

2023–2024 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 to address the negative impacts of the pandemic to provide individualized and small-group instruction for our diverse student population. Funds are allocated for additional staffing K–12 to include supports for both academic content and SEL.

Our focus, based on analyzing our student performance data, will be to strengthen tier 1 instruction across all grade levels. Looking at our data, we know that if a majority of our students are performing significantly below the expected grade-level outcomes, we have a tier 1 problem. We have a new GCSD instructional model, new scheduling and outlines for our literacy and math blocks, the addition of separate science and social studies blocks at the elementary level, and professional learning focused on high-impact instructional strategies.

We are also focused on how we use students' WIN (what I need) time to support increased, targeted time on task to allow students to get specific, intentional, systematic instruction linked to the standards in which they are not proficient. WIN is scheduled during the day with all staff engaged to provide the necessary support for our learners to close learning gaps. WIN teachers, coupled with special education staff, ENL staff, and classroom teachers, provide smaller group instruction, which is targeted to meet student needs and linked to the standards.

PK–12 curriculum development and training for staff remains a priority as we work towards improving student learning and achievement. A curriculum audit provided a framework to prioritize and improve the curriculum work that has been done up to now. Decisions on the scope and sequence of standards, assessments, high-impact teaching strategies, and curriculum resources are research- and evidence-based. Decisions on teaching units are data driven and involve an extensive MTSS process. Staff development continues to support these components of creating the prioritized content of what we teach.

Early foundational literacy and numeracy skills are a focus in the primary and elementary buildings. The district has engaged in Lexia Learning Science of Reading LETRS (Language Essentials for Teachers of Reading and Spelling) training for many of our K–5 teachers this year, and we will continue to build internal capacity around this learning and align our resources and teaching materials to the science of reading. A math curriculum resource evaluation is underway in our district this year, led by the Teaching and Learning Advisory Council.

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 curriculum writing K–12, Unit writing using a backwards design model, *Larry Ainsworth's Rigorous Curriculum Design*, professional development, and implementation to generate change in instructional process and planning. The collaborative creation and launch of the GCSD

instructional model that emphasizes high-impact teaching and learning strategies provides a map for how we teach in Geneva.

Our district performance data reveals a necessity to redesign our dual-language program and world languages program, including our Spanish Language Arts (SLA) courses, to develop successful bilingual students. Teacher teams will be supported by a partnership with RBERN (Regional Bilingual Education Resource Network) at Monroe 2 BOCES in Rochester to develop a high-quality SLA curriculum, resources, and implementation. A team was formed, and a plan was developed to better enable our district to engage in the Seal of Biliteracy initiative for our qualified graduates.

District-wide, professional learning communities or grade-level teams will be supported by teacher-leaders and during-school-day and after-school scheduling considerations. Teams will focus on the development of data structures and processes for addressing student needs, as well as the integration and implementation of 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 i-Ready benchmarking instruments in grades K–8 to progress monitor and assess our literacy and math program, specifically around gaps between students in 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, our debriefing from our internal scoring experience this spring. Some of these assessments will provide important data to triangulate with our i-Ready results. IXL data and internal formative and internal and external summative assessment data will be used at the HS level.

Panorama Education services, including the data dashboard, will be used to fully integrate all data for analysis and understanding of students' individual needs and to improve student performance through the use of the dashboard. This year we have engaged administrators, teachers, and staff in regular professional learning on the data dashboard and Panorama's resources.

Transition years are important milestones for students and their families. This year, we will have a summer program for 5th-grade students entering 6th-grade middle school, and a freshman orientation, along with the continuation of LINK CREW for transitioning 8th graders. The freshman team will provide needed focus on the transition from MS to HS. 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 an MTSS model that provides SEL and academic support, along with wrap-around services for our students utilizing our many community partners.

