

2022-2023 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 student to staff ratios in classrooms coming off the pandemic in order to provide individualized and small group instruction for our diverse student population. Funds are allocated for additional staffing K-12.

Our focus will be to support increased time on task through the use of WIN time to allow students to get targeted instruction linked to the standard they are not proficient in . WIN is scheduled during the day with all staff engaged to provide the necessary support for our learners. WIN teachers coupled with special education staff and classroom teachers provide the instruction which is small group and specific to student needs and linked to the standards. .

Curriculum development and training for staff will remain a priority as we work towards improving student learning and achievement. Decisions are data driven and involve an extensive MTSS process. Staff development continues to support these initiatives.

The district will collaborate with our regional BOCES through opportunities for curriculum work, data meetings, instructional rounds, in district support for personalized learning and learning unit development. C4E funding will help support curriculum writing K-12, Unit writing through the use of Learning-Focused lesson Design model, professional development and implementation to generate change in instructional process and planning. Creation of Learning-Focused in-house turnkey trainers and refresher training for those trainers will be continued. Curriculum writing and professional development for in-depth modification of our ELA and math units as related to Next Generation Standards will be our focus this year.

Development and expansion of our dual-language program and world languages program, including our Spanish ELA course to develop successful bilingual students. A team will be formed and a plan developed to enable our district to engage in the Seal of Biliteracy initiative for our qualified graduates.

At the high school, professional learning communities will be supported. Teams will focus on development of data structures and processes for addressing student needs, as well as integration and implementation of new Next Generation Standards for ELA and mathematics at all levels.

The district will use i-Ready benchmarking instruments to progress monitor and assess our literacy and math program, specifically around gaps between students with low SES and students who are not part of that subgroup, while providing valuable data on student progress and instructional needs aligned to the standards. STAR will be used at the HS level.

Panorama will be used to fully integrate all data for analysis and understanding of student individual needs and to improve student performance through the use of the dashboard.

Freshman orientation, along with continuation of LINK CREW and the freshman team will provide needed focus on the transition from MS to HS. Ninth Grade Academy planning will take place to further assist with implementation for the fall of 2022. We are seeing large gaps in academics as well as social emotional needs as a result of COVID-19. In order to address the delays, we will implement the Ninth Grade Academy where we see the largest needs.

PBIS and PAWS social leadership instruction will continue to promote safety, respect, and responsibility among our students and in our schools. We are also working towards using restorative circles and partnering with Hobart University and BOCES for facilitation of groups in grades 9-12. Professional development for staff will take place to promote safe and orderly environments in our schools. AM Program at the elementary schools will allow for additional AIS time, teaching and support time, literacy interventions and opportunities for teachers to connect with and help students grow in their areas of individual need.

Targeting Narrative - Please address both student educational need 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

District	12 digit Beds Code	School Name	Total Enrollment 2021-22	Percent of Economically Disadvantaged 21-22	Percent of Students with Disabilities 21-22	Percent of English Language Learners 21-22
GENEVA	430700010001	WEST STREET ELEMENTARY SCHOOL	360	60.28%	12.78%	7.50%
GENEVA	430700010002	NORTH STREET ELEMENTARY SCHOOL	641	72.70%	12.32%	11.23%
GENEVA	430700010005	GENEVA MIDDLE SCHOOL	444	64.64%	15.32%	10.59%
GENEVA	430700010006	GENEVA HIGH SCHOOL	622	60.93%	15.43%	8.04%

Accountability Status:

High School: In good standing

Geneva High School is in good standing in every area of accountability. The graduation rate for 2021 was 95% with improvement in every subgroup. Notably, the graduation rate for African American students was 100% for the second year in a row. While meeting graduation rate expectations, the school has made a concerted effort to improve the graduation rate for English Language Learners (ELLs) and expects an increase in this area for 2022. Additionally, the school has increased the number of dual enrollment courses over the past two school years and anticipates all graduates will earn a score of 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 2021 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 i-Ready 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. Additionally, the school has a long standing instructional model for instruction - Learning Focused Lesson Design by Thompson.

