonging among students and staff, ultimately creating a more inclusive and supportive learning environment.

Implementation

KEY STRATEGY 1	MTSS Tiered Implementation

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
MTSS Tier 1 meetings weekly grades 9, 10, 11, 12	X by EPM ☐ by MYB
MTSS Tier 2/3 meetings weekly with core teams	X by EPM ☐ by MYB
Check-In/Check-Out & behavior interventions	☐ by EPM X by MYB
Create a tiered framework for reporting the percentage of students who fall into tier 1, tier 2, and tier 3	☐ by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Master schedule that allows teams of teachers to meet during the school day.	

KEY STRATEGY 2	DESSA

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
DESSA groups (social awareness) lunch time with counselors	X by EPM ☐ by MYB
SEL (Social-Emotional Learning) lessons implemented in classrooms by SEL coach	☐ by EPM X by MYB
Administer DESSA screener during Physical Education classes at the beginning, mid-point, and end of the school year.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
SEL Coach	

KEY STRATEGY 3	Geneva CARES (building wide positive behavioral expectations)

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Student acknowledgements (monthly) around a CARES tenet	X by EPM ☐ by MYB
Celebration improved student performance - behavioral, academic, attendance	X by EPM ☐ by MYB
RESOURCES	

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 4	Restorative Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Student reflection sheet for referral conversations	☐ by EPM ☐ by MYB
Student reflection sheet for students assigned to discipline interventions	☐ by EPM ☐ by MYB
ATS Habits of Mind & Community Circle work	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
MTSS Tiered Implementation	Weekly MTSS Meeting Minutes	Teachers meeting weekly in assigned teams making use of the running meeting minutes. Categorization of students in the three tiered systems with distinct metrics for categorization (grades, attendance, behavioral data)	Complete - these teams meet weekly.

DESSA	Beginning of the year DESSA assessment results	Of the eight different components to the assessment, we expect to see improvement in the area of "Social Awareness".	Administered to all students in October. The team is reviewing the data and constructing groups. We are seeking to improve in the "social awareness" component.
Geneva CARES (building wide positive behavioral expectations)	Staff and student satisfaction survey	Staff and students believe there is a direct correlation between Geneva Cares days and building climate and culture.	There was a positive response to the opening of school, although students and staff felt 3-days was too long for this purpose.
Restorative Practice	Discipline Referrals, Reflection Sheets	An increased number of restorative dispositions for discipline referrals. Students who are assigned discipline consequences which include classroom removal will complete a reflection tool asking them to self-assess their social awareness.	The number of referrals is way down from last year. Administration and teachers are conducting restorative meetings daily.

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

Mid-Year Benchmark(s)	Attendance Rate	90% or better overall attendance rate	Overall Attendance Rate Mid-Year		
			January 2025	—%	

		90% or better attendance rate by class year	Attendance Rate by Class Year	
			Grade 9	—%
			Grade 10	—%
			Grade 11	—%
			Grade 12	—%

	Discipline Referrals	10% Reduction in the total number of discipline referrals	Total Number of Discipline Referrals at Mid-Year		
			Goal	Actual	% Difference
			846	—	

	Restorative Practices	50% or more increase in the number of restorative dispositions for discipline referrals	Number of Restorative Dispositions	
			Mid-Year Goal	Mid-Year Actual
			269	–

End-of-the Year Targets	Attendance Rate	90% or better overall attendance rate	Overall Attendance Rate	

Overall Attendance Rate	
2023	87%
2024	88%
2025	–%

90% or better overall attendance rate by class year.

Overall Attendance Rate by Class			
Year/ Grade	2023	2024	2025
9	85%	85%	–%
10	89%	89%	–%
11	86%	90%	–%
12	91%	89%	–%

The rate of chronic absenteeism will reduce by at least five percentage points from the 23-24 school year.

Chronic Absenteeism Rate		
22-23	23-24	24-25
39%	34%	--%

Behavioral Infractions

10% or better reduction in the total number of discipline referrals from the 23-24 school year.

Total Number of Discipline Referrals		
22-23	23-24	24-25
2714	1882	—

	MTSS Implementation	10% increases in overall fidelity scores for Tiers 1-3.	