SEL instruction in restorative practices 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 the Children's Institute for facilitation of groups in grades 6–12. Professional development for staff will take place to promote safe and orderly environments in our schools. Expanded learning morning program 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 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)

BEDS Day Numbers (10/5/22)						
District	12 Digit BEDS Code	School Name	Total Enrollment 22-23	Percent of Economically Disadvantaged 22-23	Percent of Students with Disabilities 21-22	Percent of English Language Learners 21-22
GENEVA	430700010001	West Street School	401	58%	11%	8%
GENEVA	430700010002	North Street School	595	77%	14%	10%
GENEVA	430700010005	Geneva Middle School	450	70%	18%	10%
GENEVA	430700010006	Geneva High School	612	65%	17%	8%
GENEVA	430700010000	Geneva CSD	2058	68%	15%	9%

EOY Numbers (6/22/23)						
District	12 Digit BEDS Code	School Name	Total Enrollment 22-23	Percent of Economically Disadvantaged 22-23	Percent of Students with Disabilities 21-22	Percent of English Language Learners 21-22
GENEVA	430700010001	West Street School	411	58%	12%	9%
GENEVA	430700010002	North Street School	583	77%	13%	11%
GENEVA	430700010005	Geneva Middle School	441	70%	17%	10%
GENEVA	430700010006	Geneva High School	589	64%	16%	8%
GENEVA	430700010000	Geneva CSD	2024	68%	15%	10%

Accountability Status:

High School: In good standing

Geneva High School is in good standing. The graduation rate for 2022 was 78% for all students. Notably, 38% of 2022 graduates earned a Regents Diploma with Advanced Designation. 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 2023. 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 2022 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

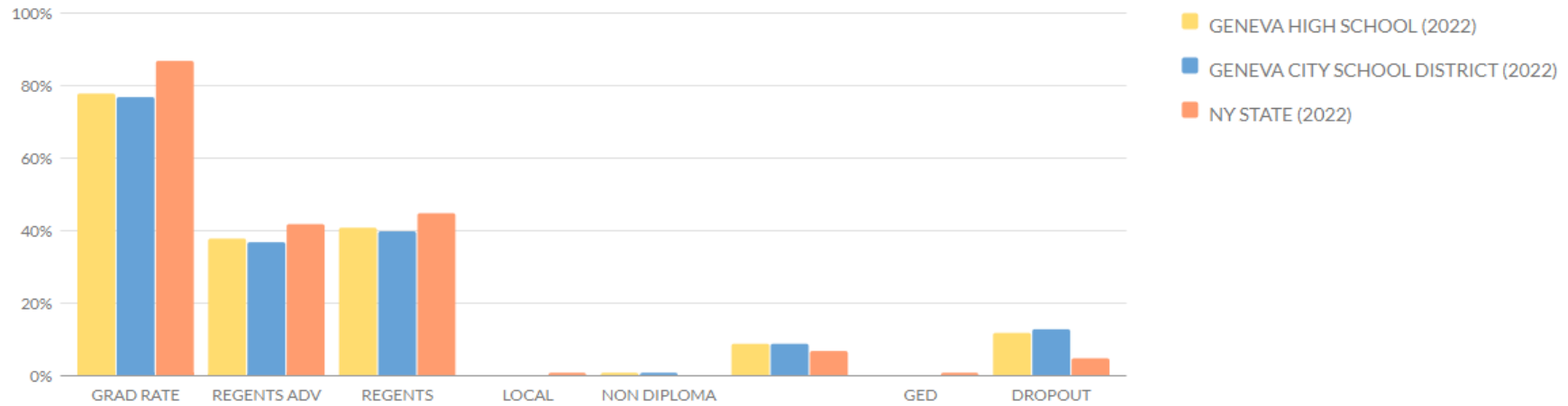
using the Rigorous Curriculum Design model by Ainsworth and Donovan. Students at the 10th-grade level receive targeted intervention in argument writing in AIS. As part of this curriculum review and rewriting, the English department has substituted several texts to reflect a more culturally responsive 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 participated in training in Therapeutic Crisis Intervention (TCI) to counteract the negative impacts of the Covid-19 pandemic. The school (and district) has a district-wide MTSS team and are refining the MTSS model for the district. Weekly data-driven meetings are held to identify students of concern and develop targeted academic, behavioral, and social-emotional interventions.

