



## SIF Year 1 Follow-Up Report

2014-2015

### Community-Oriented (Wrap-Around Services) Design Framework:

1. What services and strategies has the school chosen to sustain?
  - The 9<sup>th</sup> Grade Academy – this has allowed for a continued team approach at the 9<sup>th</sup> grade level with common planning time for teachers and a consistent implementation of the Instructional Support Team and Response to Intervention.
  - The 9<sup>th</sup> Grade Academy Administrator – Associate Principal
  - 9<sup>th</sup> Grade Counselor which provides students transition planning and lower student/counselor ratio.
  - Family Counseling – on and off campus through the Community Schools Grant
  - Home/School Liaison with a focus on truancy issues and supporting families by providing strategies to help their children be successful.
  - Partnerships continue with Hobart and William Smith Colleges, Geneva Boy's and Girl's Club, and Sylvan.
  - Health and dental services are offered to students on site through other grant funding.
  - Sports physicals given to students on site for student athletes.
  - Continues professional development in the Learning Focused model with certified "in-house" trainers.
  - Academic Partnership with HWS – high school students continued to take college level courses on the college campus
  - PM School – provides credit recovery and credit accrual for students
  
2. How has the school continued to measure the impact of this design framework?
  - Quarterly academic monitoring reports
  - Data points (see attached chart)
  - Promotion rates from Freshmen Academy
  - Teacher Observations
  - School Advisory Committees
  - Regents and AP exam tracking
  - Teacher, student, parent surveys
  
3. How have the community's needs continued to be met based on continuing services and strategies?
  - Implementation and use of a Drug and Alcohol Prevention Specialist k-12
  - Tutoring through Hobart and William Smith Colleges
  - Continued referrals to Family Counseling of the Finger Lakes for families in need
  - Continued partnership with Geneva 2020 – collaboration with community businesses to ensure a community approach to student success

- Continued social and emotional support for students with a district social worker

### **Student Achievement**

1. Has the district/school been able to maintain improved student achievement?

Yes – refer to the attached data chart. In addition to the information attached we have established the LEAP Program (Lead-Excel-Achieve-Progress) for our students of color to enroll in and find academic success in our advanced courses with a goal of closing the achievement gap for our at-risk students. AP course enrollment continues to increase as well as AP scores – surpassing nationally and international averages. Geneva High School continues to see increased graduation rates among all sub-groups. Promotion rate from 9<sup>th</sup> grade to 10<sup>th</sup> has been at all-time high since the creation of the Freshmen Academy at 81 % in June and anticipation 86-88% in August.

2. What does the 2014-2015 data on the Performance Target Chart tell you?

Over the past 4 years Geneva High School has focused on the use of data to drive both instructional and programmatic decisions. We have made great strides in creating academic opportunities for all students. Increased learning opportunities, enrollment in advanced courses, PSAT and SAT participation, graduation rate, and post-secondary attendance confirms that we are providing sound opportunities for all students and that they are finding success. As a building the focus moving forward will be on daily attendance – this will be addressed by the addition of a Truancy Officer for the 2015-16 school year. Another area of need is to decrease student discipline referrals. Offering professional development for teachers in becoming a cultural responsive community and providing teachers the tools to work with such a diverse student population the number of discipline should see a decrease for the upcoming school year.

### **District Role**

1. How has the district maintained conditions for a community-oriented approach to schooling?

The district has sustained the position of the Associate Principal to oversee the community partner model and implementation. The Associate Principal along with the building principal continues to be responsible for establishing relationships with outside agencies and foster a collaborative approach to identifying, helping, and supporting students and families in need. The district continues to partner and engage the following community organizations:

- Hobart and William Smith Colleges
- Geneva Boy's and Girl's Club
- Finger Lakes Health

- Family Counseling of the Finger Lakes
- The University of Rochester
- Geneva 2020
- Cradle to Career Alliance
- Geneva Reads
- Success for Geneva's Children

All agencies listed above have seen an increase in student and family participation.

### **Community Role**

1. Has the community sustained coordination of wrap-around services within the school/district?

Yes, the community continues to partner with the school and has expanded partnerships throughout the district as well.

2. What community partnerships have been sustained?

In addition to the ones listed above the school has continued their initial partnerships with Finger Lakes Community College and Sylvan.

### **Sustainability**

1. What is the greatest sustainability challenge one year after the grant has ended?

Our biggest challenge in sustaining all programs continues to be funding. The district has allocated money in the general fund to sustain much of what was developed with the SIF grant but this continues to be a challenge in times of financial stress. We continue to actively seek grants to help sustain the programs and personnel needed to continue providing the same level of service to our students and families.

