



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Geneva City School District	Lawrence Bo Wright

## 2023–24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Academic Achievement
2	Equity & Inclusion
3	Safe, Positive Learning Environment

Priority #1: The Geneva City School District commits to providing students with relevant and rigorous learning experiences in order to create powerful learners.

Priority #2: The Geneva City School District commits to creating an equitable and inclusive school community where all stakeholders are seen, heard, and valued.

Priority #3: The Geneva City School District commits to fostering a safe, positive, and productive community which creates an environment conducive to growth and proficiency.

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	The Geneva City School District commits to providing students with relevant and rigorous learning experiences that create powerful learners.
<b>Why is this a Priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>Our current data demonstrates that there is a need to support students' academic progress so that they will meet or exceed grade-level expectations.</p> <p>The development and implementation of NYS Next Generation aligned curriculum with embedded formative assessments and authentic learning tasks is an important lever for improving student achievement.</p> <p>Gaps in learning will be identified, targeted, and addressed. Schools will work to reduce these gaps in learning and help students to experience academic success with a special emphasis on closing the achievement gaps between different demographics.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Mapping	Development of Curriculum Maps for all content areas.	Funding for summer curriculum.
Professional Learning	Professional learning to support the rollout, implementation, revision, and reflection of new curriculum and curricular resources.	Building schedules reflect time for teacher collaboration.
DDI	Development of a district and building level plan for Data Wise implementation	
Professional Learning	Provide focused learning on the Data Wise Process to a core districtwide team with membership from each school.	Funding for Data Wise training for department chairs, curriculum leads.

Priority 1

Professional Development	Trained school teams will provide professional learning to teachers on the Data Wise process and procedures.	Training at the Harvard Institute.
MTSS	District-wide system to collect and organize instructional data in all tiers.	Time with administrators and data coordinator. Ensure funding.
DDI	All teaching staff will analyze instructional data to develop a Problem of Practice and Action Plan.	
DDI	Use of a data cycle in grade level PLCs during weekly meetings for each grade level or content area.	
Professional Learning	Continued districtwide rollout of the Geneva Instructional Framework to support understanding of the framework's essential elements.	
Professional Learning	All educators and building administrators in grades PK–5 will be trained in LETRS	Training through Lexia Learning.
Science of Reading	Continued writing of a Tier 1 Literacy (ELA) curriculum that is inclusive of high doses of foundational skills.	
Science of Reading	Provide teachers with Tier 2 & Tier 3 literacy resources to support student acceleration and intervention needs.	Supplemental decodable readers Sound wall materials.
Research-Based Pedagogy	Provide teachers with Tier 1 instructional resources to support the implementation of teaching strategies in all content areas, including Spanish Language Arts.	
Professional Learning	Provide teachers with professional learning focused on the use of instructional strategies and curricular resources in all content areas.	Extra teacher pay.
Professional Learning	Provide professional learning for teachers in PK–5 with deep understanding of Everyday Math.	
Professional Learning	Provide professional learning to support teachers in grades 6–12 with understanding of the NYS Math Modules.	
Professional Learning	Provide professional learning for teachers in grades 6–12 on the implementation of IXL (Math).	
Review of curricular/data resource	Explore the functionality of screener/diagnostics such as iReady, IXL, etc.	
Curricular Resource Review	Gather stakeholder feedback on current supply of instructional resources to determine need for change.	
Math Curricular Review	Determine a research-based, tier 1 math curricular resource for grades 6–8.	

### Priority 1

Instructional Framework	100% implementation of the Geneva Instructional Framework in every classroom in the district.	
Instructional Framework	High-leverage learning strategies and interactive learning structures/activities will be utilized in every classroom throughout the district	
Teacher Feedback	Teachers are provided feedback on the implementation of the Geneva Instructional Framework, Use of the curriculum, and Instructional Practices.	Admin Walkthrough Tool aligned to the Geneva Instructional Framework, Curriculum Map, and Research-based Instructional Framework.
MTSS	Provide students with Tier 2 and Tier 3 learning support through 1:1 or small group tutoring during WIN time (focus on ELL and Students with Disabilities).	Partnership with B&G Club and Geneva 2030.
Instructional Time	Limit pullout of any student (Especially ELLs) during Tier 1 and Tier 2 ELA, SLA, and Math instruction.	Strategic scheduling to support students and reduce pullout time.