In place of a school-wide PBIS program, teachers have undergone training in Therapeutic Crisis Intervention (TCI) to counteract the negative impacts of the Covid-19 pandemic. The school (and district) are in the midst of refining the MTSS model and weekly data driven meetings are held to identify students of concern and develop targeted academic, behavioral, and social-emotional interventions.

This marks the first year the school will use a universal screening tool for math and ELA for all 9th grade students, the STAR assessment. The results of this data appear below.

Current STAR Data:

- 24% of the 9th grade class is at or above grade level for math
- 42% of the 9th grade class is at or above grade level for reading

Middle School: Focus School- TAS

“What I need” (WIN) training will continue at the Middle school to address student targeted instruction. Students will be monitored through the use of I- ready, NYS Assessments, and classroom assessments. Student support team meetings as well as data meetings will be held to identify ongoing needs of students and instructional changes. A Partnership with University of Rochester will support administrative leadership and efficacy throughout the year. The middle school is also working with SED partners to ensure targets are met and intervention programs are implemented consistently.

DDI training as above, in addition to Learning-Focused training around daily lesson plan design from in-house trainers who will be trained at national workshops by L-F trainers.

PBIS social leadership instruction will continue to promote safety, respect, and responsibility among our students and in our schools. The district will be further aligning our work with NYS SEL Standards.

Current I-Ready Data:

30% of students on or above grade level in **reading**

16% of students are one grade level below in **reading**

54% of students are two grades level below in **reading**

20% of students on or above grade level in **math**

25% of students are one grade level below in **math**

54% of students are two grades level below in **math**

North Street School: Focus School- TAS

“What I Need” (WIN) Program at the elementary schools allow for additional AIS time and targeted instruction for all students which incorporates literacy/math intervention and acceleration. 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 practical and experiential exposure to priority concepts and skills. The 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. Partnership with 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.

Consistent PK-5 SEL program, *Fly Five*, will provide all students the necessary social-emotional skills and strategies to engage in meaningful relationships and meet academic proficiency. Teachers will receive professional development, as well as the resources necessary for effective implementation.

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

Current iReady data: as of January 2021

31% of students on or above grade level in **reading**

28% of students are one grade level below in **reading**

41% of students are two grades level below in **reading**

24% of students on or above grade level in **math**

40% of students are one grade level below in **math**

36% of students are two grades level below in **math**

West Street School: Focus School

“What I Need” (WIN) Program at the elementary schools will allow for additional AIS time and targeted instruction which incorporates 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, Learning-Focused Lesson design training 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.

Consistent PK-5 SEL program, *Fly Five*, will provide all students the necessary social-emotional skills and strategies to engage in meaningful relationships and meet academic proficiency. Teachers will receive professional development, as well as the resources necessary for effective implementation.

Current I-Ready data:

29% of students on or above grade level in **reading**

65% of students are one grade level below in **reading**

6% of students are two grades level below in **reading**

30% of students on or above grade level in **math**

62% of students are one grade level below in **math**

7% of students are two grades level below in **math**

<http://www.p12.nysed.gov/accountability/documents/AccountabilityStatusfor2021-2022.xlsx>

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Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for those schools within the district not in good standing.

High School

Graduation rate: Made graduation rate accountability standard overall and in all subgroups

Graduation rate, 4 year: made accountability standard overall and in all subgroups

Graduation rate, 5 year: made accountability standard overall

Secondary ELA: Made accountability standard overall and in all subgroups

Secondary Math: Made accountability standard overall and in all subgroups

Middle School

Did not make accountability standard in the following areas: Middle Level ELA, Middle Level Math

Did not make accountability standard in ELA and Math for African American and SES

Made accountability standard in Middle Level science in all groups

North Street School

Elementary ELA :Made accountability standard overall, but did not make accountability standard for Black, Latino

Elementary Math: Did not make accountability standard overall, and did not make AYP for Black, Latino, SWD, and Economically Disadvantaged

Elementary Science: Made accountability standard overall and in all subgroups

West Street School

Elementary ELA: Made accountability standard overall, but did not make AYP for African American subgroup
Elementary Math: Made accountability standard overall and in all subgroup

Experimental or District-wide Programs Narrative - If applicable.