Date	Tier 1	Tier 2	Tier 3
6/16/2023	27%	0%	56%
5/26/2024	67%	77%	71%
6/15/2025	–%	–%	–%

	DESSA	20% or more reduction in "needs instruction" for Social Awareness component	

DESSA - Social Awareness "Needs Instruction"	
23-24	24-25
49%	–%

	Restorative Practices	50% or more increase in the number of restorative dispositions for discipline referrals	

Number of Restorative Dispositions	
23-24	24-25
179	–

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	1. School is a safe place for me to learn. 2. I have a connected relationship with at least one adult at school.	N/A	80% positive response	

	3. Our school promotes a culture of respect.			
Staff Survey	1. The MTSS process helps me meet the needs of my students' challenges. 2. I feel connected to my colleagues. 3. Strong consequences deter problem behavior.	N/A	80% positive response	
Family Survey	1. Teachers value my child's cultural background. 2. When my child struggles, there is a way for them to be successful. 3. My child's social emotional needs are met at school. 4. Safe and positive learning environments should remain an area of focus for Geneva High School in the 2024 - 2025 school year.	N/A	80% positive response	

COMMITMENT 3

(*this section can be deleted if there is no third Commitment*)

Our Commitment

What is one Commitment we will promote for 2024-25?	Developing an inclusive curriculum that reflects the demographic composition of Geneva High School's student body. This commitment aligns with the GCSD priority of diversity, equity, and inclusion (DEI).
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	The steps toward fulfilling our commitment to embracing GHS students' diversity and leveraging as a strength will necessitate that we take several steps: **1. Adopt a Culturally Responsive Curriculum:** It is crucial for a high school to align its curriculum with district Diversity, Equity, and Inclusion (DEI) priorities to foster an inclusive learning environment where all students feel valued and represented. By integrating DEI principles into the curriculum, schools can promote empathy, understanding, and respect among students from diverse backgrounds. This alignment also prepares students to navigate a multicultural society and promotes social justice awareness, contributing to a more equitable educational experience for all. **2. Train Teachers in Cultural Awareness:** Teachers with cultural awareness can better understand students' unique cultural experiences, traditions, and values. This knowledge allows them to create lessons that resonate with students and validate their identities. Cultural awareness training helps teachers recognize and challenge implicit biases or stereotypes that might influence their teaching or interactions with students. This ensures fair treatment and equal opportunities for all. Cultural awareness training equips teachers to identify and address systemic barriers that might hinder the academic success of students from underrepresented or marginalized communities. This will help teachers to recognize small measures they may take to close the achievement gap for students. **3. Make use of Data-Driven Decision Making:** Data helps uncover disparities in outcomes, representation, or experiences that may not be immediately visible. It provides a baseline to establish clear, measurable goals for DEI initiatives.

	Decisions based on data are more likely to address root causes of performance disparities.

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1 2 sentences on how the school will expand or refine the key strategy next year.*
Adopt a Culturally Responsive Curriculum	X NEW ☐ EXPAND ☐ REFINE	Adopting a culturally responsive curriculum in a diverse high school is essential because it validates and honors the diverse identities and backgrounds of students. It ensures that the educational materials and teaching methods resonate with and reflect the experiences of all learners, fostering engagement and academic success. Moreover, a culturally responsive curriculum promotes equity by reducing educational disparities and empowering students to succeed in an inclusive learning environment.
Train Teachers in Cultural Awareness	☐ NEW X EXPAND ☐ REFINE	Training people in culturally responsive practices is crucial as it equips educators and professionals with the skills to effectively engage with and support individuals from diverse cultural backgrounds. It promotes sensitivity and awareness of cultural differences, fostering respectful interactions and reducing misunderstandings or biases. Ultimately, culturally responsive training enhances organizational inclusivity, improves communication, and ensures equitable treatment for all individuals involved.
Use Data Driven Decision Making	☐ NEW X EXPAND ☐ REFINE	Improved data practices can enhance student learning outcomes by providing educators with timely and accurate insights into individual student

		progress and needs. This data-driven approach allows for personalized instruction tailored to each student's strengths and challenges, thereby maximizing learning potential. Additionally, analyzing data trends across groups can help identify systemic barriers or areas needing improvement, leading to targeted interventions and more equitable educational opportunities for all students.