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Grades 3–8 iReady Reading Diagnostic improves from 39% on or above grade level to 49% from the Spring 2023 to Spring 2024.
- Grades 3–8 iReady Math Diagnostic improves from 35% on or above grade level to 45% from the Spring 2023 to Spring 2024.
- By June 2024, at least 80% of teachers feel that they have the professional development and resources to support their student's academic growth.
- By June 2024, at least 55 teachers have begun the Science of Reading professional learning series.
- By August 2024, the Graduation rate will be at least 90%

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
<ul style="list-style-type: none"> <li>• 44% on or above grade level on iReady Reading Diagnostic</li> </ul>	Winter 2024	

Priority 1

<ul style="list-style-type: none"> <li>40% on or above grade level on iReady Math Diagnostic</li> </ul>	Winter 2024	
<ul style="list-style-type: none"> <li>at least 60% of teachers feel that they have the professional development and resources to support their student's academic growth</li> </ul>	Winter 2024	
<ul style="list-style-type: none"> <li>at least 43 teachers have begun the Science of Reading professional learning series.</li> </ul>	Winter 2024	
<ul style="list-style-type: none"> <li>Graduation rate of at least 86%</li> </ul>	June 2024	

## PRIORITY 2

### Our Priority:

<b>What will we prioritize to extend success in 2023-24?</b>	The Geneva City School District commits to creating an equitable and inclusive school community where all stakeholders are seen, heard, and valued.
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	The district commits to advancing Equity and Inclusion in the following areas: <ul style="list-style-type: none"> <li>• District priority of Equity and Inclusion.</li> <li>• Observations of inequitable resources in the district.</li> <li>• Academic data showing significant achievement gaps between ELL and Hispanic subgroups and their peers.</li> <li>• Over-classification of students with a disability.</li> <li>• Disproportionate suspension of students of color when compared to white peers.</li> <li>• The district is committed to providing needed academic and SEL support to all of our students.</li> </ul>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Learning	Provide research-based and ongoing professional learning on DEI with a focus on understanding student culture and relationships.	Include all individuals - teachers, and staff (including transportation, cafeteria, etc.). Partnership with community-based organization.
Professional Learning	Create professional learning opportunities that are differentiated based on staff need.	Identify provider, schedule training, ensure funding. Staff surveys to determine individual needs and entry points on the PD topic.
Professional Learning	Provide differentiated instruction professional learning series to all educators.	

Priority 2

Professional Learning	Provide effective and ongoing training on Second Language Acquisition and scaffolding for all teachers.	Identify provider, schedule training, ensure funding.
Professional Learning	Provide all educators with LGBTQ sensitivity tied to explicit and implicit bias training to support an inclusive school district.	
Professional Learning	Provide all educators with ACES Training to support a trauma-informed school district.	
Professional Learning	Provide professional learning on de-escalation techniques to all SEL, special education, transportation, and cafeteria-related staff.	
Culturally Responsive Teaching	Teachers will use Empathy Maps to understand student behaviors and feelings as a way to enhance relationships.	Empathy Map template and guidance.
Culturally Responsive Teaching	Through teacher practice, students will understand that mistakes are okay to make and they should be used as a part of growth.	
Culturally Responsive Curriculum and Resources	Develop a process for assessing all texts and all resources K-12, for all content areas, with feedback from stakeholders (including students).	Time and resources to work with administrators, faculty, and staff to develop process and conduct instructional audit. PD facilitator around choosing texts and developing lessons Identify and inform stakeholders.
Culturally Responsive Curriculum and Resources	Monitoring and tracking of instructional practices that provide students choice demonstrating their understanding of the learning target.	
Professional Learning	Provide professional learning focused on total participation techniques to support student engagement.	
Restorative Practices	District-wide use of affective language between adults and students.	
Professional Learning	Provide professional learning to all admin, teachers, and staff in specific restorative practices.	
District Culture	Creation of district-wide core values that align to SEL and restorative practices.	Distribution of core values.
District Culture	District-wide celebration of cultures that is organized and planned by staff, students, and parents.	
District Culture	Create a calendar of holidays and cultural activities to raise teachers' and leaders' awareness and encourage opportunities to	

