



District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Geneva City School District	Lawrence Bo Wright

School Key Strategies

What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?

Instructional Key Strategies	Schools
Math Sprints & Fluency (Multiple Exposure)	Geneva Middle School
Graphic Organizers and Visual Models with Explicit Teaching and Assessment	North Street School
Non-Instructional Key Strategies	Schools
Tier 1 Social-Emotional Learning	Geneva Middle School
Attendance - Early Warning System	Geneva Middle School
Attendance - Early Warning System	North Street School
Enhancing Restorative Practices	North Street School

District Support

What actions will the district lead to support improving teaching practices related to these key strategies?

Action	Person Responsible	When
Professional Development Aligned to Educator Needs	Assistant Superintendent of Teaching, Learning, and Accountability	Ongoing
Consistent Implementation of Data-Driven Instruction	Assistant Superintendent of Teaching, Learning, and Accountability	Ongoing

Measuring Success

What will the district look for as evidence of the success of the actions listed above?

Use the following sentence frame: “If we achieve [Quantitative Data Target] [time reference of when you would want to see that], then we will know we are making progress through these actions.”

Examples:

- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions.”*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions.”*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions.”*

If 85% of staff respond favorably to the survey question ‘Teachers at this school have the opportunity to provide feedback and influence decisions’ on the end-of-the-year survey, then we know we are making progress through these actions.”

Quantitative Data Target	Time Reference of When You Would Want to See That
100% of teachers at Geneva Middle School incorporate math fluency practice into daily instruction	By November 2025
Increase in iReady Math diagnostic proficiency by 5% from Spring 2025 to Spring 2026	By Spring 2026
100% of North Street School teachers use graphic organizers or visual models to support instruction in at least one content area daily.	By January 2026
Increase in iReady ELA diagnostic by 5% from Spring 2025 to Spring 2026.	By Spring 2026
Each school has a functioning Attendance Team that meets weekly to develop targeted interventions.	By October 2025
Each school has a 5% reduction in suspensions from 2024-25 to 2025-26	By June 2026

Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is the district's plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own districtwide vision for instruction?

The Geneva City School District is committed to ensuring that our support for Key Strategies in CSI, ATSI, and TSI schools is aligned with and reinforces our districtwide instructional vision. To achieve this coherence, we have established a structured Multi-Tiered System of Support (MTSS) that serves as a unifying framework across all schools. This framework clearly articulates expectations for instructional practices and support at every level of need, ensuring alignment between school-based efforts and district priorities.

Our plan to maintain coherence begins with sustained professional learning and embedded coaching that is targeted and responsive to school-specific needs, while remaining grounded in districtwide priorities. By centralizing our instructional coaching model, we ensure that all schools can access consistent, research-based strategies and support that drive improvement in core instruction, intervention practices, and student engagement.

In addition, the district has adopted and is scaling the Data Wise Improvement Process as a foundation for continuous improvement. This structured approach fosters coherence by equipping school teams with a common language and method for analyzing data, identifying instructional challenges, and designing responsive, evidence-based actions. Through this model, our educators are supported in their practice and empowered to take ownership of instructional decision-making in ways that reflect both local context and district expectations.

Throughout the year, district leadership will provide ongoing feedback loops through data reviews, classroom walkthroughs, and reflective conversations to ensure that implementation of the Key Strategies remains aligned with our vision for high-quality, student-centered instruction. By connecting these supports and structures, the Geneva City School District will continue to build systemwide coherence that promotes equitable outcomes and sustained instructional improvement across all schools.

Equitable Distribution of Resources

What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

The Geneva City School District is committed to ensuring that all students have access to the resources they need to thrive, regardless of their school. In the upcoming year, the district will utilize a continuous improvement framework to comprehensively review how resources, both curricular and human, are allocated across all schools. This review will be anchored in the principles of equity and will focus on identifying and addressing disparities in access and support.

As part of this process, the district will inventory existing resources at each tier of the Multi-Tiered System of Supports (MTSS), including academic interventions, social-emotional supports, staffing, and instructional materials. This inventory will provide a clear, school-by-school view of what is currently available to educators and students. By analyzing this data in conjunction with student achievement, demographic, and behavioral data, the district will be better positioned to identify gaps or overlaps and allocate resources accordingly, proactively.

DCIP: District-Level Systems

Additionally, school-based leadership teams will participate in guided equity audits to examine whether current resources are effectively used to meet student needs, particularly for historically underserved populations. The findings from these audits will inform district-level decisions around budgeting, staffing, and professional learning investments.

This approach ensures that resource allocation is not only transparent but also intentionally responsive to each school community's specific challenges and strengths, supporting our overarching goal of providing every student with equitable opportunities to succeed.