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

KEY STRATEGY 1	Adopt culturally relevant curriculum (taken from East High School)

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Secure new culturally responsive English curriculum along with requisite materials.	X by EPM ☐ by MYB
Adapt to GCSD instructional framework and distribute to English teachers.	X by EPM ☐ by MYB
Communicate with teachers and provide access to the new curriculum.	X by EPM ☐ by MYB
Implement new curriculum	X by EPM ☐ by MYB
Monitor implementation of the curriculum.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Curriculum, materials, time for teachers to acquaint themselves with curriculum prior to implementation	

KEY STRATEGY 2	Train Teachers in Cultural Awareness

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Engage in cultural awareness activities as a whole faculty.	X by EPM ☐ by MYB
	☐ by EPM

	□ by MYB
	□ by EPM □ by MYB

KEY STRATEGY 3	Use Data Driven Decision Making

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Train a team of teachers and administration in the use of Data Wise (Harvard).	X by EPM □ by MYB
Implement data teams within the school.	X by EPM □ by MYB
Introduce data protocols to teams to be used during department/team meetings.	X by EPM □ by MYB
Review student performance data and adjust instruction accordingly.	X by EPM □ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)

Adopt Culturally Relevant Curriculum	Teacher feedback on the implementation process.	Implementation of the new curriculum in English courses. Positive teacher feedback on the new curriculum.	We are in the process of writing the curriculum ourselves. The East curriculum has considerable gaps.
Train Teachers in Cultural Awareness	Teacher participation in ERD activities	All teachers participate in activities that will improve their relationships with students.	Attendance is aligned with expectations. Anecdotal conversations with teachers indicate movement in mindset.
Use Data-Driven Decision Making (Data Wise)	Team meetings following Data Wise practices	Teacher teams using new process for department meetings.	Departments are following the process.

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data*)

Mid-Year Benchmark(s)			English Course Passing Rates by Racial Demographic and Grade Level		
			Grade	Racial Demographic	% Passing
			Grade 9	Asian	
				Black/AA	
				Hisp/Lat	
				Multi	
				White	
			Grade 10	Asian	
				Black/AA	
				Hisp/Lat	
				Multi	
				White	
			Grade 11	Asian	
				Black/AA	
				Hisp/Lat	
				Multi	
				White	
			Grade 12	Asian	
				Black/AA	
				Hisp/Lat	
				Multi	
				White	

End-of-the Year Targets	**End of year report card grades for English courses**	The percentage of students passing their English course will be 85% or better for all racial demographics.	English Course Passing Rates by Racial Demographic and Grade Level

English Course Passing Rates by Racial Demographic and Grade Level

Grade	Racial Demographic	% Passing
Grade 9	Asian	
	Black/AA	
	Hisp/Lat	
	Multi	
	White	
Grade 10	Asian	
	Black/AA	
	Hisp/Lat	
	Multi	
	White	
Grade 11	Asian	
	Black/AA	
	Hisp/Lat	
	Multi	
	White	
Grade 12	Asian	
	Black/AA	
	Hisp/Lat	
	Multi	
	White	

ELA Regents Exam Scores	GHS students will meet or exceed the state average on the ELA Regents exam for every racial demographic	(see table below)

Racial Demog-raphic	NYS % Passing		GHS % Passing	
	'24	'25	'24	'25
Asian	88%		--	
Black/ AA	68%		48%	
Hisp/ Lat	68%		60%	
Multi	84%		--	
White	90%		89%	

Note: "--" denotes that there were insufficient numbers of students from this demographic to report their results.

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1. The content of my English course reflects my cultural background. 2. My teacher values my cultural background. 3. The content of my English course has prepared me to be successful academically.	N/A	80% positive response	
Staff Survey	1. Our English curriculum gives my students the best opportunity to be	N/A	80% positive response	

	successful in the course I teach. 2. Our English curriculum reflects the cultural background of my students. 3. I feel prepared to teach a culturally responsive curriculum.			
Family Survey	1. I am aware of the shift in content of English courses to be more reflective of my child's race and culture. 2. I believe my child is prepared to engage productively in a racially diverse world. 3. I value course content that is reflective of the racial and cultural composition of our community.	N/A	80% positive response	