Geneva High School Graduation Rate 2022 <https://data.nysed.gov/gradrate.php?year=2022&instid=800000040589>

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	127	78%	61	38%	66	41%	0	0%	1	1%	14	9%	0	0%	20	12%
General Education Students	143	116	81%	61	43%	55	38%	0	0%	0	0%	10	7%	0	0%	17	12%
Students with Disabilities	19	11	58%	0	0%	11	58%	0	0%	1	5%	4	21%	0	0%	3	16%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	18	12	67%	5	28%	7	39%	0	0%	1	6%	5	28%	0	0%	0	0%
Hispanic or Latino	51	38	75%	11	22%	27	53%	0	0%	0	0%	3	6%	0	0%	10	20%
White	81	67	83%	38	47%	29	36%	0	0%	0	0%	5	6%	0	0%	9	11%
Multiracial	7	5	71%	2	29%	3	43%	0	0%	0	0%	1	14%	0	0%	1	14%

Economically Disadvantaged	92	63	68%	19	21%	44	48%	0	0%	1	1%	12	13%	0	0%	16	17%
Not Economically Disadvantaged	70	64	91%	42	60%	22	31%	0	0%	0	0%	2	3%	0	0%	4	6%
English Language Learner	7	4	57%	0	0%	4	57%	0	0%	0	0%	0	0%	0	0%	3	43%
Non-English Language Learner	155	123	79%	61	39%	62	40%	0	0%	1	1%	14	9%	0	0%	17	11%



GRADUATION RATE

Covid and post-Covid ELA Regents Results: Aug 2020–January 2023

Regents Common Core ELA - Aug 2020	0	0	0	0	0	2	2	—
Regents Common Core ELA - Jan 2021	0	0	0	0	0	1	1	—
Regents Common Core ELA - Jun 2021	9	12	25	9	9	64	0	—
Regents Common Core ELA Exempt - Jun 2021	0	0	0	0	0	117	117	—
Regents Common Core ELA - Aug 2021	0	0	0	0	0	15	15	—
Regents Common Core ELA - Jan 2022	0	0	0	0	0	6	6	—
Regents Common Core ELA - Jun 2022	14	17	36	20	46	133	0	—
Regents Common Core ELA - Aug 2022	6	6	0	1	3	16	0	—
Regents Common Core ELA - Jan 2023	9	10	8	6	3	36	0	—

Middle School: Focus School — ATSI

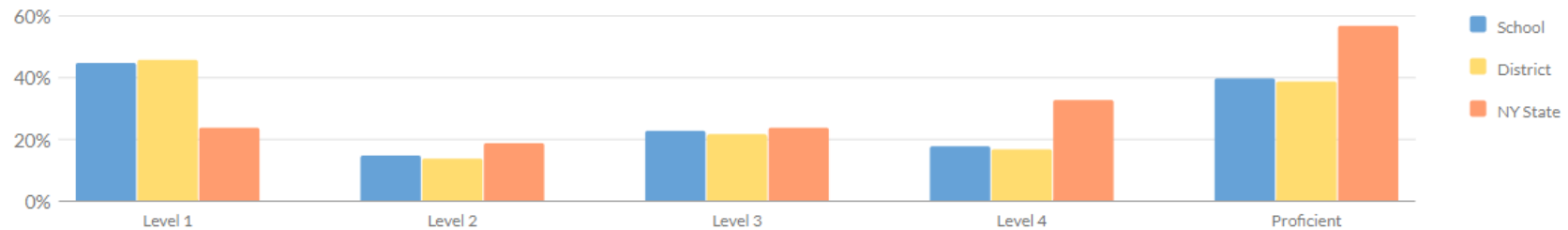
The new GCSD instructional framework will help maximize the impact of grade level, tier 1 instruction, while “What I need” (WIN) training will continue at Geneva Middle School to address student-targeted instruction. Students will be monitored through the use of i-Ready assessments, NYS Assessments, 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 the 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.