What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

The Geneva City School District is committed to ensuring that students in schools identified for improvement have equitable access to highly effective educators. We recognize that teacher quality is one of the most significant factors influencing student achievement, and our district has prioritized a system-wide approach to strengthening instructional practices across all schools, focusing on those requiring targeted support. To accomplish this, we are implementing a multi-pronged strategy centered on high-quality, differentiated professional learning aligned with educator needs and student outcomes. Professional learning is not a one-size-fits-all model; it is guided by ongoing data analysis, classroom observation, and student performance trends. Each school participates in a continuous improvement cycle that identifies specific areas for growth and uses those findings to inform coaching, collaboration, and professional development. This year, for example, the district has adopted a unified professional learning framework focused on the Science of Reading and New York State Education Department's Numeracy Briefs. These initiatives ensure that all educators, regardless of school designation, are equipped with research-based instructional strategies to address literacy and numeracy gaps. Schools identified for improvement receive additional, targeted supports, including increased access to embedded instructional coaching, co-planning opportunities, and job-embedded professional development that reflects their school's priorities. In addition, our instructional coaches provide sustained, content-specific support across all grade levels and disciplines, including integration of social-emotional learning to promote safe and supportive classrooms. This coaching model is intentionally designed to be equitable, but adaptive, meaning schools needing improvement may receive intensified support based on their school performance plans and instructional focus areas.

Lastly, we are refining our recruitment and retention practices to ensure that high-needs schools attract and retain effective educators. We are investing in leadership development pathways and mentorship structures to build teacher capacity and foster instructional leadership within schools identified for improvement. Through these strategic efforts, Geneva City School District is working to ensure that all students, regardless of school designation, are supported by strong teachers who are well-prepared to meet their academic and social-emotional needs.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Alisha Clark	Parent	North Street School
Aracelis Ayala	Assistant Principal	North Street School
Ashley Pereira	Teacher	Geneva High School
Ashley Powers	Assitant Principal	Geneva Middle School
Chrissy D'Amico	Teacher	North Street School
Christine Spina	Teacher	North Street School
Christopher Smith	Assistant Principal	West Street School
Danusia Klestinec	Asst. Director of Student Services	District Office
Deb Mittiga	Teacher	West Street School
Donna McLaughlin	Assistant Principal	District Office
Erin Baker	Director of Student Services	District Office
Heather Eysaman	Principal	North Street School
Jamie Norcott	Teacher	West Street School
Jamie Wagner	Instructional Coach	West Street School
Jennifer Strojny	Teacher	Geneva Middle School
Jill Humphries	Teacher	Geneva Middle School
Jim Nunez	Assistant Principal	Geneva High School
John Gonzalez	Assistant Superintendent	District Office

Our Team's Process

Julie Ricciuto	Assistant Principal	North Street School
Katharine Austin	Parent	Geneva Middle School
Matthew Heath	Principal	Geneva Middle School
Shannon Kelley	Assistant Principal	Geneva Middle School
Stacy DiMartino	Counselor	Geneva Middle School
Stephanie Annear	Parent	North Street School
Tricia Budgar	Principal	West Street School

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
04/03/25	North Street School
05/01/25	North Street School
05/02/25	West Street School
05/13/25	Geneva Middle School
06/13/25	Geneva Middle School
06/17/25	Geneva High School

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	<p>The perspectives of teachers have been meaningfully incorporated into the district's improvement plan through their active participation in both school-level and district-level planning structures. Teachers who work closely with students from key subgroups—including those who are economically disadvantaged, Black, Hispanic, English Language Learners, and students with disabilities contribute directly to the development of School Comprehensive Education Plans (SCEPs) through their roles on Instructional Leadership Teams. At the district level, teacher voices are represented on the Teaching and Learning Advisory Council, which helps inform the District Comprehensive Improvement Plan (DCIP).</p> <p>Teachers bring valuable insights grounded in their daily work. Their contributions include interpreting and responding to data through collaborative grade-level analysis, sharing effective instructional strategies gained from professional learning, and providing classroom-based observations that reflect the real-time needs and strengths of students. This input ensures that the district's priorities are informed by authentic classroom experiences and are aligned with evidence-based practices.</p>
Parents with children from each identified subgroup	<p>The Geneva City School District has meaningfully incorporated the perspectives of parents into its improvement plan by ensuring that parents of students from key subgroups, including those who are economically disadvantaged, Black, Hispanic, English Language Learners, and students with disabilities, actively participate in the development of</p>

Our Team's Process

	<p>school-level SCEPs through Instructional Leadership Teams and in the district-level DCIP through the Teaching and Learning Advisory Council. These parents provided valuable qualitative data about their children's experiences in schools and classrooms. Additionally, they shared their own insights based on their interactions with the school system, offering input on what they believe is necessary to improve student outcomes. Their voices have played a critical role in shaping priorities and actions in both school and district planning.</p>
Secondary Schools: Students from each identified subgroup	<p>The Geneva City School District has meaningfully incorporated student perspectives into its improvement planning process through a series of student interviews designed to reflect the diversity of our student population. These interviews provided valuable insight into students' experiences and perceptions of the school year, helping the district make informed decisions that align with actual student needs. By intentionally amplifying student voices, particularly in both academic and social-emotional areas, the district ensures that its priorities and action plans are grounded in the lived experiences of the students it serves. This approach supports a more responsive and inclusive improvement plan that reflects the realities of all learners.</p>

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X The DCIP will be posted on the district's website and will be easily accessible when navigating the website.
5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit this document to DCIP@nysed.gov by July 1, 2025.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).