2. What evidence exists to indicate that successful transfer of partner expertise to district/school personnel occurred?

The Assistant Superintendent of School Accountability/Project Coordinator of the SIF grant has ensured that program and instructional decisions made as part of this grant have been implemented purposefully with appropriate professional development. The Geneva City School District has taken many of the processes put in place due to the SIF grant and implemented them in other buildings to align practices k-12 for the benefit of all students in the district. With the Associate Principal overseeing the implementation of programming at the 9<sup>th</sup> grade level we have been able to ensure a positive impact on student learning. The district continues to see a need to support students and families struggling with mental illness and has invested money to train staff in Therapeutic Crisis Intervention. The district has trained all administrators and invested in certifying trainers to turn-key the professional development for all teachers and

support staff in the upcoming school year. All professional development offered within the year aligned with the goals of the district; becoming and remaining a culturally responsive community, developing common core aligned lessons and units, participating in data-driven dialogues, and utilizing a common instructional model. This has allowed all efforts by both the school district and community to have a specific focus to drive and monitor the success of our children.

3. Has additional public/private funding and/or changes in the district/school budget affected sustainability success?

Yes; however the district is always seeking grants to allow for continuation of programs and staffing. We have recently received a Math/Science grant to further the content knowledge and best practice implementation within our Science and Math departments. We have also received the Community Schools Grant allowing us to continue partnerships established with the SIF grant as well as add some additional positions and connections such as the addition of a Truancy Officer.

4. Has the school sustained the Best Practice(s) noted in the 2014 Final Report? If yes, describe funding, staffing, and district/school changes that occurred to sustain these practices.

Geneva High School continues to implement the use of a common instructional model; Learning Focused. With the initial funds of the SIF grant the district supported the training of 8 teachers and 2 administrators to attend the Train the Trainers course to turn-key the training for all high school staff in the Learning Focused Instructional Model. This model of instruction continues and since the initial implementation at the high school our middle school has adopted the model and this year the 2 elementary buildings will as well. We have built internal capacity and now every coach within the district trains and provides coaching for all teachers – this has become a systematic change and success. The district continues to support the updated training for all trainer certification and materials for teachers.



## Performance Targets for Year (1) or Year (2) Implementation Period

[ ] IQ1 [ ] IQ2 [ ] IQ3 [ ] IQ4 [ ] Annual [  ] Yr 1 Follow-up  
Geneva City School District

<i>Insert actual progress for quarterly and annual reports.</i>	Unit	District Average	Baseline Data	Targets for 2012-2013	Actual Data 2012-2013	Target for 2013-2014	<i>Actual Data For 2013-2014</i>	<i>Target for 2014-2015</i>	<i>Actual Data 2014-2015</i>
<b>I. Leading Indicators</b>									
a. Number of minutes in the school year	min		68978	68760	82980 (180 days – 461 minutes per day)	84780 (180 days – 471 minutes per day)	81,483 Total	88,800 min	88,880 Minutes
b. Increased Learning Time	min		NA	100	5225 Minutes in one school year	10,000 Minutes from wrap around services in one school year	12,010 – Average per quarter  48,038 Total	14,440 min	14,440 Minutes
c. Student participation in State ELA assessment	%								
d. Student participation in State Math assessment	%								
e. Drop-out rate	%		10.3	8	8.8	5.0	.47% Average	<10%	6.8%
f. Student average daily attendance	%		88.3	90	91	93	92.4% Average	>90%	89.3%
g. Students enrolled in advanced course work	num		230	22	257 Evidenced by class rosters/grades reported	250	576 Total	600	655 Seats Filled
h. Suspension rate	%		7	5	8.9	7	4.5% Average	4.0%	4.3 %
i. Number of discipline referrals	num		1130	1080	1478 Instituted a new dress code policy	1300	1218 Total	1000	1039
j. Truancy rate	%		3.6	3	7.3	2.5	10% Average	9%	8.77 %

k.	Teacher attendance rate	%		94	95	94.6	95	92% Average	95%	95.63%
l.	Teachers rated as "effective" and "highly effective"	%		NA	75	94	95	100%	90%	Will be reported in September 2015
m.	Hours of professional development to improve teacher performance	num		NA	20	87	500	2,189.5 Total  547 Average per quarter	1000	1193.5
n.	Hours of professional development to improve leadership and governance	num		NA	25	34	540	1,414.5 Total  354 Average per quarter	250	284
o.	Hours of professional development in the of high quality interim assessments and data-driven action	num		NA	20	40	500	536 Total	250	250
<b>II. Academic Indicators</b>										
p.	ELA performance index	PI								
q.	Math performance index	PI								
r.	Student scoring "proficient" or higher on ELA assessment	%								
s.	Students scoring "proficient" or higher on Math assessment	%								
t.	Average SAT score	score		1470	1500	Critical Reading – 505 Math – 512 Writing – 492 1509	1500	Critical Reading – 505 Math – 514 Writing - 496	1500 combined	Critical Reading – 505 Math – 522 Writing – 490
u.	Students taking PSAT	num		91	60	91	65	119 Total	100	110
v.	Students receiving Regents diploma with advanced designation	%		48.6	50	31	50	46 Total	50%	51

w.	High school graduation rate	%		72.8	80	80	82	District 80% Building – 85%	80%	June 79.45% Anticipated August 83.0 %
x.	Ninth graders being retained	%		28.3	10	14	5	13%	10%	19 % as of June 2015 11% as of August 2015
y.	High school graduates accepted into two or four year colleges	%		86	88	76	90	103 Total	75%	2 year college – 56 4 year college - 58
z.	Student completion of advanced coursework			230	New Target	257		576 Total	650	655