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	148	11	7%	137	93%	62	45%	20	15%	31	23%	24	18%	55	40%
Grade 7	143	16	11%	127	89%	73	57%	32	25%	14	11%	8	6%	22	17%
Grade 8	147	26	18%	121	82%	49	40%	41	34%	20	17%	11	9%	31	26%

6th grade 2022 NYSED ELA Results

GRADE 6 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	11	7%	137	93%	62	45%	20	15%	31	23%	24	18%	55	40%
Female	74	5	7%	69	93%	33	48%	9	13%	14	20%	13	19%	27	39%
Male	74	6	8%	68	92%	29	43%	11	16%	17	25%	11	16%	28	41%
General Education Students	129	8	6%	121	94%	50	41%	18	15%	29	24%	24	20%	53	44%
Students with Disabilities	19	3	16%	16	84%	12	75%	2	13%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	15	1	7%	14	93%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	48	4	8%	44	92%	29	66%	5	11%	5	11%	5	11%	10	23%
White	66	5	8%	61	92%	14	23%	11	18%	21	34%	15	25%	36	59%
Multiracial	18	1	6%	17	94%	9	53%	2	12%	3	18%	3	18%	6	35%
Small Group Total	16	1	6%	15	94%	10	67%	2	13%	2	13%	1	7%	3	20%
Economically Disadvantaged	96	11	11%	85	89%	47	55%	17	20%	14	16%	7	8%	21	25%
Not Economically Disadvantaged	52	0	0%	52	100%	15	29%	3	6%	17	33%	17	33%	34	65%
English Language Learner	11	2	18%	9	82%	9	100%	0	0%	0	0%	0	0%	0	0%

Current i-Ready Data:

6-8 NYSED ELA testing data 2022

District: Geneva City Schools							
Location: Multiple Locations Selected							
School Year: Jun 30, 2022							
Tested Not Tested		Enrolled		Tested			
** Click Here to download Complete Student List to Excel							
		Enrolled at Time of Test	Level 1	Level 2	Level 3	Level 4	Total Tested
Geneva City Schools	Grade 3 ELA	164	65	60	30		155
	Grade 4 ELA	160	73	52	18	10	153
	Grade 5 ELA	162	86	36	20	11	155
	Grade 6 ELA	152	65	20	31	25	142
	Grade 7 ELA	138	75	32	14	8	131
	Grade 8 ELA	153	54	41	21	11	128
	Totals *Includes all assessments selected	929	418	241	134	65	

North Street School: Focus School — ATSI

At North Street School elementary 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.

3–5 NYSED ELA testing data 2022

District: Geneva City Schools								
Location: Multiple Locations Selected								
School Year: Jun 30, 2022								
Tested Not Tested		Enrolled		Tested				
** Click Here to download Complete Student List to Excel		Enrolled at Time of Test		Level 1	Level 2	Level 3	Level 4	Total Tested
Geneva City Schools	Grade 3 ELA	164	65	60	30			155
	Grade 4 ELA	160	73	52	18	10		153
	Grade 5 ELA	162	86	36	20	11		155
	Grade 6 ELA	152	65	20	31	25		142
	Grade 7 ELA	138	75	32	14	8		131
	Grade 8 ELA	153	54	41	21	11		128
	Totals *Includes all assessments selected	929	418	241	134	65		864

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 i-Ready data benchmarking systems will be in place. All K–5 staff are participating in Lexia LETRS training, aligned with the Science of Reading.