## Priority 2

	integrate these holidays or cultural activities into the classroom and school community.	
Library Materials	75% of all new material purchased for our library-media centers will be representative of diverse student populations.	
Library Materials	Librarians will highlight materials and books that support multi-language speakers and continue to communicate with staff about collections to utilize new materials and books from the library collections.	
School Building Culture	Highlight languages other than English in each school building, creating a multilingual-rich environment (through newsletters, building artifacts, and frequent communication).	
Community Schools	Stock basics for students like clothing, food, and school supplies in each school.	Storage resources. Identify space.
Code of Conduct	Update the district's dress code to reflect a culturally inclusive school environment	
Diversity, Equity, and Inclusion Plan	Develop a comprehensive multi-year district-level DEI plan.	Guidance from SED Office of DEI.
Hiring & Retaining Staff	Continued revision and implementation of a diverse workforce plan as a means to attract a more diverse workforce.	
Closing Achievement Gaps	iReady assessment analysis of targeted racial and ability subgroups proficiency, identifying any areas of disproportionality.	Comparison between 2022-23 to 2023-24 iReady results.
Student Mentoring	Create opportunities for students to be linked to a "mentor" who will provide support with personal and academic growth. (Leverage Link Crew and explore options for using the model in all buildings.)	
Professional Learning	Provide learning opportunities to support Culturally Responsive Pedagogy and the implementation of CR practices within the classroom.	Extra Teacher Pay.

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.



### Priority 3

- In June of 2024, 85% of students will respond positively to the following survey question: “I feel good about my school and district; it is a place where I feel supported and welcomed.”
- In June of 2024, 85% of parent respondents will respond positively to the following survey question: “I feel good about my child’s school and district; it is a place where they feel supported and welcomed.”
- Noticeable increase in the honoring of student cultures in each of the school buildings as evidenced by school building environmental changes.
- Decrease Chronic Absenteeism (10% or more) from 35% in June of 2023 to 30% in June of 2024.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
<ul style="list-style-type: none"> <li>• 65% of students will respond positively to the following survey question: “I feel good about my school and district, it is a place where I feel supported and welcomed.”</li> </ul>	Winter 2024	
<ul style="list-style-type: none"> <li>• 65% of parent respondents will respond positively to the following survey question: “I feel good about my child’s school and district; it is a place where they feel supported and welcomed.”</li> </ul>	Winter 2024	
<ul style="list-style-type: none"> <li>• School building leaders are engaging their Instructional Leadership Teams in discussions on how to create a more welcoming school environment.</li> </ul>	As seen in meeting minutes through the fall of 2023.	
<ul style="list-style-type: none"> <li>• Student Chronic Absenteeism at or below 28%.</li> </ul>	January 2024	

### PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	The Geneva City School District commits to fostering a safe, positive, and productive community which creates an environment conducive to focused learning and growth.
<b>Why is this a priority?</b>	

### Priority 3

*Things to potentially take into consideration when crafting this response:*

- How does this Priority fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?
- In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

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

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of Restorative Practices (K-12)	Finalize and communicate widely a district vision for restorative practices.	Professional Learning Plan.
Restorative Practices	Develop and implement consistent procedures of engaging students in restorative conferences after conflict.	Staffing at schools to support students SEL.
Professional Learning	Provide ongoing learning and supportive resources to school staff engaging in restorative practices.	Extra Teacher Pay.
Social Emotional Learning	Implement district-wide use of an SEL referral as an alternative to a disciplinary referral.	
Social Emotional Learning	District-wide implementation of school-specific Student Support Teams that provide tier 2 and tier 3 interventions to students exhibiting SEL challenges.	Structured first responder process in every school.
Safe Environment	Ensure there is a safe space in every school that allows for productive restorative conferences.	One room in each school building.
Social Emotional Learning	Delivery of weekly social-emotional lessons to all students PK-12.	Fly Five and Zone of Regulation resources, EmpowerU.
Code of Conduct	Update the Code of Conduct to provide explicit and tiered interventions and consequences.	