A consistent PK–5 SEL program, *Fly Five*, will provide all students with 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 2022

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 are 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

In alignment with other GCSD buildings, a focus on tier 1 instruction and “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 and math interventions. This morning program further allows for additional intervention time, literacy and 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, 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 or changes based on student performance.

A consistent PK–5 SEL program, *Fly Five*, will provide all students with 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.

iReady data K-2

i-Ready Reading Results Grades K-2						
	Grade Level	2 Grade Levels Below	1 Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Grand Total
20-21	K		40	39	74	153
	1	10	106	13	43	172
	2	32	69	25	42	168
	Grand Total	42	215	77	159	493
	Grade Level	2 Grade Levels Below	1 Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Grand Total
21-22	K		46	56	49	151
	1	16	82	23	33	154
	2	51	70	13	36	170
	Grand Total	67	198	92	118	475
	Grade Level	2 Grade Levels Below	1 Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Grand Total
22-23	K		106	42	19	167
	1	18	94	15	21	148
	2	49	54	23	16	142
	Grand Total	67	254	80	56	457

2023–2024 Contract for Excellence Narratives

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: Secondary Indicator Levels

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	2	2	2
Black or African American	1	1	3	–	2
Hispanic or Latino	2	2	1	2	2

White	2	3	3	–	3
English Language Learner	–	–	–	2	2
Students with Disabilities	2	2	2	–	2
Economically Disadvantaged	2	2	2	2	2

Secondary Graduation Rate

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	132	125	94.7%	90.1%	2
	5-year	166	149	89.8%		
	6-year	183	157	85.8%		
Black or African American	4-year	18	18	100%	94.5%	3
	5-year	14	–	–		
	6-year	27	24	88.9%		
Hispanic or Latino	4-year	33	28	84.8%	78%	1
	5-year	45	35	77.8%		
	6-year	49	35	71.4%		
White	4-year	73	71	97.3%	95%	3
	5-year	83	79	95.2%		
	6-year	93	86	92.5%		

English Language Learner	4-year	10	–	–	–	–
	5-year	13	–	–		
	6-year	20	–	–		
Students with Disabilities	4-year	6	–	–	78.9%	2
	5-year	19	15	78.9%		
	6-year	14	–	–		
Economically Disadvantaged	4-year	71	66	93%	83.9%	2
	5-year	93	76	81.7%		
	6-year	100	77	77%		

Graduation rate: Did not make graduation rate accountability standard overall and in all subgroups

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

Graduation rate, five-year: did not make 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

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	430	76	2
	Math	431	68	
	Science	142	157	
	Combined	1,003	84	
Black or African American	ELA	43	48	1
	Math	40	39	
	Science	9	139	
	Combined	92	53	
Hispanic or Latino	ELA	141	43	1
	Math	147	32	
	Science	51	112	
	Combined	339	49	
Multiracial	ELA	63	78	2
	Math	64	58	
	Science	23	194	
	Combined	150	87	

West Street School

Elementary ELA: Did not make accountability standard overall and in all subgroups

Elementary Math: Did not make accountability standard overall and in all subgroups

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	1	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	1	1	–	2
Multiracial	1	1	–	–
White	2	2	–	3
English Language Learner	–	–	–	–
Students with Disabilities	–	–	–	–
Economically Disadvantaged	1	1	–	2

Experimental or District-wide Programs Narrative — If applicable.

- District-wide implementation of GCSD Instructional Framework
- District-wide updating of curriculum maps in all subject areas
- District-wide focus on culturally relevant pedagogical practices and materials
- District-wide focus on literacy instruction aligned with the science of reading
- District-wide training and implementation of restorative practices
- District-wide collaborative re-creation of the GCSD Code of Conduct
- District-wide MTSS committee to align MTSS practices and procedures among school buildings
- District-wide focus on strategic hiring to support students in MTSS model
- District-wide launch of Data Wise Data protocol during 2023–2024 SY