Priority 3

Code of Conduct	Institute a tiered structure in all schools to student behaviors, interventions, and consequences.	
Accountability	Consistent implementation of the Code of Conduct as approved by the BOE.	
Communication	Clear, ongoing communication to students, staff, and families of expected behaviors during school hours.	Parent and family events after school. Extra teacher pay.
Data Analysis	Analyze student behaviors (referrals and suspensions) sorted into race and ability subgroups in order to identify disproportionality.	
MTSS	Tier 2/3 Intervention Support Teams in every school provide support to students and teachers with identifying research-based interventions.	
Professional Learning	Provide learning for all staff and students on the updated Code of Conduct.	
Code of Conduct	Communication to GCSD families about the new Code of Conduct to garner support with behavioral expectations.	District communication.
Trauma Informed	District-wide Trauma, Illness, Grief team available to support students and staff during times of crisis.	
Communication	Increase communication to families in their preferred method in order to increase district and home connections.	
Welcoming and Affirming Environments	Offer volunteer opportunities to parents and guardians to participate in school events.	Adherence to the Code of Conduct and visitor procedures.
Community Schools Model	Mental Health Supports provided to students while in school.	Community partnerships with mental health expertise.

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Increase in the use of restorative practices being implemented by staff integrated during instruction, as demonstrated by classroom walkthrough data from September 2023 to June 2024.
- 20% decrease in total student behavior referrals from June 2023 (6775) to June 2024 (5420).
- 20% decrease in the duration of Out-of-School suspensions from 648 days in June 2023 to 518 days in June 2024.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Increase in the use of restorative practices	Increase by 5% from September 2023 to January 2023	
10% decrease in student behavior referrals from Fall to Winter	Winter 2023	
10% decrease in the duration of out-of-school suspensions from school year 22–23 to school year 23–24.	Winter 2023	

## 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)
John Gonzalez	Asst. Superintendent	
Jill Humhries	Teacher	Geneva Middle School
Sarah Marquart	Teacher	Geneva High School
Katie McFarland	Director	
Jennifer Davison	Teacher	West Street School
Karen Fahy	Coordinator	
Jamie Wagner	Teacher	North Street School
Matthew Heath	Principal	Geneva Middle School
Erin Lamborn	Director	
Danusia Klestinec	Asst. Director	
Rachael Gillotte	Teacher	Geneva High School
Kylie Smith	Teacher	Geneva High School
Kathryn Roberts	Teacher	West Street School
Dana Cohrs	Teacher	North Street School
Kim Case	Teacher	North Street School
Christine Spina	Teacher	North Street School
Tricia Maneri	Teacher	North Street School
Nicole Campbell	Asst. Principal	Geneva Middle School
Shannon Kelley	Asst. Principal	Geneva Middle School
Stacey Baxter	Teacher	Geneva Middle School

### Stakeholder Participation

Kirsten Abbott	Teacher	Geneva High School
Lorraine Knifely	Director	West Street School
Carrie Hessney-Doran	Parent	
Berlin Gardiner	Parent	
Melissa Green	Parent	

### Meeting Dates

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

Meeting Date	Location
May 25, 2023	West Street School
June 6, 2023	Geneva High School
June 15, 2023	North Street School
June 22, 2023	North Street School

### Districts with Schools Identified for TSI/ATSI Supports 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	Teachers and staff who work with the following subgroups, Dual Language, English Language Learners, Students with Disabilities.
Parents with children from each identified subgroup	Parents with children in the following subgroups (Hispanic, ELL, Students with Disabilities, Black/African American).
Secondary Schools: Students from each identified subgroup	Students from the following subgroups (Hispanic, ELL, Students with Disabilities, Black/African American).

## 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 made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
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 to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

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).